

From: Roger Gough, Cabinet Member for Education and Health Reform

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To: Education Cabinet Committee – 4 December 2013

Subject: Ofsted Inspection Outcome Up-date

Classification: Unrestricted

Electoral Division: County Wide

Summary:

This report briefly summarises the performance of Kent schools in Ofsted inspections during the 2012-2013 school year, following the full report that was presented to the Committee in September 2013. In addition it provides a review of the Ofsted inspections for the period September 4th - October 25th 2013.

Recommendation:

Education Cabinet Committee is invited to comment on the information contained in this report.

1. Background

- 1.1 Kent schools made good progress in the last school year in improving inspection outcomes and in increasing the number of good and outstanding schools. Ofsted has recently published its latest national statistics for all inspections carried out in the last school year. Nationally 78% of schools are now good and outstanding and there has been a 9% increase in the percentage of schools nationally with these levels of performance.
- 1.2 At the end of the academic year 2012-2013, 70% of Kent schools were judged good or outstanding. This includes 75% of Secondary schools, 68% of Primary schools and 80% of Special Schools. There has been a significant increase on the 59% of schools rated good and outstanding in the previous year. The latest figure for good and outstanding is also significantly better than 2010-2011 where only 55% of schools were judged good or better. 21 schools do not have an Ofsted judgement because of their recent conversion to academy status, or they are a new school, or an amalgamation had taken place. Kent's percentage improvement in the academic year 2012-2013 was 11%, which is better than the national rate of improvement. This is very encouraging.

- 1.3 In Kent 16% of schools were outstanding and 54% were good, compared to 20% outstanding and 58% good nationally. Our priority for 2013 onwards is to close the gap with the national picture, and indeed exceed it.
- 1.4 At the end of the 2012-2013 school year there were 141 (24%) mainstream schools requiring improvement, excluding Pupil Referral Units. This was a significant improvement compared to September 2012 when there were 211 (37%) Primary and Secondary schools requiring improvement.
- 1.5 At the start of September 2013 there were 20 schools in an Ofsted category. 15 schools successfully came out of category during 2012-2013, however 17 maintained schools went into category. One school went in and out of category within the academic year. 4 schools remained in category from the previous academic year. Therefore 16 maintained schools from 2012-2013 and 4 schools from the 2011-12 academic year meant we began September 2013 with 20 schools in category.
- 1.6 One of our biggest challenges now is to ensure every school requiring improvement becomes a good school within the next two years, and that we continue to work together in partnership to ensure no good and outstanding schools decline.

2. Ofsted Inspections September 4th 2013- October 25th 2013

- 2.1 Since September 2013 there have been 34 Ofsted Inspections. 50% (17 schools) of those inspected achieved good or outstanding judgements. Of particular note are the 7 schools (50% of the good judgements) that improved their judgement from Requiring Improvement to Good.
- 2.2 However, we are concerned about the number of schools who received a requiring improvement judgement: 12 of the 13 schools who were previously satisfactory schools and one school which was outstanding. This is disappointing.
- 2.3 It indicates that schools that were previously satisfactory and that are now deemed to be requiring improvement, have not made good enough progress or shown sufficient improvement since their last inspection. If Kent is going to achieve its ambitious targets of 85 -90% of schools being judged good or better by 2017, we need to ensure that there is a significant improvement in the number of satisfactory schools achieving a judgement of good.
- 2.4 In addition, 4 schools have failed their latest inspection. This is a very serious situation particularly as 2 of the schools were previously good schools. Following each failure, the Local Authority has undertaken an investigation into the school to establish what more could have been done to bring about a more positive outcome. In each case the judgements centred on pupil progress and achievement.

Outstanding	3	8.8
Good	14	41.2
RI	13	38.2
Category	4	11.8
Moved up	8	23.5
Sat / RI to good	7	20.5

	Number of schools with an Ofsted judgement on 4 th September 2013	Number of schools upgraded in intervening period	Number of schools downgraded in intervening period	Number of schools who maintained their previous judgements	Number of schools with an Ofsted judgement on 25 th October 2013
Outstanding	91	0	1	2	94
Good	299	1	2	7	312
Requires Improvement	120	7	2	12	131
Inadequate	20	0	0	0	22
TOTAL	530*	8	4	21	557*

*Please note the total on 4th September is not equal to the total on 25th October. Reasons for the difference are: schools may have amalgamated; new schools may have been opened; and that schools may have converted to academy status. On conversion to academy status, the old school is listed as closed and its Ofsted report is no longer valid. The new academy will not have an Ofsted report until the academy's first inspection.

2.5 There are a number of common features of the schools that did not achieve a judgement of good:

- Leadership and management could not demonstrate embedded improvement. This includes Governors, senior leadership and middle leadership
- Too high a percentage of teachers were providing requires improvement or indeed inadequate lessons
- Progress of vulnerable groups of children was below national expectations either within the current year or across the key stages
- Progress of high ability children was poor
- School had been below or around the national floor standards for usually more than one year out of the last three

In addition there are a number of factors which schools who are on the journey to good need to manage effectively.

These include:

- Recent changes in leadership which whilst showing potential have not been able to embed changes
- New middle management in place with staff not yet experienced enough and therefore not as effective as they need to be
- Staffing structure changed significantly between Ofsted inspections and/or the profile of teaching in the school
- The profile of the school has changed with high levels of mobility (the numbers of children leaving the school and children entering the school are impacting on the performance of the cohorts)
- Systems and structures for monitoring performance, such as reviewing the progress of all pupils are not showing sufficient impact yet
- The Governing Body is not sufficiently robust in holding the Headteacher and SLT to account due to insufficient knowledge about the school's performance and inability to ask the appropriate challenging questions

3. Conclusion

3.1 While good progress is being made overall the challenge is to improve the schools that have been previously rated as satisfactory, to ensure they are providing a good quality of education. In the last two and a half years we have seen the position of schools in Kent make significant improvement from 55% good or outstanding in 2010 to 70% good or outstanding in 2013. Results at all key stages have improved and our position against national data is either above or in line in the vast majority of comparative indicators.

3.2 However, there is still a great deal of school underperformance to manage in Kent. Expectations are rightly increasing and this brings another group of schools into the scope of causing concern. The work of the School Improvement Service is focused on addressing these challenges and improving the rates of progress in schools requiring improvement. This work includes:

- Six weekly progress review meetings with all schools requiring improvement
- Targeted leadership programmes including Maintaining the Momentum and the new Executive Head training
- Our suite of Every Lesson Counts programmes to improve teaching and learning
- The development of school collaborations, with strong school to school support
- Partnership with the Teaching Schools on supporting school improvement
- Partnership with local Her Majesty's Inspectors (HMI) and with other external partners who can support our schools such as South East Leadership Trust and the National College

- Use of the procurement framework to source the very best support for Kent schools

Recommendations:

Education Cabinet Committee is invited to comment on the information contained in this report.

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Background Documents

The School Improvement Strategy