

# Governors Association Meeting

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# Context in Kent

- 600 Schools including 100 Secondary
- Mix of rural, coastal and urban settings
- 90% good and outstanding schools
- EYFS and Key Stage 2 and 4 results above average

# 2016 Results EYFS

- The Early Years Foundation Stage results for Kent have improved again so that 74.8% of children achieved a good level of development compared with 73% in 2015.
- The national average is 69.3%.

# 2016 Results Key Stage 1

- In **Reading, Writing and Mathematics combined**, 66.6% of Kent pupils met or exceeded the expected standard compared with 60.3% nationally.
- In **Reading**, 78.2% of pupils in Kent met or exceeded the expected standard, compared with 74% nationally.
- In **Writing**, 71.3% of Kent pupils met or exceeded the expected standard, compared with 65.5% nationally.
- In **Mathematics**, 77.5% of pupils in Kent met or exceeded the expected standard, compared with 72.6% nationally.

# 2016 Results Key Stage 2

- 58.1% of Kent pupils met or exceeded the expected standard in **Reading, Writing and Mathematics combined**, compared with 53.0% nationally.
- In **Reading**, 69.2% of pupils in Kent met or exceeded the expected standard, compared to 66.0% nationally.
- In **Writing**, 80.0% of pupils met or exceeded the expected standard, compared to 74.0% nationally.
- In **Mathematics**, 71.3% of pupils met or exceeded the expected standard, compared to 70.0% nationally.

# 2016 Results Achievement Gaps

- At KS2, the FSM gap is 23.2% (41% of FSM pupils achieved the expected standard in reading, writing, and maths)
- For SEN pupils the gap is 51%, (15% of SEN pupils achieved the expected standard in reading, writing, and maths)
- Gender gap 5.6%
- Children in Care gap 37%

# 2016 Results Key Stage 4

- The percentage of pupils achieving 5 or more GCSE grades A\*-C including English and mathematics, is 60.8%. This is above last year's figure of 57.3%.
- The basics measure, the proportion of pupils achieving A\*-C in English and mathematics, the figure is 63.5%. This is 3.7 percentage points above last year's result of 59.8%. The national figure is 58.7%.

# 2016 Results Key Stage 4

- Improvements have been made in GCSE A\*-C passes for English where the success rate this year is 75.9%, compared to 70.4% last year. National average 69.7%
- In mathematics, there is a small increase: this year to 67.6%, compared to 66.6% last year. National average 64.8%
- There has also been an increase in the headline English Baccalaureate (Ebacc) measure. This year it is 29.9 % rising from 26.5% last year. The national average is 22.8%.



# 2016 Results Key Stage 4

- The average Progress 8 score for Kent is -0.04, compared to the national figure -0.03
- The regional South East figure is -0.02
- The average Attainment 8 score for Kent is 50.3, compared to 48.2 nationally and 50.9 in the South East

# 2016 Results Post 16

- Provisional results for 2016 show that the percentage of students achieving two A level grades A\* to E is 86.5%, which is below the 88.3% achieved in 2015.
- The percentage of students achieving AAB grades or above at A level is positive. The figure has improved to 17.8% in 2016, from 12.9% in 2015.
- The four year trend of rising vocational Average Point per Entry (APE) continues with an increase to 238 points from 213 in 2015.

# Principles and Vision for Education

- All children are included, participate and go to a good school where they make good progress
- Autonomy and competitiveness are balanced by collaboration and joint ownership of the needs of all children
- The Kent education system should be designed and led by local leaders to achieve a genuine school led system
- School practices and provision will be determined by evidence for what works and professional judgement that does most good
- School improvement is accelerated and achieves better outcomes when there is a commitment to capacity building, collaboration and moving knowledge and expertise around the system
- Headteachers lead the system with a recognition that not all educational leadership is in schools
- There is good integration and alignment between a school led system and the strategic coordination and responsibilities of the local authority and the use of its resources

# Kent Leadership Strategy

Sponsored by KAH to promote:

- Development of strategic partnerships
  - System leadership
  - New forms of school partnerships
  - School to school support
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- Focus 1: Support and Inspiration for Leaders in Kent
  - Focus2: Training and Development for Leaders in Kent
  - Focus 3: Capacity Building for System Leadership

# Collaboration in Kent

- Strong sense of Kent family of schools
- Over 500 schools are in collaborative partnerships for improvement
- Kent Association of Headteachers allocates funding for collaborations and deploys KLEs
- LA has invested in and developed collaborative structures and ways of working for all schools, eg local SEND forums, PRUs, Early Help, NEET Participation Panels, Early Years Collaboratives

# Academies and MATs in Kent

- 203 schools (35%) are academies including 8 Free schools: 130 Primary and 72 Secondary Schools
- 378 schools (65%) are maintained schools: including 322 Primary, 27 Secondary and 21 Special Schools
- 66 single Trust schools and 33 MATs including 133 schools
- 60% MATs have five schools or less

# Educational Excellence Everywhere

*MATs are the only structures which formally bring together leadership, autonomy, funding and accountability across a group of academies in an enduring way, and are the best long term formal arrangement for stronger schools to support the improvement of weaker schools.*

*DfE 2016*

# Our Expectations of MATs

- Part of area based improvement
- Aligned with local ways of working and with shared values to work for the best interests of all children and young people
- A track record of improvement and working collaboratively, supporting improvement in other schools
- Leadership capacity and values-led and evidence-led educational direction and practice
- Financial viability and capacity for sustainable growth
- Strong governance



# Strategic Coordination

- **All schools rely on the LA for :**
- Place planning and commissioning of provision
- Provision for vulnerable pupils
- Alignment with all of Children's Services
- Admissions, Transport, EHE, Children Missing Education, Attendance and Inclusion
- Commissioned and traded services
- Holding schools to account
- A school improvement offer, CPD, brokerage and performance monitoring, data and analysis

# Strategic Coordination

- **Increasingly schools rely on the LA for :**
- Brokering and commissioning of new school provision
- Supporting and developing new partnerships and provision pathways, including apprenticeships and traineeships, for 14-19 year olds
- Brokering and developing the emergence of new MATs
- Working with existing MATs to grow
- Strengthening collaboration and integration, deploying the best schools, leaders and teachers to extend their reach and influence across the system and ensuring services deliver in a joined up way to achieve maximum impact
- Place shaping and the improvement of local arrangements

# Ways Forward in Kent

- Following publication of the White Paper and the changing landscape, KCC has been developing a number of options to continue to deliver its education responsibilities and continue to deliver effective, valued education services to schools
- An Education Services Company is now being developed, to deliver high quality education support services
- Collaborative model, jointly-governed between KCC and schools, providing services to schools within and beyond Kent, as well as offering services to other Local Authorities
- Any new company will continue to work with KCC in providing services, and will align to further developments to support outcomes of the White Paper (e.g. Local Authority MAT opportunities)

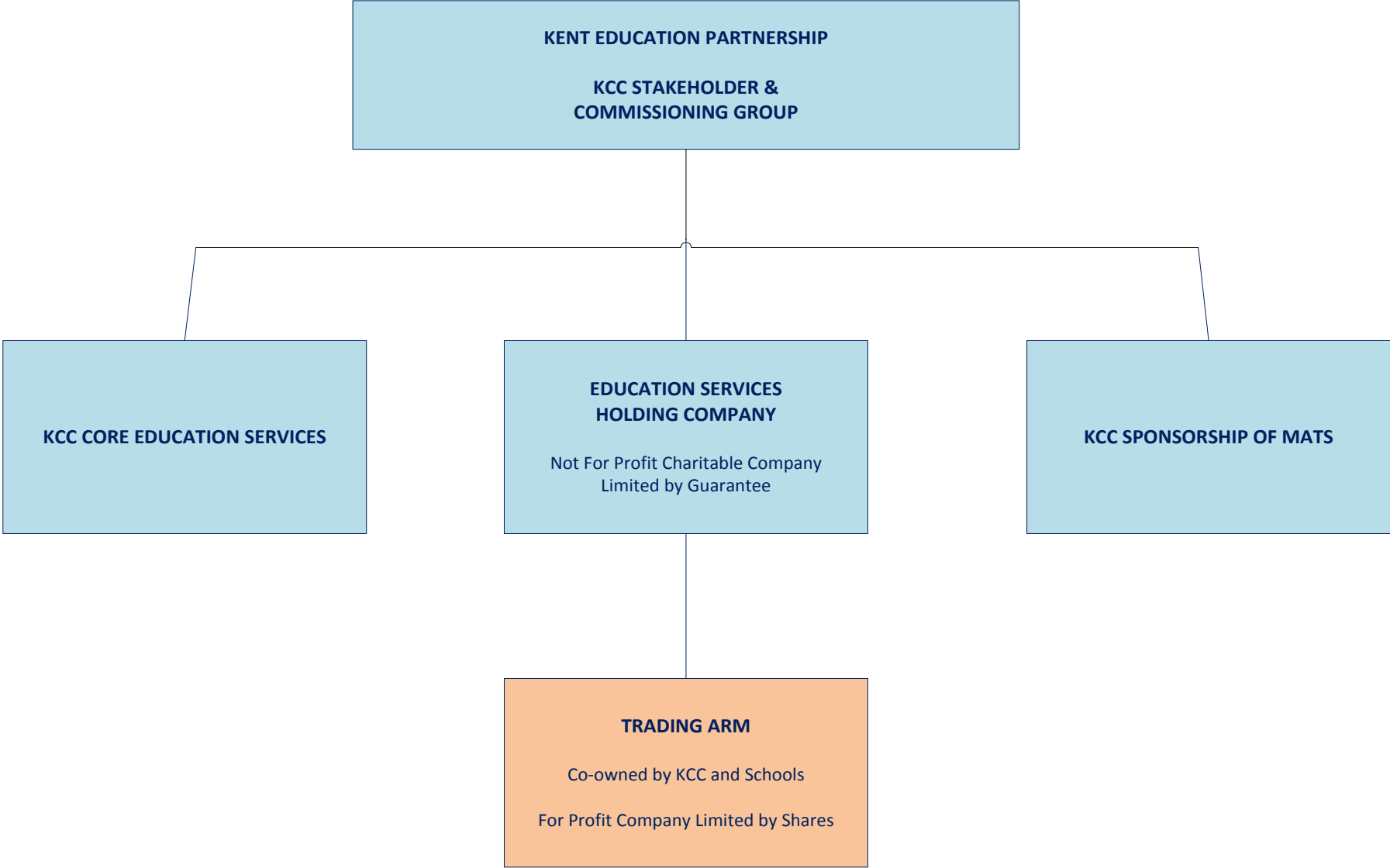
# Collaborative Working

- Kent schools and KCC working together to jointly-govern the new company, as a collective enterprise with shared values
- There are a number of options to ensure shared governance and a sense of joint ownership:
  - School representation on the board
  - Schools as shareholders
  - Additional stakeholder boards to support the company
  - Formal links to the Kent Association of Headteachers
  - Commissioning relationship with KCC

# Overarching governance structure

- Research into other local authorities' models
- Viability of different structures and lessons learned from other set ups
- Desire for increased flexibility to deliver savings and high quality services as well as having resilience to respond to national policy changes e.g. new funding avenues, charitable status, LA as sponsor of MATs
- Consideration of the commissioning activity remaining on the KCC side
- Joint governance is critical to the success – it is recognised that schools would like more influence in how Education services are run and delivered.

# Education Services Proposed Structure



- Questions
- Thank you