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To:	Education Cabinet Committee – 18 January 2013
Subject	Ofsted Inspection Outcome - Progress of Schools in Kent Challenge in 2012 and their performance in an Ofsted inspection
Classification:	Unrestricted

Summary	This report summarises the progress of schools in the Kent Challenge School Improvement Strategy in 2012 and performance in Ofsted inspections
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1. Kent Challenge School Improvement Strategy

1.1 The Kent Challenge School Improvement Strategy has been effective in ensuring that only 23 schools fell below the Government's floor standard of 60% of pupils attaining Level 4 in English and Maths at Key Stage 2 in 2012. This is a significant reduction from 95 schools in 2010. The School Improvement Team will continue to work with the 23 schools that remain below the floor standards. The Team will also work with the middle band of schools to drive their performance closer to the national average of 80% English and Maths at Level 4.

1.2 The team focused support intensively in 134 schools.

- In 2012, 126 of these schools improved their results compared to 2011.
- 113 of the 134 schools were above the floor standard in 2012 compared with 64 in 2011 and 51 in 2010.
- 111 schools improved their performance with 2 levels of progress in English from 2011.
- 104 schools improved their performance with 2 levels of progress in Maths from 2011.
- 85 of these schools were above the national average for 2 levels of progress in English compared with 39 in 2011 and 33 in 2010.
- 76 schools were above the national average for 2 levels of progress in Maths compared with 27 in 2011 and 24 in 2010.

The strategies that made the most difference in terms of school improvement are:

- a detailed and ongoing analysis of the school's performance data and quality of teaching to identify the key priorities and to ensure the most effective targeting of support, challenge and intervention
- early and rigorous intervention and action for those schools where leadership and/or the quality of teaching needed significant improvement, including the procurement of new leadership capacity where necessary

- a support programme to rapidly improve the quality of teaching and assessment and appropriate action to address poor teaching
- a clear plan for improvement, six weekly progress meetings with the School Improvement Team to identify the impact of the support in place for the school and to monitor the achievement of clearly defined targets for improvement
- attention to accountability and clarifying the expectations of the key stakeholders in improving the school, including the Headteacher and staff, the Governing body and the school improvement team linked to the school
- brokering of support from other schools and facilitation for the school(s) to be part of a collaborative partnership with good or outstanding schools
- if schools do not make the expected progress the following actions are considered: the serving of a Warning Notice; introduction of an Interim Executive Board; changes to the leadership structure; federation or amalgamation; or conversion to an academy.

2. Ofsted Inspections

2.1 Kent has 19 (3% of all schools) in an Ofsted category of concern. Nationally the current number of schools in an Ofsted category is 3%.

2.2 There are 6 schools in the serious weaknesses category and 13 in special measures. In serious weaknesses there are 2 secondary schools and 4 primary schools. In special measures there are 12 primary schools and 1 special school. A number of the schools are being sponsored as academies.

2.3 There has been an increase in the number of early years settings judged good or outstanding by Ofsted to 87% from 82 % in 2011.

2.4 Overall there has also been an increase in the number of schools judged good or outstanding by **Ofsted** from 57% to 62% overall. The national average for all schools is 70%.

2.5 At present 73% of Secondary schools in Kent and nearly all Special schools are good or outstanding. 59% of Primary schools are good or outstanding. The national average is 69% for Primary schools and 66% for Secondary schools.

2.6 There are positive indications that school inspection outcomes are improving. There have been 45 inspections since the beginning of the 2012 school year, 30 schools (66%) were rated as good or outstanding and among these 25 schools (55%) improved from a previous satisfactory judgement. This is very encouraging.

2.7 We also know that many 'satisfactory' or '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.

2.8 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 very soon.

2.9 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 but it may not be sufficient in the short timescales available to prevent some failing their Ofsted inspection. However the risk is decreasing as the school improvement strategy becomes more effective.

3. Turning schools around: Making the difference

3.1 There are three critical factors in improving schools: ensuring good and outstanding leadership, good or outstanding teaching and learning, and good or outstanding assessment and monitoring of all pupils' progress. Our improvement strategy is focused on these key characteristics.

4. High Risk Schools and High FSM correlation both positively and negatively (Appendix 1)

4.1 Attached to this report is data showing the performance of those schools in each district with High FSM and how they are performing against the floor standard measure of Level 4 in English and Maths at Key Stage 2. What is clear is that a number of schools achieve high standards with higher than average levels of deprivation.

5 Recommendation

5.1 Education Cabinet Committee is invited to comment on the progress achieved to date in improving school results and Ofsted inspection outcomes.

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