

Kent Governors Association County Assembly

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Matt Dunkley CBE
Corporate Director

Meeting the Challenges of the next school year

- The current context
- Development of a CYPE Vision
- Development of a Child Poverty Strategy
- School Standards Overview against our statistical neighbours
- Priorities for Governors and Governing Bodies

The current context

- Whole integration of the CYPE Directorate through a change programme
- Recent appointments of two new Directors of Integrated Services managing Social Care and Early Help Services across a geographical area of Kent: Sarah Hammond and Stuart Collins
- Development of CYPE Vision
- Development of a Child Poverty Strategy for Kent
- A continual growing demand for statutory services which needs to be managed effectively
- “The Education People” to be launched on 1 September to deliver services to schools through a new vehicle

CYPE Vision: The Emerging Priorities for 2019-2020

- Recasting our **relationship with** the most **underperforming schools**, by wrapping services around the needs of vulnerable pupils and their families
- Reconfiguring our **support to children with SEND**, by improving support in mainstream schools, making practitioners more confident and inclusive and ensuring we have the right SEND provision within Kent
- To **improve the mental health and resilience** of children and young people by ensuring that the newly commissioned CAMHS delivers timely and appropriate support
- Focusing on providing **more pathways for disaffected and vulnerable children at KS4** and beyond (aged 14 plus)
- Increasing **work with families** so they are more engaged, resilient and ambitious for their children, and support meets their needs in a personalised way
- Expanding our **Care Leaver package** so that young people, receive timely and appropriate support in their transition to independent adulthood

Developing a Child Poverty Strategy

- A Kent Child Poverty Strategy being developed
- It will highlight the challenges both nationally and locally
- It will describe our vision, approach and priorities
- The five key priority areas:
 - Maximising house hold income
 - Promoting healthier lifestyles through access to good nutrition and appropriate primary care
 - Breaking the cycle of poverty and encouraging social mobility
 - Supporting schools, early years and childcare setting to focus on 'poverty proofing education'
 - Supporting housing initiatives

School Standards Overview

School Improvement

The proportion of Schools and Early Years settings in Kent with an Ofsted judgement of good or better has continued to improve

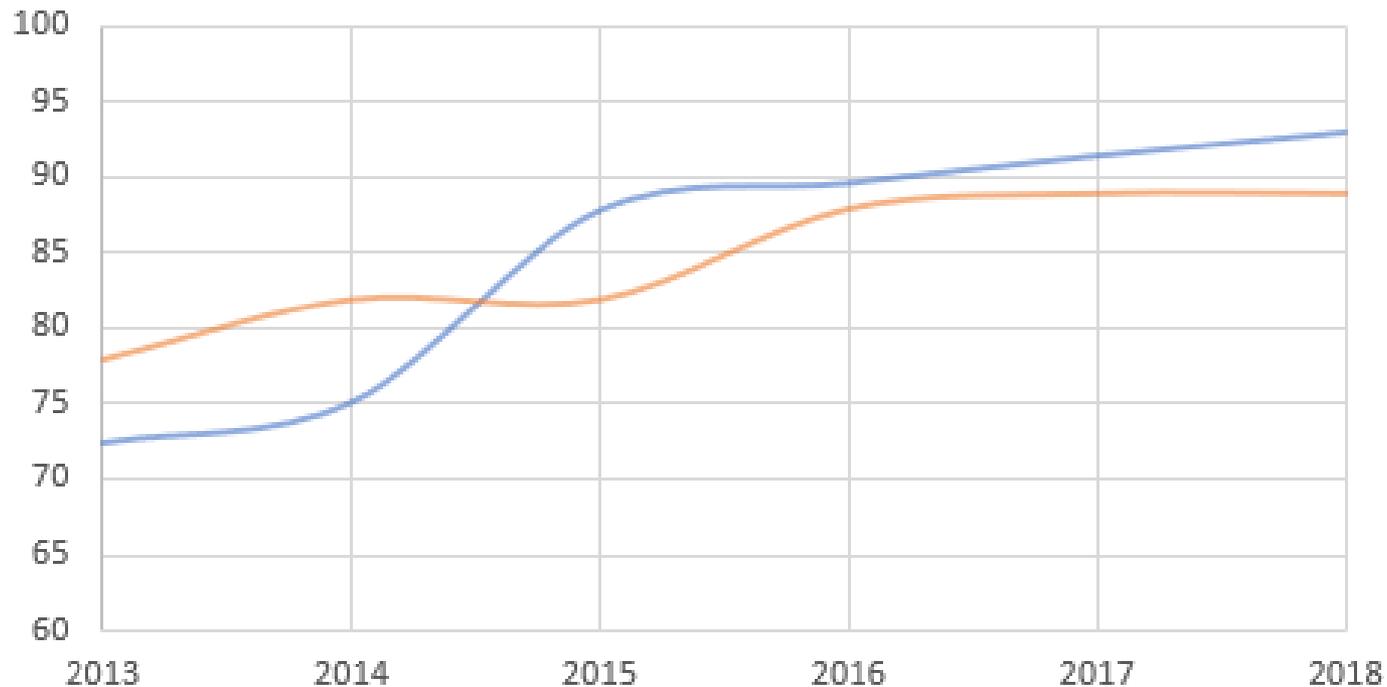
92% of Kent schools have an Ofsted judgement of good or better, compared with 89% nationally.

Type	% Inadequate	% RI	% Good	% Outstanding	% Good or Outstanding
Primary	0.5	6.5	73.7	19.3	93.0
Secondary	1.1	8.6	58.1	32.3	90.3
Special	0.0	9.1	63.6	27.3	90.9
PRU	14.3	42.9	14.3	28.6	42.9
National	2	9	68	21	89

This now means that 203,402 pupils (92.7%) now attend a good or outstanding school in Kent.

Kent v National Good or Outstanding schools 2013-2018

% of Good+ schools in **Kent** v **National**



Kent – 92% good or outstanding

National – 89% good or outstanding

Primary – KS2 outcomes against national

	% KS2 RWM Comb	Reading progress	Writing progress	Maths progress
2016	58 (53)	*0.6	*0.6	*0.2
2017	65 (61)	*0.3	*0.3	*-0.2

National in brackets

* National progress measure is 0

Kent's combined attainment has been above national for the last two years.

Progress scores have also been above those found nationally, apart from mathematics in 2017.

Kent KS2 performance against Statistical Neighbours

Measure	SNR 2016	SNR 2017
RWM combined	1	1
Reading progress	1	1
Writing progress	1	1
Maths progress	1	3
Number of schools below floor standard	1	5

Statistical neighbour ranking (SNR) is 1 – 11, with 1 being the highest

Kent KS2 vulnerable group achievement

Pupil group	% RWM combined 2016	% RWM combined 2017
Disadvantaged pupils	41 SNR 1	48 SNR 2
SEN (Support)	18 SNR 1	22 SNR 1
SEN (Statement/EHCP)	6 SNR 4	10 SNR 1

Compared with our statistical neighbours, vulnerable groups are achieving well.

SNR is statistical neighbour rank

Kent KS2 achievement gaps

Pupil group	% RWM combined gap 2016	% RWM combined gap 2017
Disadvantaged pupils	24	23
SEN (Support)	49	51
SEN (Statement/EHCP)	61	63

- There was a slight narrowing of the achievement gap for disadvantaged pupils in 2017
- The achievement gap widened for SEN pupils in 2017, both at SEN support and with an EHCP/statement

Secondary – KS4 outcomes against national

	Progress 8	Attainment 8	English Baccalaureate – standard pass	English and maths GCSE – standard pass
2015	N/A (-0.03)	48.3 (48.6)	26.5 (24.3)	59.8% (59.2%)
2016	-0.04 (-0.03)	50.3 (49.9)	29.5% (24.6%)	63.5% (62.8%)
2017	-0.11 (-0.03)	46.3 (46.4)	27.0% (23.9%)	61.9% (64.2%)

National in brackets

At Key Stage 4, Kent has maintained standards in line with the national average but fallen below in progress measures.

Secondary – KS4 performance against Statistical Neighbour

	Progress 8	Attainment 8	English Baccalaureate – standard pass	English and maths GCSE – standard pass
2016	6	5	1	6
2017	8	6	1	7

Statistical neighbour ranking (SNR) is 1 – 11, with 1 being the highest

Secondary – KS4 Disadvantaged group achievement and Gap against Statistical Neighbour (2017)

2017	Progress 8	Attainment 8	English Baccalaureate – standard pass	English and maths GCSE – standard pass
Gap	0.8 SNR 10	17.5 SNR 11	23.6% SNR 11	33.8% SNR 10
Achievement	-0.69 SNR 11	32.7 SNR 11	8.6% SNR 7	35.6% SNR 11

Statistical neighbour ranking (SNR) is 1 – 11, with 1 being the highest

Secondary – KS4 FSM Eligible pupil achievement and Gap against Statistical Neighbour (2017)

2017	Progress 8	Attainment 8	English Baccalaureate – standard pass	English and maths GCSE – standard pass
Gap	0.77 SNR 10	18.4 SNR 11	22.6% SNR 11	36.4% SNR 11
Achievement	-0.80 SNR 10	29.8 SNR 10	6.7% SNR 8	29.2% SNR 11

Statistical neighbour ranking (SNR) is 1 – 11, with 1 being the highest

Priorities moving forward

- Reduce the differences in outcomes for our disadvantaged pupils, particularly at KS4.
- Continue to increase the number of good and outstanding schools
- In partnership with schools and KAH, develop an effective system of school to school support
- Ensure prompt solutions are found for under-performing schools
- Continue to improve outcomes in mathematics
- Develop the role of The Education People in supporting improvement in schools in Kent.

Emerging Priorities for Governing Bodies

- Spotlight on disadvantage: the governing boards role in spending, monitoring and evaluating the pupil premium
<https://www.nga.org.uk/Guidance/Research/Spotlight-on-disadvantage.aspx>
- Being Strategic: a guide for governing boards
<https://www.nga.org.uk/BeingStrategic>
- Supporting disadvantage children

Table discussion

How can Governors work with their school's SLT to address and drive down the gaps for the most disadvantaged pupils?