
Meeting: Children's Services Overview and Scrutiny Committee
Date: 26 February 2013
Subject: **KS2 results and outcomes of Ofsted inspections in Central Bedfordshire**

Report of: Cllr Mark Versallion , Executive Member for Children's Services

Summary: This report summarises the 2012 results in KS2 for schools in Central Bedfordshire, outlines some of the actions that contributed to the improvement on the 2011 results as well as the challenges that remain in reaching national average results. The report also summarises the outcomes of Ofsted school inspections so far for the current school year and makes some preliminary comparisons with the inspection outcomes regionally.

Advising Officer: Pete Dudley, Assistant Director – Learning, Commissioning and Partnerships
Contact Officer: Helen Redding, Head of Learning and School Support
Public/Exempt: Public
Wards Affected: All
Function of: Council

CORPORATE IMPLICATIONS

Council Priorities:

This report supports the following priorities of the Council and medium term plan objectives:

- Educating, protecting and providing opportunities for children and young people
- Raising educational attainment

Financial:

1. n/a

Legal:

2. n/a

Risk Management:

3. n/a

Staffing (including Trades Unions):

4. n/a

Equalities/Human Rights:

5. Public Authorities must ensure that decisions are made in a way which minimises unfairness and without a disproportionately negative impact on people from different ethnic groups, disabled people, women and men.
6. The Council analyses attainment data in order to identify underperforming groups of learners and to help to ensure that this underperformance is addressed at school level. The work described in this report contains examples of how underperformance was identified at the level of group or individual in schools and how those pupils were supported to attain higher outcomes.

Community Safety:

7. n/a

Sustainability:

8. n/a

Procurement:

9. n/a

RECOMMENDATION):

The Committee is asked to:-

1. **Consider the improvements in KS2 attainment and progress outlined in this report and the work that still remains to be done before KS2 outcomes of children in schools in Central Bedfordshire are in line with national averages.**
2. **Consider the impact on these improvements of school to school support provided by the Central Bedfordshire Teaching School Partnership and the Bedfordshire Middle School Association and the intervention activities commissioned by the Council.**
3. **Consider the outcomes of Ofsted inspections of schools since the inception of the new Ofsted Framework in September 2012.**

Background

10. In 2011 Key Stage 2 results fell in Central Bedfordshire whereas nationally results increased. (66% of pupils achieving level 4 or above compared to 74% nationally and 76% for statistical neighbours). While the attainment of this cohort was known to be a concern, this drop resulted in Central Bedfordshire having the second lowest KS2 standards in England.

KS2 results in 2012

11. In 2012 the percentage of pupils in Central Bedfordshire schools attaining L4 or above in English and mathematics was 76%, an increase of 10 percentage points on 2011.

Although the Council climbed 17 places in ranking for Level 4 and above in

English & Mathematics to 134/152 in 2012, Central Bedfordshire remains in the lowest quartile for attainment on this measure. The national percentage is 3 percentage points higher than Central Bedfordshire at 79%. Central Bedfordshire remains in 11th place (of 11) amongst its statistical neighbours. Overall improvement 2010 to 2012 is only 2 percentage points (ppts).

While ranking for English (136/152) is similar to the ranking for combined English and mathematics (134/152), the Council's ranking for mathematics alone is 144/152. Central Bedfordshire also remains ranked in the lower quartile for the percentage of pupils making two levels of progress between KS1 (7 year olds) and KS2 (11 year olds).

Results of one middle school were not included in 2011 figures and results for another middle school were not included in those for 2012.

What helped to make the difference between 2011 and 2012?

12. In October 2011 middle school headteachers and senior managers attended a seminar called by the Council and expressed collective determination to improve performance through school to school support and through the sharing of effective practices from schools with high attainment and progress. This seminar was followed by two conferences arranged and hosted by Central Bedfordshire Teaching School Partnership and the Bedfordshire Middle Schools Association. These conferences focused on the most successful approaches to helping children make expected progress, and on ensuring these pupils are confident in those aspects of reading, writing and mathematics that are the hardest to teach and to learn. Finally they focused on preparing children to demonstrate all they know in test conditions without resorting to 'teaching to the test'.

Middle schools also began a programme of inspecting each other. Using an experienced HMI to support school to school inspections, teams comprising senior managers of Bedfordshire Middle Schools Association carried out inspections of their colleagues' schools using the new Framework for Inspection (see below). Inspected schools then drew up action plans for improvement based upon their inspection findings.

13. The Schools Forum agreed in 2011 and again in 2012 to use Direct Schools Grant to respond to the fall in KS2 results by supporting an intervention programme that was designed to raise attainment at Key Stage 2. £126,500 was approved in the first year and £90,000 was approved for the second year to be targeted at maintained middle schools and primary schools with year 5 pupils identified as not on course to make two levels of progress in KS2.
14. The Council and 18 middle schools worked together to identify 703 pupils who had fallen behind earlier in KS2 and who were at risk of not attaining L4 in English and mathematics in 2012 as a result. The schools worked using one to one and small group support to implement specific interventions to help pupils make up lost ground and to overcome barriers to improvement. The impact of the interventions was evaluated each term by improvement advisers.
15. The results of this intervention programme are as follows:

- (a) Of the original 703 targeted pupils, 480 (66%) made two levels progress from the end of KS1 to the end of KS2 in Maths.
 - (b) Of the original 703 targeted pupils, 520 (72%) made two levels progress from the end of KS1 to the end of KS2 in English (a complete numerical report is attached in Appendix 1).
 - (c) These are positive outcomes given that these pupils were at high risk of not making the expected rate of progress. These figures also include some pupils with identified Special Educational Needs.
16. Intervention funding from Schools Forum to enable some continued support in the current academic year is aimed at securing a further improvement in 2013. No further funding will be sought thereafter. The methods used in securing the improvements are those that good and outstanding schools implement as a matter of course. Sustainability in improvement will be achieved when, through the work of (i) Central Bedfordshire Teaching School Partnership (ii) a rigorous culture of school to school support and the (iii) universally high expectations in middle schools, there is both a consistent year-on-year focus on improved outcomes and when better than average outcomes becomes the 'norm' in everyone's expectations for the attainment of Central Bedfordshire pupils.

Outcomes of inspections

17. In September 2012 the new Ofsted Framework for the Inspection of Schools came into force. This framework was piloted by a number of Central Bedfordshire schools. The new framework raises the game for schools focusing relentlessly on pupil progress. The same scale for judgements is used as in the past:
- 1. Outstanding
 - 2. Good
 - 3. Adequate
 - 4. Inadequate.
- Many aspects of quality and outcome that would have attracted a judgement of 'good' in the previous inspection framework, now attract one of 'adequate'. If a school that has been judged 'adequate' twice previously receives a third such judgement it will be deemed to be 'requiring improvement'. These schools will be re-inspected within twelve months and will face sanctions should they fail to be 'good' at that point.
18. 11 schools and academies have been inspected since September 2012 on the new framework.
- 6 schools [55%] have improved by a grade [5 have moved from grade 3 to grade 2, 1 has moved from grade 2 to grade 1]
- 3 schools [27%] have remained at grade 3 and are now in the Requires Improvement category [Samuel Whitbread, Leedon Lower and St George's Lower (Leighton Buzzard)].

1 school has retained the outstanding grade [Willow Nursery].

1 school is new - Chiltern School.

19. This improving trend in inspection judgements seems to be bucking that informally reported regionally where the more exacting demands of the new Framework are leading to more schools dropping a grade than improving. Central Bedfordshire is in the top 10% nationally for its proportion of good and outstanding maintained schools.

Table 10 shows proportions of all inspection in Central Bedfordshire carried out since April 2011.

Ofsted Inspections		<small>(includes Requires Improvement)</small>		
Current	Inadequate	Satisfactory	Good	Outstanding
LA Schools	0	18	55	28
Academy	0	10	17	9
Total	0	28	72	37
Since April 11	Inadequate	Satisfactory	Good	Outstanding
æ	0	3	12	4
1	0	8	16	2
	0	7	1	0