

## CABINET ITEM COVERING SHEET PROFORMA

**AGENDA ITEM**

**REPORT TO CABINET**

**26 NOVEMBER 2009**

**REPORT OF CORPORATE  
MANAGEMENT TEAM**

### **CABINET DECISION**

Children & Young People - Lead Cabinet Member – Councillor Alex Cunningham

#### **SCHOOL PERFORMANCE 2008-09 / DEVELOPMENTS IN STATUTORY PROCESSES UNDERPINNING SCHOOL IMPROVEMENT**

1. Summary

To inform Members of school performances in the academic year 2008-09.

To inform Members of two recent developments in statutory processes underpinning school improvement.

- The Education White Paper “Your child, your schools, our future – building a 21st century schools system” which seeks to redefine the nature of school improvement and how it is delivered; signaling the end of the National Strategies and funding support for local authorities to deliver them.
- The new Ofsted School Inspection Framework from September 2009. The new framework contains 3 limiting judgements; attainment, equalities and safeguarding. The nature of the limiting judgement on attainment may leave some Stockton schools vulnerable to receiving a lower inspection judgement than might have previously been expected

To ask Members to note the interrelated implications of the White Paper and New Ofsted Framework. Loss of National Strategies funding to the Education Improvement Service will create a significant budget pressure whilst a possible dip in the future performance of Stockton schools at inspection will require increased support from the Education Improvement Service.

2. Recommendations

1. Cabinet to note and comment as appropriate on standards and achievement across the borough.
2. Cabinet to note details regarding the new Ofsted framework for inspecting schools, and the Education White Paper ‘your child, your schools, our future’.
3. Cabinet to note the impact on the Education Improvement Service represented by the Education White Paper and the revised Ofsted framework.

### 3. Reasons for the Recommendations/Decision(s)

1. The annual report on school standards across the borough enables Cabinet to monitor standards and achievement and to evaluate the impact of local authority monitoring, challenge, intervention and support.
2. Loss of National Strategies funding to the Education Improvement Service will create a significant budget pressure whilst a possible dip in the future performance of Stockton schools at inspection will require increased support from the Education Improvement Service.

### 4. Members' Interests

Members (including co-opted Members with voting rights) should consider whether they have a personal interest in the item as defined in the Council's code of conduct (**paragraph 8**) and, if so, declare the existence and nature of that interest in accordance with paragraph 9 of the code.

Where a Member regards him/herself as having a personal interest in the item, he/she must then consider whether that interest is one which a member of the public, with knowledge of the relevant facts, would reasonably regard as so significant that it is likely to prejudice the Member's judgement of the public interest (**paragraphs 10 and 11 of the code of conduct**).

A Member with a prejudicial interest in any matter must withdraw from the room where the meeting considering the business is being held -

- in a case where the Member is attending a meeting (including a meeting of a select committee) but only for the purpose of making representations, answering questions or giving evidence, provided the public are also allowed to attend the meeting for the same purpose whether under statutory right or otherwise, immediately after making representations, answering questions or giving evidence as the case may be;
- in any other case, whenever it becomes apparent that the business is being considered at the meeting;

and must not exercise executive functions in relation to the matter and not seek improperly to influence the decision about the matter (**paragraph 12 of the Code**).

**Further to the above, it should be noted that any Member attending a meeting of Cabinet, Select Committee etc; whether or not they are a Member of the Cabinet or Select Committee concerned, must declare any personal interest which they have in the business being considered at the meeting (unless the interest arises solely from the Member's membership of, or position of control or management on any other body to which the Member was appointed or nominated by the Council, or on any other body exercising functions of a public nature, when the interest only needs to be declared if and when the Member speaks on the matter), and if their interest is prejudicial, they must also leave the meeting room, subject to and in accordance with the provisions referred to above.**

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**RECOMMENDATIONS**

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**DETAIL**

**PRIMARY PHASE**

**1.0 Early Years and Foundation Stage**

- 1.1 Children are assessed from entry to school through to the end of Reception Class against a series of thirteen Early Learning Goals measured on a 9 point scale.

1.2 In the Early Years Foundation Stage, Stockton continues to make good progress relative to national outcomes. Compared to 2008, Stockton improved its attainment in nine out of 13 indicators with particular gains made in Mathematical Calculating and Creative Development. In 10 of the 13 indicators Stockton is ranked in the top 10 of the country's 152 local authorities; for 5 of these including the key Personal and Social Development aspect we are ranked either 1<sup>st</sup> or 2<sup>nd</sup>, and compared to our 11 statistical neighbours we are ranked first in all 13 indicators.

## 2.0 Key Stage 1

2.1 At the end of Key Stage 1, when children are age 7, they are assessed by their teachers in reading, writing, maths and science. Achievement is recorded at Level W (working towards L1), 1, 2a, 2b and 3 with a national expectation of reaching L2 by the end of this Key Stage.

2.2 Key Stage1 summary of attainment.

<b>% L2+</b>	<b>2008 Stockton</b>	<b>2009 Stockton</b>	<b>2009 National</b>
<b>S/L</b>	86	86	87
<b>Reading</b>	86	84	84
<b>Writing</b>	81	81	81
<b>Maths</b>	90	90	89
<b>Science</b>	89	89	89

<b>% L3+</b>	<b>2008 Stockton</b>	<b>2009 Stockton</b>	<b>2009 National</b>
<b>S/L</b>	20	20	21
<b>Reading</b>	24	23	26
<b>Writing</b>	14	13	12
<b>Maths</b>	21	20	21
<b>Science</b>	23	21	22

## 3.0 Key Stage 2

3.1 Children sit national tests in English, maths and science aged 11, at the end of Key Stage 2 (KS2). Achievement is recorded at levels 2, 3, 4 and 5. The national expectation at the end of this key stage is for children to achieve Level 4. This is the last year in which science will be tested nationally.

3.2 Key Stage 2 summary of attainment. (CEM – Combined English and maths)

<b>% L4+</b>	<b>2008 Stockton</b>	<b>2009 Stockton</b>	<b>2009 National</b>
<b>CEM</b>	78	75	72
<b>English</b>	84	81	80
<b>Reading</b>	89	87	86
<b>Writing</b>	71	70	67
<b>Maths</b>	83	82	79
<b>Science</b>	91	91	88

<b>% L5+</b>	<b>2008 Stockton</b>	<b>2009 Stockton</b>	<b>2009 National</b>
<b>CEM</b>	22	23	20
<b>English</b>	31	30	29
<b>Reading</b>	50	47	47
<b>Writing</b>	22	20	19
<b>Maths</b>	36	40	35
<b>Science</b>	49	49	43

- 3.3 The Closing the Gap project was initiated in September 2009 with a key aim to improve levels of literacy for targeted groups of pupils pre and post transition from primary to secondary. Of the 6 primary schools in the project, 4 improved their overall attainment at L4+ in English with each of these 4 schools obtaining its best ever result.

## **SECONDARY PHASE**

### **4.0 Key Stage 3**

- 4.1 At Key Stage 3, statutory national tests (SATs) ceased in 2008, however schools continue to report teacher assessment results in each of the core subjects, English, maths, science and ICT. The national expectation at the end of this key stage is for children to achieve Level 5.
- 4.2 Key Stage 3 summary of attainment. 2009 results are based on teacher assessment. (National comparators for 2009 are not yet available)

<b>% L5+</b>	<b>2008 Stockton</b>	<b>2009 Stockton</b>
<b>English</b>	75	77
<b>Maths</b>	78	80
<b>Science</b>	74	78
<b>ICT</b>	80	81

<b>% L6+</b>	<b>2008 Stockton</b>	<b>2009 Stockton</b>
<b>English</b>	34	40
<b>Maths</b>	59	59
<b>Science</b>	42	46
<b>ICT</b>	28	34

### **5.0 Key Stage 4**

- 5.1 Young people take GCSE and other equivalent examinations at the end of Key Stage 4. These national examinations are graded on an A\* - G or comparable scale. Young people who achieve 5+ A\* - C are deemed to have reached the Level 2 threshold. Those who achieve 5+ A\* - G have reached the L1 threshold. The principle national measure of success is for young people to achieve 5+ A\* - C including both English and maths.
- 5.2 KS4 summary of attainment (National comparators for 2009 are not yet available)

<b>GCSE</b>	<b>2008 Stockton</b>	<b>2009 Stockton</b>
<b>5+A*-C (L2)</b>	65	68
<b>5+A*-C inc. English &amp; maths</b>	48	49
<b>5+A*-G (L1)</b>	92	92
<b>5+A*-G inc. English &amp; maths</b>	91	91

- 5.3 Using the level 2 (including English and Maths) threshold as an indicator, there was an improved performance in 7 of our schools. Two schools, both in challenging circumstances, made gains exceeding 10%.

## **INSPECTION, STANDARDS AND THE FUTURE**

### **6.0 Ofsted School Inspection**

- 6.1 From September 2008 to July 2009, 31 schools were inspected. These included 19 primary, 6 secondary and 2 special schools. Of these inspections 4 were monitoring visits undertaken by Her Majesty's Inspectors (HMI) to judge progress of schools in categories e.g. Special Measures or schools who had previously had grade 3 "satisfactory" inspections. 27 were full Ofsted Inspections.

- 6.2 The 31 schools inspected this year were:

Egglescliffe School	Harrow Gate Primary
Crooksbar Primary	Whinstone
Westlands School	The Norton
St Patrick's RC Primary (Stockton)	St Patrick's RC Primary (Thornaby)
Northfield School & Sports College	St Paul's RC Primary
Abbey Hill School	St Joseph's RC Primary (Billingham)
Christ the King	Our Lady & St Bede RC School
Billingham Campus	Bishopton Centre
Levendale Primary	Junction Farm Primary
All Saints CE School	Wolviston Primary
The Links Primary	Thornaby CE Primary
Pentland Primary	Kirklevington Primary
Fairfield Primary	Roseberry Primary
Thornaby Community School	Layfield Primary
St Michael's Secondary	Myton Park Primary
Hartburn Primary	

- 6.3 Again it is pleasing to report a very successful year regarding the external scrutiny of Stockton schools. In all but one, strengths continue to outweigh any weaknesses. Thornaby Community School was placed in Special Measures in January 2009 and has already received its first monitoring visit where it was judged to be making satisfactory progress on all recommendations.
- 6.4 Billingham Campus was placed in Special Measures by Ofsted in November 2007. At the school's final HMI monitoring visit in July 2009 it was judged to be making good progress with good capacity to improve.
- 6.5 Three schools received Ofsted monitoring visits because they were graded 3 or "satisfactory" at their previous inspection. St Patrick's RC Primary (Stockton) and The Norton School were both judged to be making good progress against recommendations from their previous inspection with Westlands School making satisfactory progress.
- 6.6 96% of schools inspected were judged to be satisfactory or better overall with 81% being good or better, including 37% being judged to be outstanding.

6.7 The Ofsted summary represents a snapshot of performance of a percentage of schools over a period of one year. Whilst it is important to maintain perspective, we are delighted with the high proportion of outstanding judgements and that the effort and commitment of staff and pupils has been appropriately reflected within the analysis. The continuing strong partnership between the LA and schools is effectively supporting the Council's aim to 'promote achievement and tackle disadvantage' across Stockton-on-Tees.

## **7.0 Working in Partnership to Raise Standards**

7.1 In 2008/9 we have seen significant changes in the way we work with schools to improve standards and achievement. The School Improvement Service was renamed The Education Improvement Service (EIS) to signal that our work now embraces settings in the Early Years and Foundation Stage and that from April 2010 it will embrace some post 16 providers following changes in the Machinery of Government which devolve post 16 provision commissioning and performance management of school sixth forms and sixth form colleges to the Local Authority.

7.2 Along with the change in name the service was also restructured to give strategic lead to the local authority's 4 statutory responsibilities with regards to education: monitoring, challenge, support and intervention. The work of teams has been given a strong phase focus and the service is now well positioned to manage proactive development of the education agenda through Building Schools for the Future (BSF) and the Primary Capital Programme (PCP) and to provide targeted work where it is needed and intervention in schools and settings causing concern.

7.3 We have revised working practices and bureaucracy to ensure that schools receive a more swift and responsive service. Our partners in schools have been pivotal in these developments. This work has culminated in new arrangements for undertaking categorisation of support required by schools and the development of a new handbook for School Improvement Partners.

7.4 Across the secondary phase we have embarked with schools on a significant process of change management to transform learning and leadership within the BSF programme. A Change Management Group consisting of the secondary heads, college principals and LA officers has progressed through workshops on the details of BSF to establishing a shared vision for learning across the borough. The group is currently exploring system leadership and the implications of this for effective school to school support and developing leaders of the future.

7.5 The Primary Capital Programme also provides the vehicle for a similar journey of transformation across the primary estate. Whilst at an early stage we expect to work with our colleague primary heads to develop change management structures that will echo those in secondary. A group of Primary Heads and LA officers are embarked on an National College of School Leadership (NCSL) programme to facilitate joint leadership of this in the coming academic year.

7.6 We have continued to work closely with the National Strategies and can report pleasing impact in many areas. Our main foci in 2008-9 were Assessing Pupil Progress (APP), Intensive Support Programme (ISP), Narrowing the Gap and National Challenge.

7.7 2008-9 also saw a change in the way we commission support for schools. Support for Thornaby Community School to secure an early exit from Special Measures and its successful transition to Academy Status (pending consultation) has been commissioned from the National Leaders in Education and National Support Schools Programme through the services of Outwood Grange College. Thus far the model of intervention is yielding very positive impact.

7.8 2008-9 was a successful year for the Education Improvement Service. We are regularly monitored by a range of external bodies; for example Ofsted and the National Strategies. This monitoring is in the form of a RAG rating (red, amber, and green). In the academic year 2008-9 we were RAG rated Green overall for improvement services and green for each key stage by the national strategies. They noted outstanding practice in EYFS and primary. Against the ECM national indicator set, we have been rated in the upper middle and upper quartiles nationally on 65% of the indicators for which there is data available.

## **8.0 Changes to the statutory processes of School Improvement.**

8.1 2009-2010 will see step change in the education landscape. The Ofsted School Inspection Framework for September 2009 onwards once again raises the bar for school's achievement. The White Paper "Your child, your schools, your future – building a 21<sup>st</sup> century schools' system" poses additional challenges such as the end of the National Strategies and a key focus on commissioning school improvement services.

8.2 Key changes to the Ofsted School Inspection Framework for September 2009 include:

- The introduction of a robust annual risk assessment of every school by Ofsted; taking into account published results, parental views and local intelligence. This risk assessment determines which schools are inspected and with what priority. The previous assumption of three years between inspections no longer pertains. Good and stable schools are likely to be inspected once every 5 years; up to 40% of schools with satisfactory inspections will be re-inspected within the year; schools in Ofsted Categories will be given a 4 week window within which they will receive "no notice" monitoring visits.
- All schools will be inspected to the same standard tariff, the best schools inspected less frequently but reduced tariff or light touch inspections cease.
- Limiting judgements in relation to attainment, equalities and safeguarding have been introduced. The Attainment judgement comprises three elements;
  - the standard of academic attainment
  - levels of progress in classrooms and
  - the progress of vulnerable groups (for example, minority ethnic groups, children in care, the gifted and talented, pupils with learning difficulties and/or disabilities, pupils who claim free school meals) to assess the extent to which schools ensure that all pupils, including those most at risk, succeed.
- Inspectors will make more detailed recommendations based on diagnosis of the school's strengths and weaknesses to support further improvements at the school.
- Inspections will now focus much more on classroom practice.
- Headteachers and staff are now expected to participate in the inspection, working with the inspection team.
- Gathering and analysing the views of parents and pupils assumes an increased importance.
- New judgements have been introduced:
  - how effectively schools work in partnership with other providers;
  - the effectiveness of the leadership and management of teaching and learning;
  - leaders' and managers' success at all levels in embedding ambition and driving improvements;
  - More explicit expectations for governors and an enhanced judgement about governance and value for money.
  - More explicit expectations concerning Safeguarding and an enhanced judgement around safeguarding.

8.3 The White Paper "Your child, your schools, your future – building a 21<sup>st</sup> century schools' system" centres on the following key themes:

- In every school: excellent teaching and the extra help each child needs.
  - This will see an extension of the Education Improvement Services work on 1-1 tuition and Catch up, and will see the introduction of a national progress check



at the end of Yr 7 and a personal tutor in secondary schools for every learner who has not made the expected levels of progress.

- Every school working in partnerships: because no school can do it alone.
  - This section bolsters the work of Children’s Services. It promotes as preferred models of school improvement the development of federations, Accredited School Groups taking over failing schools to secure improvement, Headteachers running more than one school (Executive Headship) and co-location of services to ensure that school improvement embraces the whole child not solely the enjoy and achieve outcome.
- Every school improving: strong accountability and rapid intervention when it is needed.
  - The introduction of a school report card is heralded. This has the potential to replace “league tables” as the main means by which parents assess the effectiveness of a school. Governance is to be strengthened and a new extended School Improvement Partner role is to be introduced which will see SIPS having more control over action plans in schools causing concern and how school budgets are deployed for improvement purposes. There are to be strengthened LA powers of intervention and a requirement that LAs consider in the first instance using Quality Assured Improvement providers to intervene in schools causing concern.
- Every school and school leader supported: the right roles for local and central government.
  - Reform of the Dedicated Schools Grant is indicated with a view to addressing the link between deprivation and achievement; there will be national funding for 14-19 and improved partnership data to support commissioning by the LA for 14-19 provision. There is to be a new duty on the LA to gather parents’ views on provision. The Primary and Secondary National Strategies are to end on 31<sup>st</sup> March 2011. The funding previously given by DCSF to LAs to deliver the National Strategies will now pass directly to schools.
- In every school: a well-led and highly skilled workforce.
  - A renewable licence to teach will be introduced which will require teachers to maintain the currency of their skills linked to effective CPD, Teaching Assistants will be required to be qualified to Level 3. A Masters qualification in Teaching and Learning is to be introduced to initiate the drive towards teaching becoming a Masters level profession. Planned programmes of Governor training and System Leadership training are to be introduced.
- Pupil and Parent Guarantees are to be introduced. The aim is for every pupil to go to a school where:
  - there is good behaviour, strong discipline, order and safety;
  - they are taught a broad, balanced and flexible curriculum including skills for learning and life; they are taught in a way that meets their needs,
  - their progress is regularly checked and where additional needs are spotted early and quickly addressed;
  - they take part in sport and cultural activities;
  - and every pupil will go to a school that promotes their health and wellbeing, where they have the chance to express their views and where they and their families are welcomed and valued.

## **9.0 Conclusion**

9.1 We are able to celebrate continued success in 2009. In a year with significant change management challenges the partnership between schools, the local authority and key stakeholders has grown and developed further. Collectively we work to ensure that no child is left behind, and that every child is taught by good teachers in an environment which expects success. As our performance data and inspection results show; increasingly and rapidly we are achieving this in Stockton on Tees, thanks to the commitment and energy of school based staff, governors, officers and councillors of the local authority and partners, working together to the shared vision outlined in the CYPP.

## **10.0 FINANCIAL IMPLICATIONS**

The Education Improvement Service currently receives £332,000 National Strategies funding to support primary and secondary school improvement. The Education White Paper proposes to re-direct this funding from the local authority to schools from 2011. The potential loss of this funding would represent a significant challenge to the EIS team's ability to respond to the education improvement agenda going forward.

## **11.0 LEGAL IMPLICATIONS**

None

## **12.0 RISK ASSESSMENT**

This Standards Report is categorised as low to medium risk. Existing management systems and daily routine activities are sufficient to control and reduce risk.

## **13.0 COMMUNITY STRATEGY IMPLICATIONS**

Economic Regeneration and Transport:	the success of our schools contributes to the regeneration agenda
Safer Communities:	no implications
Children and Young People:	The success of our schools is predicated on the belief that every child matters and the drive to make every school a good school
Healthier Communities and Adults:	no implications
Liveability:	good schools bring significant additionality to the liveability agenda.

## **14.0 EQUALITIES IMPACT ASSESSMENT**

This report demonstrates the successful impact of the strategies employed to tackle disadvantage and underachievement for all learners including our most vulnerable groups.

## **15.0 CORPORATE PARENTING**

The EIS to continue to monitor and intervene to secure improved standards of achievement for children in care through the virtual school.

## 16.0 CONSULTATION INCLUDING WARD/COUNCILLORS

Not applicable – information item

**Name of Contact Officer:** Julia Morrison  
**Post Title:** Assistant Director/Head of Service, Children Schools & Complex Needs  
**Telephone No.** 01642 527041  
**Email Address:** julia.morrison@stockton.gov.uk

Background Papers: Not applicable

Ward(s) and Ward Councillors: Not applicable

Property: No implications