

By:	Roger Gough, Cabinet Member for Education and Public Health Reform Patrick Leeson, Corporate Director for Education, Learning and Skills
To:	Education Cabinet Committee – 21 June 2013
Subject	Ofsted Inspection Outcome Up-date September 2012 - May 2013
Classification:	Unrestricted

Summary	This report summarises the performance of Kent schools in Ofsted inspections during the period September 2012 - May 2013 and reflects on the overall Kent position on Ofsted Inspections.
---------	---

1. Background

- 1.1 Kent County Council is committed to improving educational outcomes for the children and young people of Kent. There is much to celebrate in Kent schools, with evidence of outstanding leadership and classroom practice, innovation and dynamism. 2012 results have confirmed this view with the significant improvement in attainment at all stages in Kent schools and settings.
- 1.2 However, whilst we are pleased with the improvement and the fact this is now a two year trajectory most notably at Key Stage 2 with a 7.2% increase since 2010, we also know that performance in some schools still does not meet the high standards we expect and which the families and children of Kent deserve. We continue to share the Secretary of State's concern that every day that children spend in classrooms where they are not learning well and making good progress is another day that they are held back from achieving their full potential. This can have long term impact on their educational achievement.
- 1.3 We equally continue to acknowledge that some schools face specific challenges, and accept that part of our leadership role is to help them overcome these challenges, as well as creating an environment in which all schools can share best practice through a collaborative approach.
- 1.4 Our school improvement strategy is to support and challenge schools and settings to build on the success of the last two sets of results and to ensure that 2013 sees even fewer schools below the floor standard (currently less than 24 Primary schools and less than 10 secondary schools) and that attainment and progress at all key stages continues to improve.

Local solutions to local issues: Driving school improvement through district working

- 1.5 Kent is a diverse county. Within the over-arching county-wide strategy we therefore encourage local solutions for local issues. Whilst the 12 districts remain as a description of area, the school improvement team is working a double district model

that we have been trialling with 6 districts this year. Since last September, schools in each district have been supported through a Primary Senior Improvement Adviser and their team, Secondary Senior Improvement Adviser and Special School/PRU Advisers on an area basis.

- 1.6 In 2012-2013 in order to reflect the new vision of 'Bold Steps for Education' we have made some adjustments to our internal team structure to ensure that we can support all Kent schools on their improvement journey. A self improving school system needs more good and outstanding schools, to raise the level of the whole system, so our strategy is to work with all schools and support collaborations among higher and lower performing schools for their mutual benefit.
- 1.7 There are six primary Senior Improvement Advisers (SIAs), three secondary Senior Improvement Advisers and three Special Senior Improvement Advisers. These were formerly described as Kent Challenge Lead Advisers. They are responsible for a double district in primary education and for an area which is equivalent to four districts in the case of secondary and special education. The Primary Senior Improvement Advisers have two or three Improvement Advisers (IAs). The Secondary Senior Improvement Advisers have three additional Improvement Advisers. In addition the Senior Improvement Advisers have a commissioning budget to ensure that they have sufficient capacity to support all schools in their double district by buying in relevant additional expertise and consultancy. We have also created two literacy and two numeracy adviser roles in order to drive these agendas forward over the next two years. These roles ensure equity and consistency, as well as spreading best practice, across KCC.
- 1.8 There are six Early Years Area Leads and each is responsible for a double district that aligns with the Primary Senior Improvement Adviser areas. The role of the Early Years team is to secure high quality teaching in all school nursery and reception classes, the transition to Year 1, leadership of learning and assessment across the Early Years Foundation Stage (EYFS). In addition there are six specialist adviser posts for Early Years in schools, whose work is directed by the Early Years Area Leads, these are mainly deployed by double district, but also according to need across Kent. The Early Years Area Leads also manage the team of advisers that support the Private and Voluntary Early Years sector to ensure continuity and ongoing challenge for improvement, across the EYFS from birth to the end of the reception year. This gives an opportunity to disseminate best practice through a network of leading Early Years practitioners and to build capacity via collaborative cross sector working that will improve children's outcomes at the end of the reception year and beyond.
- 1.9 The capacity of the central school improvement team is enhanced by drawing upon expertise within the district itself:
 - Increasingly through school to school support
 - Use of external expertise through the procurement framework
 - National and local Leaders of Education and other outstanding Headteachers.
 - Advanced Skills Teachers (gradually moving to Specialist Leaders of Education)
 - Leading Teachers

- Other outstanding school personnel
- Teaching Schools (TS)
- Collaborative school partnerships

- 1.10 This mix of Local Authority and school resource and expertise provides the balance of support, challenge and intervention and ensures we are well placed to meet the requirements of continuing to improve standards as well as the wider role of facilitating, enabling and quality assuring school to school support.
- 1.11 Our strategy for school improvement is to use the best expertise in Kent schools to support the improvement of the other schools and to target the resources of the local authority where most improvement is needed. This is having clear impact on raising standards and on increasing the number of good and outstanding schools.

2. Ofsted Inspections

- 2.1 Kent has seen a positive trend in the 171 Ofsted inspections that have taken place since September 2012 under the revised Ofsted inspection framework. Attached to this report is the breakdown of the school inspection outcomes by school phase.
- 2.2 Ofsted inspections since September 2012 to date show that seven schools (4%) achieved an outstanding judgement and 94 schools (55%) achieved a judgement of good. Overall, 101 schools (59%) achieved a good or outstanding judgement.
- 2.3 Since September 2012 to date seventy one schools (42%) improved a grade and 60 schools (35%) moved from previous double satisfactory inspection outcomes to achieve a good judgement on their overall effectiveness. This is very positive particularly in relation to those schools that have moved to good, in many cases, after a number of years as satisfactory schools.
- 2.4 Since September 2012, 57 schools (33%) received the judgement of 'Requires Improvement. This is the former satisfactory judgement. Requiring Improvement means that schools have a limited time in which to improve before they are re-inspected, usually within two years.
- 2.5 The School Improvement Service is working very closely with all schools Requiring Improvement. In most schools currently with a Requires Improvement judgement there is capacity within the leadership to ensure the school makes rapid progress and achieves a good outcome in its next inspection. The local authority is providing support and challenge to ensure that that good progress is achieved in all these schools. Where there is not leadership capacity to make the necessary improvement the local authority is working with Governing Bodies to ensure appropriate action is taken.
- 2.6 When a school is deemed to Require Improvement, the local authority implements the Kent Challenge improvement strategy alongside the new Ofsted HMI monitoring and support that all schools that require improvement will receive. The new South East Ofsted regional HMI team will determine when a school is then ready for re-inspection to achieve a good judgement.

2.7 Thirteen schools of the 171 inspected since September 2012 went into an Ofsted category of concern, either serious weaknesses or special measures. This is a serious concern. Action had already been taken in a number of the schools to address weak leadership capacity and poor overall effectiveness. In some cases the inspection identified 'green shoots' under new leadership arrangements and appropriate plans were already in place for sustainable improvement through the sponsored academy route. In a small number of cases where these plans were not already in place, it has been necessary to use the Local Authority's intervention powers to appoint new leadership, replace Governing Bodies with Interim Executive Boards, or strengthen Governing Bodies with additional governors to ensure there is effective capacity to improve the school.

3. KCC Overall Ofsted Inspection Position

3.1 Currently 68% of schools are judged to be good or outstanding. This is a significant improvement on the figure of 59% in 2011-12. Members should note that the overall current position does not include a few recent inspection reports that are not yet published. Management Information has to wait for the published report before adding schools to the statistical data base.

3.2 The current Ofsted position overall across all Kent schools (Primary, Secondary and Special) is as follows:

- 97 schools (17%) are judged to be outstanding
- 298 schools (51%) are judged to be good
- 148 schools (25%) are judged to be requiring improvement
- 22 schools (3.7%) are judged to be inadequate and therefore in an Ofsted category (Nationally the current percentage of schools in an Ofsted category is 3%)
- 24 schools (4.0%) do not have an Ofsted inspection record and are without a full report currently. These are schools which may have amalgamated, for example the new St. John's school in Canterbury, or newly converted academies awaiting their first inspection.

3.3 At present 75% of Secondary schools, 75% of Special schools and 65% of Primary schools are good or outstanding. The national average is 78% for Primary schools and 73% for Secondary schools. Clearly Kent is doing well in Secondary and Special provision and is improving its Primary school position. Just over a year ago Primary school inspection outcomes were as low as 56% good and outstanding schools.

3.4 We also know that many of the 'Requires Improvement' schools are well led and making good progress. A good number of these schools significantly improved their Key Stage 2 and Key Stage 4 results in 2012 and are well above the floor standard, so that we can be more confident of a future good inspection outcome.

3.5 We expect this positive trend to continue and to gather pace towards our ambitious target of at least 85% of primary and secondary schools and 100% of special

schools to be judged good or outstanding by Ofsted by 2015. This is deliberately ambitious in order to challenge ourselves to do much better as quickly as possible.

- 3.6 While there is improvement in the outcomes of Ofsted inspection since September 2012, there are still a number of schools at risk. The school improvement strategy is well focused on targeting improvement in these schools.

4. Recommendation

- 4.1 Education Cabinet Committee is invited to comment on the progress achieved to date in improving Ofsted inspection outcomes.

Background Documents

None

Lead Officer Contact Details

Sue Rogers
Director Standards and Improvement
Sue.rogers@kent.gov.uk
01622 694983