

SURREY COUNTY COUNCIL

LOCAL COMMITTEE (SPELTHORNE)

DATE: **30 SEPTEMBER 2013**

LEAD OFFICER: **KERRY RANDLE (AREA EDUCATION OFFICER)**

MARIA DAWES (HEAD OF SCHOOL EFFECTIVENESS)

SUBJECT: **EFFECTIVENESS OF SCHOOLS WITHIN SPELTHORNE BOROUGH**

DIVISION: **ALL**



SUMMARY OF ISSUE:

The purpose of this paper is to provide a summary of the national and local accountability measures and the implementation of The Surrey School Improvement Strategy in Spelthorne.

RECOMMENDATIONS:

The Local Committee (Spelthorne) is asked to note

- (i) The content within the report for information only purposes

REASONS FOR RECOMMENDATIONS:

To update the Local Committee (Spelthorne) on the national and local accountability measures and the implementation of The Surrey School Improvement Strategy in Spelthorne.

1. INTRODUCTION AND BACKGROUND:

1.1 Schools are held to account on a number of different national and local measures including Ofsted inspections and test and examination results.

1.2 Surrey introduced a new school improvement strategy – Every School A Good School in April 2013. Babcock 4S delivers the School Improvement Strategy on behalf of Surrey County Council. The County has committed an additional £1.9M of funding per year to support this strategy.

1.3 The proportion of good or better schools in Spelthorne is 69%, which is lower than that in Surrey as a whole (79.2%) or nationally (78.5%). There are four primary schools in a category of concern.

1.4 Performance measured at the end of Key Stage 2 and Key Stage 4 is below the Surrey average (2012 data).

1.5 At Key Stage 2 the percentage of children attaining Level 4+ in both English and Mathematics is below the Surrey and the national averages. At Key

Stage 2, the percentage of children making expected progress in English was in line with the Surrey average but it was below the national average (progress pupils make between KS1 and KS2). The percentage of children making expected progress in Maths was also below both Surrey and national averages.

- 1.6 At Key Stage 4, the overall performance of Spelthorne was below the Surrey average. Two of the three key measures were also below the national averages and these two scores were the lowest compared with the other 11 district and borough councils.
- 1.7 Twelve schools in Spelthorne are receiving intensive monitoring, challenge and support as part of the school improvement strategy and are designated Focused Support Schools. This is a higher proportion than other district and borough councils and represents approximately 12% of the total school improvement budget.

2. ANALYSIS:

National Accountability

- There are a number of ways that schools are held to account on a national and local basis. These include Ofsted inspections, performance tables and examination results, local authority monitoring and through governance.

Ofsted

- School inspections are required by law. Ofsted are required to inspect schools to provide information to parents, to promote improvement and to hold schools to account for the public money they receive. Most schools are inspected every few years and all inspection reports are available on their website:
www.ofsted.gov.uk

Annexe 1 provides a summary of how and when Ofsted inspects schools and what judgements they make.

Performance Tables

- Schools are also held to account through performance tables (or league tables) which are published on the DfE website.
- These tables rank schools on a number of different measures but primarily:
Primary:
 - % of pupils that achieve Level 4 or more in English and Mathematics¹

¹ The expected level of attainment for a pupil at the end of KS2 (end of primary school) is Level 4.

The DfE defines expected progress as making two levels of progress from the end of KS1 to the end of KS2.

The DfE defines expected progress as making three levels of progress from the end of KS2 to the end of end of KS4.

- % that make expected progress in English and Mathematics

Secondary:

- % of pupils that achieve 5A*-C GCSE grade including English and Mathematics
- % that make expected progress in English and Mathematics
- In addition, the tables show a range of other measures including: achievement of pupils entitled to pupil premium; achievement of those that are identified as having special education needs; attendance and finance information. Schools can be compared to the Local Authority and national averages.

Further information can be found at:

http://www.education.gov.uk/schools/performance/geo/la936_all.html

Local Authority Monitoring

Every School a Good School – Surrey School Improvement Strategy

- Surrey introduced a new School Improvement Strategy in April 2013 which includes regular monitoring of all schools with intensive support provided to those that are the most vulnerable. The high level of support available is in part due to the additional funding provided by Surrey County Council.
- Schools are risk assessed and classified as either Focus Support Schools or Overview Schools. Focused Support Schools are defined by one or more of the following criteria:
 - The most recent Ofsted S5 inspection judges the school's Overall Effectiveness as Grade 3 or Grade 4
 - There are concerns about performance data using current and three year trend data including the achievement of vulnerable groups
 - There are concerns about leadership and governance, in particular the leadership of learning.

Annexe 2 provides a summary of the School Improvement Strategy.

- There are currently 114 Surrey Schools designated as Focused Support Schools. This includes all schools that are not yet good and approximately 25% of other schools where we have concerns.
- Focus Support Schools all have an agreed bespoke funded action plan **focused particularly on developing leadership capacity**. Support is provided by a combination of Babcock 4S consultants and colleagues from other good or outstanding schools. Support is provided to schools on a differentiated basis.
- Schools will also have half-termly Interim Review and Challenge Meetings that will monitor the impact of the leadership in improving achievement and progress against the key issues. Further details are available in 'Every School a Good School Handbook'.

- There are currently 12 schools (out of 29) in the Spelthorne Borough that are designated as a Focus Support School. This equates to 41% of the schools in the borough and is higher than for all Surrey (29% of all schools). Of the 12 schools, 5 are receiving the highest levels of support available (one third of all schools are on the highest level of support, across the county).
- It is recognised that a larger proportion of schools in Spelthorne are in need of support than in other boroughs. This has been reflected in the allocation of resources and as a result Spelthorne schools receive approximately 12% of the total funding allocated to Focused Support Schools in Surrey.

Annexe 3 contains a list of the schools in Spelthorne, information about their latest Ofsted judgement and whether they are a focused support school or an overview school.

Communication with Area Education Officer and Babcock 4S

- The Area Education Officer for Spelthorne is Kerry Randle. She links regularly and closely with colleagues at Babcock 4S.
- Babcock 4S are contracted by Surrey County Council to work in partnership with Surrey Officers to monitor, intervene, challenge and support schools. Monthly reports on the effectiveness of schools in all Surrey are shared with the Assistant Director for Schools and Learning, PJ Wilkinson, the Area Education Officers, and the Education Cabinet member, Linda Kemeny. The Head of School Effectiveness, Maria Dawes, also reports regularly to Select Committee and Cabinet.
- Any concerns or queries about the performance of schools should be in the first instance taken to Kerry Randle through Anna Linehan, Senior Service Support Assistant. Telephone: 01372 833413 Email: anna.linehan@surreycc.gov.uk

Summary of Spelthorne Performance

- A summary of the performance of Spelthorne schools was provided at the Local Committee on 18 March 2013. An early indication of the most recent test and examination results for 2013 will be provided at the meeting on 30 September 2013.
- It is recognised that academic performance is less strong in Spelthorne than other Boroughs or Districts and it is proposed to carry out further detailed analysis to investigate the underlying factors.

3. OPTIONS:

The Committee is asked to note the information provided within the report.

4. CONSULTATIONS:

4.1 None for the purposes of this report.

5. FINANCIAL AND VALUE FOR MONEY IMPLICATIONS:

- 5.1 In total Spelthorne schools receive approximately 12% of the total funding allocated to Focused Support Schools in Surrey. This is a greater proportion than any other Borough or District

6. EQUALITIES AND DIVERSITY IMPLICATIONS:

6.1 None for the purposes of this report.

7. LOCALISM:

7.1 None for the purposes of this report.

8. OTHER IMPLICATIONS:

None for the purposes of this report.

9. CONCLUSION AND RECOMMENDATIONS:

- 9.1 Accountability measures show that pupils in Spelthorne perform less well overall than pupils in the rest of Surrey. A greater proportion of schools are not yet good and four are currently inadequate.
- 9.2 Academic performance in Spelthorne is not as strong as other areas in most measures. Further analysis is being undertaken to investigate the underlying factors.
- 9.3 As a consequence a larger proportion of schools are being supported and the proportion of funding provided by the Local Authority is greater than in other Boroughs and Districts.
- 9.4 The Local Authority will continue to work in partnership with Babcock 4S, schools, academies and others to support schools in Spelthorne to ensure all schools are good or better by 2017 and all pupils achieve their best potential.

10. WHAT HAPPENS NEXT:

ITEM 13

The Spelthorne Local Committee is invited to receive further updates as desired.

Maria Dawes – Head of School Effectiveness:
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Kerry Randle – Area Education Office:
Kerry.randle@surreycc.gov.uk

Annexes:

Annexe 1: Ofsted Inspections – A Summary

Annexe 2: Every School a Good School - Summary

Annexe 3: Summary of Spelthorne Schools – Ofsted and LA categorisation

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