

CABINET ITEM COVERING SHEET PROFORMA

AGENDA ITEM

REPORT TO CABINET

OCTOBER 2011

REPORT OF CORPORATE MANAGEMENT TEAM

INFORMATION ITEM

Children & Young People - Lead Cabinet Member – Councillor Ann McCoy

SCHOOL PERFORMANCE 2010 - 2011

1. Summary

This report presents an analysis of school performance in the academic year 2010 - 2011 and informs Members of continuing developments in the Education Improvement Service which respond to the changing landscape of educational reform.

2. Recommendations

1. Cabinet to note and comment as appropriate on standards and achievement across the Borough.
2. Cabinet to note details of the development in the Education Improvement Service.

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. The reference to the service developments enables Cabinet to understand the changing nature of the relationships between the Local Authority and schools.

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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MANAGEMENT TEAM**

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SCHOOL PERFORMANCE 2010 - 2011

SUMMARY

This report presents an analysis of school performance in the academic year 2010 - 2011 and informs Members of continuing developments in the Education Improvement Service which respond to the changing landscape of educational reform.

RECOMMENDATIONS

1. Cabinet to note and comment as appropriate on standards and achievement across the Borough.
2. Cabinet to note details of the development in the Education Improvement Service.

DETAIL

PRIMARY PHASE - Early Years and Foundation Stage

1. Children are assessed from entry to school through to the end of Reception Class against the Early Years Foundation Stage Profile (EYFSP) - a series of 13 Early Learning aspects each measured on a 9 point scale which will give the pupil a total profile score. A child who achieves an average of 6 points across the aspects (a total of 78 points) has achieved the expected standard for the end of Foundation Stage. The national indicators for this phase are:
 - NI 72 (*The percentage of children achieving an overall average of 6+ points across the EYFSP with at least 6 points scored in each of the Personal Social and Emotional Development (PSED) and Communication, Language and Literacy (CLL) scales increases*) and
 - NI 92 (*Improve the average (mean) score of the lowest 20% of EYFSP results so that the gap between that average score and the median, or middle score, reduces.*)

Headline outcome: there has been a slight decline in NI 72 but a pleasing reduction of the gap between the lowest attaining and the rest.

- 2 The rigorous review of EYFSP moderation systems across the LA, in line with advice from QCDA and the National Strategies, has led to much more robust assessments as a result of which some indicators show a decline. This reflects a more realistic appraisal of actual achievement.

	2009 Stockton	2010 Stockton	2011 Stockton	2010 North East	2010 National
NI 72 - Overall Average 6+ with 6+ in All PSED & CLL	63%	61%	60%	55%	56%

- 3 Despite the decline of 1% this year, the attainment of Stockton pupils at the end of Reception is likely to remain above the National in NI 72.

	2009 Stockton	2010 Stockton	2011 Stockton	2010 North East	2010 National
NI 92 - Improve the average (mean) score of the lowest 20% of EYFSP results so that the gap between that average score and the median, or middle score, reduces	33.3%	34.4%	31.8%	34.2%	32.7%

- 4 A key area of development for Early Years' Foundation Stage in Stockton has been to narrow the gap between the lowest attaining and the rest. In 2011, the gap has narrowed by 2.6% to 31.8% which is the smallest gap for the last 5 years. Attainment in Dispositions and Attitudes; Numbers as Labels for Counting and also Calculation have all improved from 2010. Attainment for Social Development; Emotional Development; Linking Sounds and Letters and also Creative Development are equivalent to 2010.
- 5 Individual results for 15 out of the 16 measures maintain above the last available National results; the exception is the result for Reading which is now equivalent to National.

Key area for development:

- 6 Ensuring no further decline in overall attainment in Early Years Foundation Stage profile (NI72) whilst further closing the gap between the lowest attaining and the rest (NI92) remains an area of focus. As the only area that is not above 2010 National outcome, attainment in Reading is a key focus area for 2011-12 as this will support good outcomes for children in the end of year 1 Reading Test (to be introduced 2012 – see below *)
- 7 The following actions are being taken to address improvement in this area:-
- All schools will be offered Learning Development Health Checks in the term prior to expected Ofsted inspections to ensure the best provision for *all* children.
 - Universal training in the teaching and improvement in Phonics and Early Reading is taking place throughout the next academic year.
 - Targeted support to schools below floor standards in Phonics and Early Reading (as part of intervention plans).
 - EIS 0-11 Early Years staff based in Children's Centres will support the parents of younger children in developing skills to enhance the early learning of their children.
 - Early Years experts in the EIS 0-11 team will support private and voluntary childcare providers to enhance approaches to learning development.

- Staged training for all schools and early Year's providers will take place over the next academic year to enable staff to respond with quality and pace to the new Early Years' Foundation Stage.

PRIMARY PHASE - Key Stage 1

8 At the end of Key Stage 1, when children are age 7, they are assessed by their teachers in reading, writing, maths and science. Attainment in reading writing and Maths can be recorded at Level W (working towards L1), L1, L2c, L2b, L2a and L3 with a national expectation of reaching L2b by the end of the Key Stage. Attainment in Speaking and Listening is recorded at Level W, 1, 2 and 3 only, with a national expectation of Level 2 by the end of the Key Stage. Level 3 is the highest level of attainment at the end of Key Stage 1. The Core subject indicator (the number of pupils who achieve the level in all of reading, Writing and Maths) is also measured.

* In 2012, subject to Royal Assent, children at the end of Year 1 will be tested on their ability to use phonic skills to read a list containing words and non-words.

9 **Headline outcome: Despite a 0.5% increase in Core Subject Indicator Level 2b+ of 0.5%, results at the end of Key Stage 1 are disappointing and all results where there is a National indicator are either equivalent to or below the National. Attainment of children at the end of Key stage 1 is a key focus for 2011-12.**

	2008 Stockton	2009 Stockton	2010 Stockton	2011 Stockton	2010 National
Core Subject Indicator (% L2b+)	61.3	57.1	55.7	56.3	
S/L (%L2+)	86	86	88	85	87
Reading (%L2b+)	74	72	73	72	72
Writing (%L2b+)	60	60.5	60	59	60
Maths (%L2b+)	76.5	75	75	73	73
Science (%L2+)	89	89	91	89	89

% L3	2008 Stockton	2009 Stockton	2010 Stockton	2011 Stockton	2010 National
Core Subject Indicator	10.2	9.4	9.2	8.1	
S/L	20	20	20	20	21
Reading	24	23	24	21	26
Writing	14	13	14	12	12
Maths	21	20	21	17	20
Science	23	21	22	19.5	21

Key area for development:

- 10 There is a high level focus on improving attainment at the end of Key Stage 1, with particular reference to ensuring good progress from Early Year's Foundation Stage.

The following actions are being taken to address improvement in this area:-

- A robust method of translating EYFS Profile attainment into Key Stage 1 starting points has been devised by Stockton EIS which will be rolled out to schools during this year to ensure children continue their learning journey without delays for reassessment at the beginning of Year 1.
- School Improvement Advisers will further challenge schools to show levels of progress across each year in Key Stage.
- Universal training in the teaching and improvement in Reading is taking place throughout the next academic year.
- Key Stage 1 focussed training will take place this academic year in Maths and Writing.

PRIMARY PHASE - Key Stage 2

- 11 At the end of key stage 2, when the majority of the cohort will be 11 years old, children sit national tests (Standardised Assessment Tests - SATs) in English and Maths 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. Schools which fail to meet any of the Floor Standards (in 2010 - 60% of pupils attaining Level 4 in Combined English and Maths [CEM]; 87% of children achieving 2 levels progress in English; 86% children achieving 2 levels progress in Maths) are deemed to be of concern at a National level.
- 12 The Department for Education has recently announced that the floor standard for Combined English and Maths at Level 4+ will increase to 65% in 2012.
- 13 In 2010 Results at KS2 were complicated due to a boycott of SATs by 43% of Stockton schools. Subsequently comparisons to 2010 results are less robust than comparison over 2 years from 2009-11 which compares the same school group.
- 14 In 2011, in response to high levels of concern regarding the standard of marking, many schools have returned Writing test papers for remarking, this may affect outcomes for Writing, English and also for CEM (combined English and Maths)
- 15 Due to a significant number of schools requesting remarks this year, data is provisional and subject to change. The figures quoted are accurate at the time of publication.
- 16 **Headline outcomes: Despite a slight decline in attainment since 2010 at Level 4+ in Key Stage 2 in all areas (except writing where there is a 1% increase) all measures are above the interim 2011 National outcomes. Test results for Stockton schools show improvement from 2009 which was the last year when a full cohort sat the tests (2010 relies on teacher assessment in 35 schools.) The 2 year progress in Writing, at 6%, despite concerns around marking, is particularly pleasing.**

% L4+	2008 Stockton	2009 Stockton	2010 Stockton	2011 Stockton	2011 Interim National
CEM	78	75	80	79	N/Avail
English	84	81	84	83	81
Reading	89	87	87	86	84
Writing	71	70	75	76	75
Maths	83	82	87	85	80

% L5	2008 Stockton	2009 Stockton	2010 Stockton	2011 Stockton	2011 interim National
CEM	22	23	28	24	
English	31	30	34	30	29
Reading	50	47	52	45	42
Writing	22	20	20	19	20
Maths	36	40	38	40	35

2 Levels Progress	2008 Stockton	2009 Stockton	2010 Stockton	2011 Stockton	2010 National
English	83%	79.5%	83%	85%	83%
Maths	81%	84%	87%	87%	87%

- 17 Level 5 attainment, compared to 2009 has maintained or improved in all areas except Reading (2% decline) and Writing (1% decline) and is above interim 2011 National outcomes in all areas except Writing which is 1% below interim national. Remarking request outcomes may change this result.
- 18 In 2011, 9 schools scored below the 60% Level 4 Combined English and Maths threshold. This is the smallest number of schools below 60% since 2005 (excluding 2010).

Test (inc. 2 Special Schools)	Number of schools Below National Floor Target (65%)	Number of schools Below Floor (60%)
CEM		9
English	7	
Maths	4	

- 19 The schools are currently below the floor standard will receive an intensive package of support from EIS to ensure rapid school improvement.
- There was, however, some excellent achievement in some schools in the Borough:
- 20 In 5 schools (Layfield Primary; St Francis of Assisi CE Primary; St John's RC Primary; St Mary's CE Primary; St Thérèse of Lisieux RC Primary) all pupils (100%) achieved Level 4+ in Combined English and Maths.

- 21 In 6 schools (Layfield Primary; Preston Primary; St John's RC Primary; St Joseph's RC Primary, Billingham; St Mary's CE Primary; St Patrick's RC Primary, Thornaby), 100% of pupils made 2 levels of progress in English.
- 22 In 11 schools (Durham Lane Primary; Junction Farm Primary; Kirklevington Primary; Layfield Primary; Mandale Mill Primary; Oakdene Primary; Preston Primary; St Francis of Assisi CE Primary; St John's RC Primary; St Mary's CE Primary; Village Primary) 100% of pupils made 2 levels of progress in Maths.

Key area for development:

- 23 To improve attainment in Reading at both Level 4 and Level 5 in order to ensure pupils' preparedness for secondary education and also to ensure that schools are best placed to meet the revised Combined English and Maths floor standard.

The following actions are being taken to address improvement in this area:-

- Universal training in the teaching and improvement of Reading is taking place throughout the next academic year.
- Targeted support to schools below floor standards as part of intervention plans.
- School Improvement Advisers will support schools in identifying individual areas for improvement and school support required which can be through the EIS brokered service of additional tailored support which is available to all Stockton on Tees schools.

Primary Achievement by vulnerable groups

- 24 The percentage gap between all pupils and Pakistani/ Ethnic Minority achievement in Writing and Mathematics for Level 2b has consistently narrowed in 2009, 2010 and 2011. In Writing this year Ethnic Minority achievement has exceeded the achievement of all pupils at Level 2b by 6% and the gap between Pakistani achievement and that of all pupils at Level 2b was just 1%. In 2011 the gap between all Stockton pupils and Ethnic Minority/ Pakistani achievement at Level 2b has narrowed in Reading by 10% for Pakistani pupils, and Ethnic Minority pupils have exceeded achievement of all Stockton pupils by 3%.
- 25 The achievement at Level 3 for Ethnic Minority/ Pakistani pupils is slightly below the achievement for all pupils, which will form an area for development for 2011/12. At Key Stage 2, performance of minority ethnic pupils is in line with all pupils.
- 26 There remains a significant gap in achievement between all pupils and those on Free School Meals (FSM). This gap has narrowed in 2011 by 5% to 24% at Level 2b+ but has increased by 7% to 27% for Combined English and Maths at Level 4+. The performance of pupils on Free School Meals remains a key area for development.
- 27 Girls continue to out perform boys with the gap in achievement being most marked at Key Stage 1. By Key Stage 2 the gap has narrowed and remains at around 5% for most of the key measures.
- 28 The gap in achievement is most marked for those pupils with Special Educational Needs. They achieve around half of the attainment of other pupils on most of the key age related norm performance measures. An important performance measure for this group of pupils is levels of progress against prior attainment.
- 29 Across primary schools and in line with the national picture overall absence for the autumn and Spring terms for which we have validated data increased to 5.4%, from the 5.02% achieved in the previous year. The severe weather impacted on attendance at both phases during the autumn and Spring terms for this year.
- 30 The latest published statistics for exclusion cover the previous full academic year. In 2009-10 there continued to be no permanent exclusions in primary schools. There were 20 permanent exclusions from primary schools elsewhere in the north east. There were 43

fixed period exclusions from Stockton primary schools representing 0.25% of the school population which was a reduction from the 57 fixed term exclusions, representing 0.34% of the school population in 2008-9.

Key area for development:

- 31 There is an imperative to close the gaps in attainment for pupils from vulnerable groups – particularly special needs, Free School Meals and boys.
- 32 In order to support schools in analysing their data against the outcomes for vulnerable groups, an Inclusion Profile will be issued to every school in the autumn term 2011. This will be a valuable tool for senior leaders to inform their strategies and interventions to narrow these gaps. Training will be available to support the launch of the Inclusion Profile for governors, senior staff and Special Education Needs Coordinators.
- 33 The engagement of schools with the Stockton Inclusion Quality Mark, will also help to improve outcomes for pupils in vulnerable groups.
- 34 The level of support to target schools from the Attendance and Exclusion team will also increase.

SECONDARY PHASE - Key Stage 3

- 35 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 and science. The national expectation at the end of this key stage is for children to achieve Level 5.
- 36 **Headline outcome: results at Key Stage 3 show Stockton remains in line with regional and national averages at L5+. Improvements at L6+ now bring Stockton in line with national results.**
- 37 At KS3, teacher assessment results show 82% of children in Stockton achieved Level 5+ in English, 81% in maths and 82% in science. For English and science this represents increases of 3% and 2% respectively with the figure for maths remaining the same as last year.
- 38 At L6+, there is an improving trend with increases of 5% in English, 6% in science and 3% in maths. This years improvements in English and science, as in 2010, represent highest ever attainment in these subjects at KS3. Level L6+ outcomes for English and maths are in line with national and regional figures and in science the result exceeds the national figure by 3%.
- 39 Differences in performance between boys and girls was most marked in English with girls outperforming boys by 9% at L5+ and by 17% at L6+ Whereas in maths and science at both L5+and L6+ the difference was less than 3%, Closing the performance gap in English between boys and girls remains a challenge.

% L5+	2008 Stockton	2009 Stockton	2010 Stockton	2011 Stockton	2011 National	2011 NE
English	75	77	79	82	82	82
Maths	78	80	81	81	81	81
Science	74	78	80	82	83	83

% L6+	2008 Stockton	2009 Stockton	2010 Stockton	2011 Stockton	2011 National	2011 NE
English	34	40	42	47	47	47
Maths	59	59	57	58	59	59
Science	42	46	48	54	51	51

- 40 Each year our performance is compared with other local authorities nationally and our regional neighbours. NE – North East Region; Nat – All LAs. There are 12 local authorities in the NE Region and 151 in England as a whole. In 2011, Stockton improved its rank at national level for all subjects at L6+. At L5+, English was the only subject to improve its national ranking.

2011 KS3 Ranking: NE and national comparisons (2010 figures in brackets)					
Level 5+	NE (12)	Nat (151)	Level 6+	NE (12)	Nat (151)
English	7 (5)	66 (70)	English	7 (4)	65 (70)
Maths	7 (5)	80 (62)	Maths	9 (6)	80 (81)
Science	6 (6)	88 (71)	Science	5 (7)	50 (71)

SECONDARY PHASE - Key Stage 4

- 41 Stockton has 12 secondary schools two of which are now Academies. 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 Level 1 threshold. The principle national measure of success is for young people to achieve 5+ A* - C including both English and maths. Expected attainment is now determined using a *value added* model based on FFT type A estimates. This replaces the Type B and D estimates which were based on *contextual Value Added* which has been discontinued.

- 42 **Deadline outcome: at Key Stage 4 Stockton schools have achieved their best ever performance, placing outcomes in line with and above National averages.**

GCSE	2009 Stockton	2010 Stockton	2011 Stockton	2011 National
5+A*-C (L2)	68	75	80	<i>To</i>
5+A*-C inc. English & maths	49	53	57	<i>be added</i>
5+A*-G (L1)	92	94	95	<i>when</i>
5+A*-G inc. English & maths	91	92	94	<i>available</i>

- 43 Overall 8/10 schools improved their performance at 5+A*-C (including English & maths) and 8/10 schools improved their performance at 5+ A*-C. At one school this year, 99% of the cohort gained 5 or more grades at C or above, a record for Stockton.
- 44 At KS4, 80% of young people achieved level 2 threshold, an increase of 4% on last year's figure and Stockton's best performance to date. This year's performance was exactly in line with the FFT A estimate of 80%, based on valued added calculations, and indicates Stockton schools continue to make good progress.
- 45 Using the key measure of 5+ A*-C including English and maths, this year Stockton achieved 57%, exceeding last years performance by 4% and the highest ever attainment in this indicator. All schools attained above the floor standard for this measure of 35%, with the exception of one academy.

- 46 Performance at the Level 1 indicator, 5+ A*-G including English and maths, at 94%, is a rise of 2% from the 2010 figure. The overall average point score continues to improve and at 468 exceeds last year's result by 10 points.
- 47 For all the core subjects of English, maths and science, the percentage of students achieving grade C or higher increased this year. As in previous years girls performed better than boys with the gap in performance narrowing only slightly in English and maths whereas in science there was a small increase.
- 48 Although these are the best KS4 outcomes Stockton schools have achieved, there is still progress to be made. At L2, three schools did not reach their FFT A estimate and at L2 EM, four schools fell below this estimate.
- 49 The percentage of students making the expected 3 levels of progress increased this year for both core subjects English and maths. In English, the outcome of 73% brings Stockton in line with the FFT A estimate for this measure and also in line with the national expectation which currently stands at 72%. Although progress in maths continues on an upward trend, 5 schools did not achieve the expected level of progress in this subject.

SECONDARY PHASE – Pupil achievement by vulnerable groups

- 50 In 2009, 2010 and 2011 Ethnic Minority outcomes have consistently exceeded the achievement of all Stockton pupils achieving 5+ A*-G grades (including English and Maths) and 5+ A*-G grades. The gap between Ethnic Minority/ Pakistani attainment and all pupils has consistently narrowed from 2009-11 for pupils gaining 5+A*-C grades including English and Maths. Most recent results for 5+A*-C indicate that both Ethnic Minority and Pakistani attainment is higher than the total for all pupils; Ethnic Minority and Pakistani attainment outperforming the total for all pupils by 7.1% and 10.9% respectively.
- 51 The gap in performance for pupils with Free School meals has narrowed on an encouraging trend. In 2009 the gap in Level 2 performance was 38.7%, 2010 it was 31.6% and in 2011 it was 26.8%. Whilst this shows a pleasing impact, there is still further improvement needed. In Level 2 including English and maths, the gap remains at 34.4%.
- 52 Gaps in attainment in the secondary phase are also narrowing between boys and girls. Where the gap remains a concern is in outcomes in English.
- 53 The gap between attainment for pupils on the Special Needs register has shown a steady narrowing particularly at Level 1 and Level 1 including English and maths: 24.7% in 2009, to 18.4% in 2010, to 10% in 2011. The gap remains significant, however, at Level 2 performance, particularly with English and maths, where it is 48.3%
- 54 In 2010-11 the absence information for the Autumn and Spring Terms for which we have validated data recorded absence levels of 7.3% a small increase in overall absence from 7.13% in a year in which severe weather had a significant impact on attendance. Persistent absence was maintained at 4.5% for the five half term period ensuring the local authority maintained the NI87 to reduce persistent absence to levels below 5%.
- 55 The last nationally reported full school year data for exclusions covers the academic year 2009-10. During this period there were a total of 1044 fixed period exclusions representing 9.21% of the school population an increase on the previous year of 847 fixed period exclusions representing 7.24% of the school population. Unusually there was a significant variation in exclusion rates across our schools with some increasing as others declined. Permanent exclusions fell from 10 in 2008-9 to 9 representing 0.08% of the school population against a regional average of 0.17%, a continuation of a downward trend over recent years which has been supported by early intervention work, a strong pupil referral unit and improved vocational provision for pupils at risk of exclusion.

Key area for development:

- 56 Targeted interventions in schools will be delivered, as necessary, following detailed analysis of the data. There will be specific focus on improving achievement in mathematics.
- 57 Secondary schools in which progress in core subjects falls below expected national expectations will be appropriately challenged through SIA conversations with targeted intervention as necessary.
- 58 The challenge for Stockton in 2011/12 will be to work towards reducing the gap in achievement between pupils on Free School Meals and with Special Educational Needs. The work of the inclusion team, the Inclusion Profile and the Stockton Inclusion Quality Mark will be key to targeted strategies to improve performance.

Post 16 Education

- 59 Stockton has two schools and two colleges with A Level provision. The percentage of students gaining A* – E grades was the best ever with schools and college's attaining 98% or higher and exceeding this years national average. One of the schools achieved a best ever performance at A*-B grades while for the other 3 providers the percentage of higher grades was lower than in 2010.
- 60 Overall performance of young people from Stockton achieving the Level 2 and the Level 3 threshold at age 19 has seen steady increases over the last number of years. In 2009/10 the proportion of young people studying in Stockton at age 16 that reached the Level 2 threshold at age 19 increased from 77.2% to 79.7%. Recent data for students aged 18 in 2010/11 indicates that this threshold has improved such that over 80% of our young people at age 19 are expected to achieving the Level 2 threshold when validated.

INSPECTION OUTCOMES

- 61 From September 2010 to July 2011, 20 schools were inspected by Ofsted on Section 5 inspections and two of these schools also received Section 8 monitoring visits before their full inspection. Three inspections were under the revised Ofsted framework as pilot schools. The schools inspected included 15 primary and 5 secondary schools.
- 62 The 20 schools inspected this year were:

St Bede Catholic Primary School
Tilery Primary School
The Village Primary School
St John the Evangelist Primary School
Hardwick Green Primary School
Frederick Natrass Primary School
St Patrick's Primary School Fairfield
Bader Primary School
St Joseph's RC Primary School Norton
St Francis of Assisi Primary School
Mill Lane Primary School
The Glebe Primary School
Prior's Mill Primary School
Whitehouse Primary School
High Clarence Primary School

St Patrick's RC Secondary
Ian Ramsey School
Grangefield
Conyers
Northfield

- 63 At the end of the year 2010-2011, all the schools that had previously been subject to an Ofsted category of concern – Notice To Improve or Special Measures – had had it removed. None of the inspections across the year resulted in a school receiving an Ofsted category. This is the first time since the data was collated in 2005, that Stockton has had no schools judged inadequate.
- 64 6 The schools that had their Ofsted category removed were St Patrick's RC Secondary School, Tilery Primary School and Frederick Natrass School. These schools had received support from the Local Authority as well as other schools in school to school partnerships. They had made very rapid and strong recoveries as benchmarked by the Local Authority Reviews and validated by the HMI Section 8 monitoring visits. In their final Section 5 inspections, Tilery was judged 'good' and St Patrick's RC Secondary School and Frederick Natrass School are now satisfactory and improving schools.
- 65 Of the 20 schools inspected, 60% received judgements of 'good' or better. This represents an enormous achievement in securing good outcomes for young people across the Borough. The 8 schools that were found to be satisfactory may be subject to a Monitoring Visit within a year of being inspected. These schools are being closely monitored by the service and many are in receipt of additional support.
- 66 Three of these schools, St Francis of Assisi, High Clarence and Northfield, were inspected under a revised Ofsted framework due to be introduced in January 2012. The Local Authority had been invited to be part of the pilot inspections and had taken the opportunity to glean valuable understanding of the new framework to inform the work with schools and ensure schools were well briefed to anticipate the changes. These schools attended seminars to prepare them for the new framework and were consulted upon its effectiveness. The judgements they receive stand as full Section 5 inspection reports. All three schools performed very well with Northfield and High Clarence being judged 'good' and St Francis of Assisi Primary School received overall judgements of 'outstanding'
- 67 The Ofsted summary represents a snapshot of performance of a small percentage of schools over a period of one year. To analysis the performance of schools overall, it is helpful to identify the number of schools which fall into the three Local Authority categories of 'red', 'amber' and 'green'. These categories indicate the need for support and intervention from the Local Authority and provide governors with an assessment against agreed and published criteria. In 2010-2011, 16 schools were in 'amber' or 'red' – there were 24 in 2009-2010. This demonstrates a very positive trend of schools becoming more secure but there remains, therefore, an urgent school improvement agenda.
- 68 In 2010-2011, 11 Intervention Plans were in place in schools to target intensive support to achieve rapid school improvement. The progress of these plans was monitored closely through Collaborative Reviews (thirty Collaborative Reviews since 2009 when they were introduced.) The fact that no school fell into an Ofsted category in 2010-2011 demonstrates that impact of these plans. The number of Intervention Plans needed will reduce for 2011-2012 as the number of schools causing concern is diminishing.
- 69 In April 2011, Local Authorities were asked to submit detailed plans of how they were supporting underperforming schools to the DfE. An account of the schools causing concern, their Intervention Plans and progress reports evidenced through Collaborative Reviews was compiled. The Improving Underperforming School Report submitted by Stockton received very positive feedback from the DfE and therefore no intervention by the Department was taken.
- 70 The priority for the service is now to ensure no schools fall below the floor standards by 2013 and that all schools meet their FFTA estimates by a margin of 2%. This will ensure progress of pupils improves in all schools and the schools in the Borough become even more secure.

THE DEVELOPING CONTEXT FOR SCHOOL IMPROVEMENT

- 71 The present context for education continues to be one of reform and change. In 2010-2011, two schools became Academies, Northshore School – an amalgamation of The Norton School and Blakeston School – and Thornaby Academy from Thornaby Community School. There were also two applications for Free Schools in the Borough.
- 72 The impact of the School's White Paper was felt through the removal of the majority of all grant funding from the service. Across the year a significant number of posts were lost to the Education Improvement Service. This included the removal of all National Strategy advisory staff posts, the closure of the two City Learning Centres, the ending of 'Closing the Gap' teams, reduction in administrative staff, the loss of several vacant posts and the reduction in posts in the Inclusion Team.
- 73 These changes have enabled the service to focus keenly on its ability to add value to schools through building capacity within and between schools. It has retained the ability to support intensively where required to secure failing schools and to support with attendance and exclusion outcomes, whilst recognising that schools need to develop their own resources for much pupil-faced work.
- 74 There also continued to be many drivers for change as well as the Education Bill throughout 2010-2011: the Tickell report into the early years foundation stage; curriculum reform influenced by the Wolf report; changes to floor standards for schools and the measures to assess performance; end of the statutory duty to have a School Improvement Partner; a new approach to special needs and disability provision. The service was also involved in the review of the Early Intervention Grant.
- 75 As a result of these changes, the Education Improvement Service invested time in meeting with Headteachers to ensure their view of what they needed was central to the reshaping of the service. Innovative models of school support have been shared and developed with Headteachers through a discrete working group and regular 'Education Matters' events for all Headteachers. There is now a bespoke School Improvement Adviser programme which offers schools the ability to receive support and challenge in a flexible and collaborative way.
- 76 The Education Improvement Service will continue to explore how its services can be adapted to the changing face of its relationship with schools. This includes retaining core services for all schools within Campus Stockton as well as brokering costed services to schools and other Local Authorities to generate income. It is committed to impacting positively on outcomes across the Borough and commanding a significant position in the growing market place of providers for school improvement services.

CONCLUSION

- 77 This year saw an unprecedented pace of change within school improvement. There were many key policy changes and the staffing of the service was halved. The outcomes for schools remained successful and, in some cases, such as against Ofsted judgements and in the secondary phase, exceeded expectations.

FINANCIAL IMPLICATIONS

- 78 The Service has continued to look at ways to increase the effectiveness of the Service and its impact on school improvement through a programme of review and restructuring. In 2010-2011 savings were made of around £300k through a comprehensive review of the

Inclusion Team within EIS. The service is also generating income through brokered working. This will develop further as the relationship with schools continues to be redefined.

LEGAL IMPLICATIONS

79 None

RISK ASSESSMENT

80 Reporting on school performance is categorised as low to medium risk. Existing management systems and daily routine activities are sufficient to control and reduce risk.

SUSTAINABLE COMMUNITY STRATEGY IMPLICATIONS

81 The report makes a key contribution to the 'Children and Young People' theme of the Sustainable Community Strategy, by providing evidence of the impact of services in improving outcomes for children and young people. These outcomes impact also on many other Community Strategy themes, particularly Economic Regeneration and Transport, Safer Communities, Healthier Communities and Adults, and Stronger Communities.

EQUALITIES IMPACT ASSESSMENT

82 This report is not subject to an Equalities Impact Assessment because it is an information item. It does not seek approval for any actions or change of policy, strategy or service delivery

CORPORATE PARENTING

83 The Education Improvement Service continues to monitor and intervene to secure improved standards of achievement for children in care through the virtual school. The report illustrates the positive impact of the service on outcomes for LAC.

CONSULTATION INCLUDING WARD/COUNCILLORS

84 Not applicable – information item.

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Education related? Yes

Background Papers: Not applicable

Ward(s) and Ward Councillors: Not applicable

Property: No implications