

Committee:	Children's Services Scrutiny Committee
Date:	12 November 2012
Title of Report:	Securing educational excellence in East Sussex
By:	Director of Children's Services
Purpose of Report:	To provide Scrutiny Committee members with an analysis of outcomes against the ambitions identified in the Council's 'Proposition for Partnership: securing educational excellence in East Sussex'

RECOMMENDATION:

The committee is recommended to consider and comment on progress towards securing educational excellence in East Sussex schools, as set out in the Proposition for Partnership

1. Financial Appraisal

1.1 There are no direct financial implications for East Sussex County Council arising from the recommendations in this report.

2. Supporting information

2.1 This paper provides a summary of progress towards securing educational excellence in East Sussex, as set out in the County Council's 'Proposition for Partnership: securing educational excellence in East Sussex'. It also identifies some key risks. The report is structured under the two ambitions which underpinned that Proposition.

Ambition 1: All children and young people who are educated in East Sussex are able to attend an establishment that is at least rated good by Ofsted.

2.2 Two new Ofsted inspection frameworks were introduced during 2012: one in January and one in September. Both frameworks were designed to increase the rigour of inspections. In January there was an increased emphasis on raising standards, especially in reading, and inspection was targeted at those schools that most needed to improve. This meant that outstanding schools would only be inspected if their standards slipped, whereas satisfactory schools would be inspected on a three-yearly cycle.

2.3 In September further changes to the framework included the requirement for outstanding schools to have an outstanding judgement for teaching and for pupils in these schools to make excellent progress. The 'satisfactory' judgement was replaced with 'requires improvement', and 'notice to improve' with 'serious weaknesses'. Under this framework, schools now receive only half a day's notice of inspection, and there is an increased focus on the work of governors in holding school leaders to account.

2.4 There is a risk under the new framework for those schools that are already judged as satisfactory (now 'requires improvement'). If, when these schools are next inspected, they are still judged to require improvement, they will receive a follow-up HMI inspection within a year to 18 months. At that point, if the school has not made the requisite progress, it will be considered for 'Special Measures'. In East Sussex there are 42 primary schools and two secondary schools that were judged satisfactory at their last Ofsted inspection and are therefore at risk and require additional support to ensure they are moving towards good.

2.5 Currently 69% of schools in East Sussex are judged at least good by Ofsted: 73% of secondary schools, 67% of primary schools and 90% of special schools. Since January 2012, 30 primary schools have been inspected, of which 37% have received a lower inspection judgement than in their previous inspection. Four secondary schools have been inspected since January, all

of which received the same judgement as previously. No special schools have been inspected since January (**appendix 1**).

2.6 There is a risk that schools inspected under the September 2012 framework will receive a lower judgement than in their previous inspection. It is, however, too early to draw any conclusions about the impact of this new framework on East Sussex schools, as there are currently only four published reports for inspections conducted since September.

2.7 To support schools currently judged satisfactory and reduce the risks for the LA of more schools falling into a special measures category, a Schools Requiring Additional Support plan has been agreed with those schools judged by the service to be most severely at risk. Other schools, where a lower risk has been identified will be invited to participate in a funded programme called 'Securing Good' which will focus on key areas for improvement including leadership and governance, teaching and the progress of learners. The Standards and Learning Effectiveness Service has also developed a programme to support small village schools which are known to be volatile to changes in performance year on year (see **appendix 2** for examples of the support provided by SLES consultants and its impact on last year's outcomes).

2.8 The National College for School Leadership (NCSL), has worked with the LA to identify schools which would benefit from additional funded support from a National Leader of Education. A list of schools will be submitted by NCSL to the Secretary of State for Education for consideration. This will provide additional capacity for the service and enable support to be extended to a wider range of 'at risk' schools in East Sussex.

Ambition 2: All children and young people who are educated in East Sussex will make appropriate levels of progress

2.9 The percentage of pupils making expected levels of progress in **English** between key stage 1 and 2 is 89%, an 8% increase on 2010-11. This is in line with the national rate of progress and puts East Sussex 4th equal among its statistical neighbours. Boys' progress is 4.2% behind that of girls, meaning that the gap has narrowed by 1.1% in the past year (**appendix 3**).

2.10 The percentage of pupils making expected levels of progress in **mathematics** between key stage 1 and 2 is 84%, a 4% increase on 2010-11. This is 3% below the national rate of progress and puts East Sussex 9th equal among its statistical neighbours. Boys' progress is 2.5% better than that of girls, meaning that the gap has widened by 0.5% in the past year (**appendix 4**).

2.11 The percentage of pupils making expected levels of progress in **English** between key stage 2 and 4 is 65.4%, a 4.6% decrease on 2010-11. This is 2.3% below the national rate of progress and puts East Sussex 8th equal among its statistical neighbours. Boys' progress is 14.4% behind that of girls, meaning that the gap has widened by 3.3% in the past year (**appendix 5**).

2.12 The percentage of pupils making expected levels of progress in **mathematics** between key stage 2 and 4 is 69.8%, a 3.5% increase on 2010-11. This is 1.3% above the national rate of progress and puts East Sussex 6th among its statistical neighbours. Boys' progress is 6.1% behind that of girls, meaning that the gap has widened by 2.4% in the past year (**appendix 6**).

3. Conclusion and Reason for Recommendation

3.1 The Committee is asked to note the analysis of East Sussex schools against the two ambitions of the Proposition for Partnership and to consider progress towards securing educational excellence in East Sussex.

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Local Members: All
Background Documents None

Ofsted inspections of East Sussex schools since January 2012

	School	Last Ofsted	Current Ofsted	
Jan-12	Pells CE Primary School, Lewes	4	4	
Jan-12	High Hurstwood CE Primary School	2	2	
Jan-12	Willingdon Primary School	2	3	
Jan-12	Southdown Junior School	4	3	
Jan-12	Park Mead Primary School	3	4	
Feb-12	Hankham Primary School	2	2	
Feb-12	Catsfield Church of England Primary School	2	3	
Feb-12	Battle & Langton Church of England Primary School	2	2	
Feb-12	Chailey School	2	2	
Feb-12	St Thomas a Becket Catholic Junior School	2	2	
Mar-12	Alfriston School	2	2	
Mar-12	Sedlescombe C of E Primary School	3	2	
Mar-12	Meeching Valley Primary School	3	4	
Mar-12	Etchingam Church of England Primary School	2	2	
Mar-12	Western road Community Primary School	3	2	
Mar-12	Heathfield Community College	2	2	
Mar-12	All Saints C of E Junior School Hastings	3	4	
Apr-12	Mountfield & Whatlington Church of England Primary School	2	4	
May-12	St Mary the Virgin Church of England Primary School	2	3	
May-12	Rotherfield Primary School	2	2	
May-12	St Philip's Catholic Primary School	2	2	
May-12	Nutley CE Primary School	2	2	
May-12	Ocklynge Junior School	1	2	
May-12	Five Ashes CE Primary School	2	2	
May-12	Chiddingly Primary School	4	3	
May-12	Sandown Primary School	4	3	
Jun-12	Ringmer Primary School	2	3	
Jun-12	Hawkes Farm Primary School	1	2	
Jun-12	Frant CE Primary School	2	2	
Jul-12	Motcombe Community School	1	2	
Sep-12	Herstmonceux CE Primary School	3	2	
Sep-12	Tideway School	3	3	
Sep-12	Parkland Junior School	3	2	
Oct-12	Willingdon Community School	2	2	

No special schools have been inspected since January 2012

Inspections under January 2012 Ofsted framework
 Inspections under September 2012 Ofsted framework

	No Change in category
	Lower category
	Higher category

Strategies used by the Standards and Learning Effectiveness Service (SLES) to support schools to improve outcomes for children and young people during 2011-12

Key Stage 2

Schools where significant increases on 2011 results were made

- **Bonnors:** Teachers' participation in the Quality Maths and Writing Programmes; in-class coaching of teachers; work with subject leaders and twilight training sessions for the whole staff. The school's increase in percentage of pupils achieving level 4 or above in English and maths combined was 36%.
- **Christ Church:** Teachers' participation in the Quality Maths and Writing Programmes. The school's increase in percentage of pupils achieving level 4 or above in English and maths combined was 26%.
- **Denton:** Teachers' participation in the Quality Maths Programme; Talk for Maths Programme and moderation of assessment judgements. The school's increase in percentage of pupils achieving level 4 or above in English and maths combined was 21%.
- **St Peter and St Paul CE:** Teachers' participation in the Quality Maths Programme; coaching of teachers; work with subject leaders and twilight training sessions for the whole staff. The school's increase in percentage of pupils achieving level 4 or above in English and maths combined was 24%.

Key Stage 4 mathematics

Schools where significant increases on 2011 results were made

- **Heathfield:** Consultant support focused upon intervention and teaching and learning developments with a focus on year 11 on the C/D borderline.
- **Uckfield:** Parental launch event for year 11 intervention event; organisation and delivery of the event; delivery of intervention sessions with identified students; research and development project; preparing learners for the demands of the new examinations.
- **Cavendish:** Direct sessions for all Year 11 early entry students.
- **Helenswood:** Intervention support for C/D borderline students.
- **The Eastbourne Academy:** Supporting intervention, focusing on pupils' ability to access the new examinations.

Schools where 2011 gains were consolidated

- **Peacehaven:** Preparing learners for demands of new functional exams research and development project. Findings were shared across East Sussex maths departments.
- **Tideway:** Directly supporting 2012 GCSE outcomes. Provided support for relatively inexperienced subject leader, supported one October half-term revision morning.

Key Stage 4 English

Schools where significant increases on 2011 results were made

- **Uplands:** Teaching of exam skills, and ensuring that strategies put in place in 2010-11 were sustained
- **Bishop Bell:** Focus for the past three years on raising aspirations and focusing teaching and learning on A-A* criteria. Training given over the past two years.
- **Causeway:** Participation in the Boys' Achievement project.
- **The Eastbourne Academy:** Supporting strategic leadership of the Raising Achievement Plan, and support for a new staff member.

Schools where 2011 gains were consolidated

- **The Hastings & St. Leonards Academies:** A writing project and targeted intervention for GCSE Grade C planned and delivered by SLES consultant.

- **Bexhill High School:** Literacy across the curriculum and support for the school's Raising Achievement Plan, including planning and delivery of a parental engagement evening.
- **Uckfield:** Parental launch event for year 11 intervention event; organisation and delivery of the event; delivery of intervention sessions with identified students; research and development project; preparing learners for the demands of the new examinations.
- **Heathfield:** Consultant support focused upon A-A* work, and teaching and learning developments for C/D borderline students.
- **Hailsham:** Developing approaches to spoken language modules.
- **Cavendish:** Limited support last year, but significant input in the past three years for growing student independence and developing teaching and learning.

Effective strategies employed by SLES English and maths consultants in supporting schools over the past three years

- Sharing of key messages through Subject Leaders' Network meetings. Subject leaders now routinely act on information and guidance given by the service.
- Setting non-negotiable, appropriately aspirational individual pupil targets.
- A sharper focus on progression analysis (three or more levels of progress from Key Stage 2 to Key Stage 4).
- The identification of named intervention pupils, and ensuring that the provision being made for these pupils is clear to all teachers, pupils and their parents.
- Identification of learning needs for targeted pupils through analysis of exam scripts.
- Sustained improvements to teaching, ensuring that each student knows exactly where they are and what they need to do to reach the expected grade. This works best when SLES consultants work with teachers, in classrooms, in front of pupils.
- Teachers and SLES consultants working together to plan modules of work and teaching approaches to the new GCSE specifications.
- English and mathematics teachers working together to raise achievement across the core subjects; particularly regular joint meetings between the subject leaders to track pupil progress and plan interventions. Collaborative work across all English and maths teachers, including teachers working in each others' classrooms.
- Carrying out pupil interviews with target pupils, supported by a SLES consultant, to identify the most appropriate teaching, learning and support approaches to raise achievement.
- Deployment and training for support staff, particularly those providing 1-2-1 tuition.
- A greater emphasis on tracking the progress of and intervening with, vulnerable groups of pupils, for example those on Free School Meals, Looked After children, etc.
- Development of active revision tasks for learners on the C/D borderline and those aspiring to A and A* grades.

Percentage of pupils making expected progress in English between Key Stage 1 and Key Stage 2

	Boys					Girls					All Pupils					Gender Gap (Girls - Boys)				
	2008	2009	2010	2011	2012	2008	2009	2010	2011	2012	2008	2009	2010	2011	2012	2008	2009	2010	2011	2012
East Sussex (ESCC data)	78.6	81.3	82.5	78.8	87.1	83.3	83.6	86.1	83.9	91.3	81.0	82.5	84.2	81.3	89.2	4.7	2.3	3.6	5.1	4.2
East Sussex (Published data)	78	82				83	84				80	82	83	81	89	5	2			
England (maintained) to 0 d.p.	81	80				84	84				82	81	83	84	89	3	4			

Results by District / Borough	Boys					Girls					All Pupils					Gender Gap (Girls - Boys)				
	2008	2009	2010	2011	2012	2008	2009	2010	2011	2012	2008	2009	2010	2011	2012	2008	2009	2010	2011	2012
Eastbourne	70.6	77.0	78.0	72.9	84.8	76.7	81.4	80.6	78.9	86.4	73.7	79.3	79.2	76.0	85.6		4.4	2.6	6.0	1.7
Hastings	80.4	82.7	82.6	79.6	86.4	85.8	79.8	86.7	84.8	89.7	83.1	81.3	84.6	82.2	88.1		-2.9	4.2	5.2	3.3
Lewes	78.2	80.8	80.7	78.6	86.3	83.7	82.0	87.5	81.2	91.9	80.9	81.3	84.0	79.8	89.0		1.2	6.8	2.7	5.6
Rother	80.4	83.0	84.0	78.5	87.0	85.4	86.0	84.0	83.7	93.9	83.0	84.4	84.0	81.2	90.6		3.0	0.0	5.2	6.9
Wealden	81.8	82.3	85.3	81.9	89.5	84.4	87.0	89.4	88.1	93.7	83.1	84.6	87.3	84.9	91.5		4.7	4.0	6.2	4.2

Comparison with statistical neighbour LA's

	2009					2010					2011					2012									
	Dorset	84					82					85					86					Devon			
Shropshire	84					82					85					85					Shropshire				
Gloucestershire	83					82					83					85					Gloucestershire				
North Somerset	83					82					82					85					North Somerset				
Devon	82					81					82					81					Devon				
Kent	82					80					82					81					Kent				
Essex	81					80					81					81					Essex				
East Sussex	80					78					81					81					North Somerset				
West Sussex	79					78					81					81					West Sussex				
Worcestershire	78					78					81					81					Worcestershire				
Suffolk	76					74					79					77					Suffolk				

Percentage of pupils making expected progress in mathematics between Key Stage 1 and Key Stage 2

	Boys					Girls					All Pupils					Gender Gap (Girls - Boys)				
	2008	2009	2010	2011	2012	2008	2009	2010	2011	2012	2008	2009	2010	2011	2012	2008	2009	2010	2011	2012
East Sussex (ESCC data)	77.4	80.2	82.1	80.6	86.1	74.3	76.2	80.5	78.6	83.6	75.9	78.2	81.3	79.6	84.8	-3.1	-4.0	-1.6	-2.0	-2.5
East Sussex (Published data)	77	80				74	76				76	77	80	80	84	-3	-4			
England (maintained) to 0 d.p.	79	82				76	80				78	80	82	83	87	-3	-2			

Results by District / Borough	Boys					Girls					All Pupils					Gender Gap (Girls - Boys)				
	2008	2009	2010	2011	2012	2008	2009	2010	2011	2012	2008	2009	2010	2011	2012	2008	2009	2010	2011	2012
Eastbourne	75.5	77.5	76.8	77.9	84.7	74.7	73.1	74.5	74.1	82.4	75.1	75.2	75.7	76.0	83.5		-4.4	-2.3	-3.8	-2.3
Hastings	74.5	79.7	82.7	77.2	83.8	72.8	72.2	81.6	77.0	82.6	73.6	75.9	82.2	77.1	83.2		-7.5	-1.1	-0.2	-1.2
Lewes	75.8	81.2	79.6	79.8	83.7	70.3	78.4	82.4	76.4	79.9	73.2	79.9	81.0	78.2	81.8		-2.8	2.8	-3.4	-3.8
Rother	79.8	81.0	83.8	81.0	86.5	75.7	76.3	80.1	81.5	85.2	77.7	78.8	82.0	81.2	85.8		-4.7	-3.7	0.5	-1.3
Wealden	80.3	81.2	85.5	84.4	89.6	76.4	79.4	82.4	81.9	86.3	78.4	80.3	84.0	83.2	88.0		-1.8	-3.1	-2.6	-3.2

Comparison with statistical neighbour LA's

	2009					2010					2011					2012				
	North Somerset	81	Devon	81	81	84	Devon	84	Devon	84	Devon	86	86	89	Devon	89	89	Devon	89	89
Dorset	80	Dorset	80	80	83	Shropshire	83	Gloucestershire	83	Gloucestershire	83	Gloucestershire	88	Gloucestershire	88	88	Gloucestershire	88	88	
Gloucestershire	79	Essex	80	80	81	Gloucestershire	81	Shropshire	81	Shropshire	83	Shropshire	88	Shropshire	88	88	Shropshire	88	88	
Shropshire	79	Gloucestershire	80	80	81	Kent	81	North Somerset	81	North Somerset	82	North Somerset	87	Essex	87	87	Essex	87	87	
Devon	78	Shropshire	79	79	80	East Sussex	80	Essex	80	Essex	81	North Somerset	86	North Somerset	86	86	North Somerset	86	86	
Essex	78	North Somerset	78	78	80	Essex	80	Kent	80	Kent	81	Dorset	85	Dorset	85	85	Dorset	85	85	
Kent	77	East Sussex	77	77	79	North Somerset	79	North Somerset	79	East Sussex	80	East Sussex	85	Kent	85	85	Kent	85	85	
East Sussex	76	Kent	77	77	78	Dorset	78	Dorset	78	Dorset	79	Dorset	85	Worcestershire	85	85	Worcestershire	85	85	
West Sussex	74	Worcestershire	77	77	78	West Sussex	78	Worcestershire	78	Worcestershire	79	Worcestershire	84	Worcestershire	84	84	Worcestershire	84	84	
Worcestershire	73	West Sussex	76	76	77	Suffolk	77	Suffolk	77	Suffolk	78	West Sussex	84	West Sussex	84	84	West Sussex	84	84	
Suffolk	71	Suffolk	71	71	75	Worcestershire	75	Worcestershire	75	Suffolk	75	Suffolk	80	Suffolk	80	80	Suffolk	80	80	

Percentage of pupils making expected progress in mathematics between Key Stage 2 and Key Stage 4

	Boys					Girls					All Pupils					Gender Gap (Girls - Boys)				
	2008	2009	2010	2011	2012	2008	2009	2010	2011	2012	2008	2009	2010	2011	2012	2008	2009	2010	2011	2012
East Sussex (ESCC data)	55.4	60.0	65.4	64.5	66.3	62.5	64.3	67.9	68.2	72.4	58.3	62.1	66.6	66.4	69.2	7.1	4.3	2.5	3.7	6.1
East Sussex (Published data)											57.4	60.8	65.0	66.3	69.8					
England (maintained) to 1 d.p.											57.0	58.4	62.5	64.9	68.5					

	Boys					Girls					All Pupils					Gender Gap (Girls - Boys)				
	2008	2009	2010	2011	2012	2008	2009	2010	2011	2012	2008	2009	2010	2011	2012	2008	2009	2010	2011	2012
Eastbourne	47.0	55.5	61.5	60.2	68.3	55.7	60.8	63.3	66.1	69.1	51.2	58.0	62.3	63.2	68.7	8.7	5.3	1.8	5.9	0.8
Hastings	27.7	48.9	51.8	51.2	48.9	48.4	58.2	58.1	53.6	64.5	37.8	53.5	54.9	52.4	56.2	20.6	9.3	6.3	2.4	15.6
Lewes	60.3	58.8	67.6	69.4	72.1	63.8	62.3	68.7	70.5	74.5	62.0	60.5	68.1	69.9	73.3	3.4	3.6	1.1	1.1	2.4
Rother	67.7	68.3	72.7	76.2	75.6	70.7	69.7	75.2	76.1	77.0	69.2	69.0	73.9	76.2	76.3	3.0	1.4	2.5	-0.1	1.4
Wealden	64.8	65.5	69.8	64.9	68.5	70.0	69.0	72.0	71.3	76.7	67.4	67.1	70.8	68.0	72.5	5.3	3.5	2.2	6.4	8.3

Comparison with statistical neighbour LA's

	2009					2010					2011					2012				
	Gloucestershire	66.1	66.8	66.8	66.8	66.8	66.8	68.8	68.8	68.8	68.8	68.8	68.8	68.8	68.8	68.8	68.8	68.8	68.8	68.8
Shropshire	65.6	66.8	66.8	66.8	66.8	66.8	68.3	68.3	68.3	68.3	68.3	68.3	68.3	68.3	68.3	68.3	68.3	68.3	68.3	68.3
Dorset	63.6	65.3	65.3	65.3	65.3	65.3	67.5	67.5	67.5	67.5	67.5	67.5	67.5	67.5	67.5	67.5	67.5	67.5	67.5	67.5
Devon	59.5	64.1	64.1	64.1	64.1	64.1	67.1	67.1	67.1	67.1	67.1	67.1	67.1	67.1	67.1	67.1	67.1	67.1	67.1	67.1
Suffolk	59.4	61.3	61.3	61.3	61.3	61.3	65.0	65.0	65.0	65.0	65.0	65.0	65.0	65.0	65.0	65.0	65.0	65.0	65.0	65.0
Kent	59.0	61.3	61.3	61.3	61.3	61.3	64.3	64.3	64.3	64.3	64.3	64.3	64.3	64.3	64.3	64.3	64.3	64.3	64.3	64.3
West Sussex	58.8	60.8	60.8	60.8	60.8	60.8	63.7	63.7	63.7	63.7	63.7	63.7	63.7	63.7	63.7	63.7	63.7	63.7	63.7	63.7
Essex	58.6	59.1	59.1	59.1	59.1	59.1	61.9	61.9	61.9	61.9	61.9	61.9	61.9	61.9	61.9	61.9	61.9	61.9	61.9	61.9
Worcestershire	58.3	58.6	58.6	58.6	58.6	58.6	61.6	61.6	61.6	61.6	61.6	61.6	61.6	61.6	61.6	61.6	61.6	61.6	61.6	61.6
East Sussex	57.4	57.1	57.1	57.1	57.1	57.1	60.2	60.2	60.2	60.2	60.2	60.2	60.2	60.2	60.2	60.2	60.2	60.2	60.2	60.2
North Somerset	57.2	56.0	56.0	56.0	56.0	56.0	60.2	60.2	60.2	60.2	60.2	60.2	60.2	60.2	60.2	60.2	60.2	60.2	60.2	60.2