

From: Patrick Leeson, Corporate Director, Education and Young People's Services

To: Schools Funding Forum

Subject: Update on the Impact of School Collaborative Partnership Funding

Summary:

This report summarises the performance of the collaborations in 2013/14, in delivering effective improvement through school to school support, and their Ofsted inspection performance to March 2015.

Recommendation:

The Schools Funding Forum is invited to comment on the progress achieved to date and to consider the allocation of further funding for school to school support in 2015-16.

1. Introduction

- 1.1 The 'school to school support' collaborations established in 2012 were allocated a further round of funding from the Schools Funding Forum in the academic year 2013-14, and in this school year. The Schools Funding Forum allocated £2 million for the further development of collaborative partnerships in 2014-15. The process has developed whereby groups of schools bid for funding, based on clear action plans and expected outcomes for pupils and improvements in the quality of teaching and school inspection results. These bids are considered jointly by the Area Boards of the Kent Association of Headteachers and KCC Senior Improvement Advisers, to agree the allocation of funding to each school collaborative partnership.
- 1.2 The local authority continues to support this work as a major part of the school improvement strategy for Kent. School to school support is a powerful means of securing improvements, building capacity, spreading the influence of the best practice and ensuring schools benefit from challenge and support provided by other schools and other school leaders.

2. Review of Impact

- 2.1 In the past school year we have seen a more coordinated approach to school to school support. The KAH Area Boards, supported by the Advisers and Area Education Officers, have played an active role in allocating funding, brokering support for schools, coordinating the support and training available from Teaching School Alliances and ensuring effective use is made of Kent Leaders of Education and National and Local leaders of Education. Collaborations that receive this funding are expected to monitor and report on progress and the impact of their work. This report is based on the reports received from schools and the monitoring

and evaluation carried out by KCC Improvement Advisers, together with data provided by Management Information.

- 2.2 Currently there are more than 77 collaborative partnerships of schools involving 60 Secondary schools, 429 Primary schools, 24 Special schools and one Nursery school. Most are working in at least one collaboration, but some schools are working in up to three different groups each with a specific focus. This means that 85% of schools are now involved in some way in collaborative partnership work with other schools, to support school improvement. The schools not currently in a collaborative partnership are mostly academies, some of which operate within a larger multi academy trust.

3. Ofsted outcomes

- 3.1 As the proportion of good or better schools increases (currently 79%) so the inspection outcomes improve for most of the collaborative groupings. The most recent Ofsted results show that the proportion of good or better schools across the collaborations has increased compared with the last report to the Funding Forum in May 2014. For example:

	<i>Figures from May 2014 report</i>	<i>Figures as at March 2015</i>
<i>% of collaborations that have more than 75% of their schools judged as good or better</i>	34%	61.8%
<i>% of collaborations that have 100% of their schools judged as good or better</i>	14.5%	26.5%
<i>% of collaborations that do not currently have any schools judged as outstanding</i>	37%	50%

- 3.2 While it is very positive that an increased proportion of collaborations have improved their Ofsted judgements to good or better, we need to see more of these partnerships with outstanding schools.
- 3.3 Overall, the latest Ofsted data for Kent shows that 79% of schools are rated good or outstanding, compared to 80% nationally. This includes 17% of schools judged to be outstanding and 62% judged to be good.
- 3.4 At present, 83% of Secondary schools, 77% of Primary schools, 87% of Special schools and 91% of PRUs in Kent are judged to be good or outstanding. 90% of Early Years settings are good or outstanding.
- 3.5 There are 343 good and 93 outstanding schools, 98 schools requiring improvement (including 82 Primary schools and 12 Secondary schools) and 18 schools in a category of concern, out of a total of 552 schools that have a current inspection result. In July 2014 there were 29 schools in an Ofsted category.
- 3.6 In July 2014, the percentage of good and outstanding schools was 75%, compared to 68% at the same time in 2013, 59% in 2012 and 55% in 2011.

- 3.7 Of the 72 schools inspected so far this school year 65% were judged to be good or outstanding, compared to 61% in 2013-14, which is a better rate of improvement.
- 3.8 The greatest improvement is in Primary Schools, where 68% of the 56 schools inspected since September 2014 have been judged good or outstanding, compared to only 54% in 2013-14. In the same period 12 Secondary schools have been inspected so far this year and only five of the schools were judged good or outstanding.
- 3.9 There is most variation still, between districts, in the quality of **Primary Schools**.

District	Outstanding	Good	RI	Inadequate	Total Good Outstanding	% Good Outstanding
Ashford	3	31	4	0	34	89
Canterbury	5	19	8	1	24	73
Dartford	1	18	6	0	19	76
Dover	4	33	2	0	37	95
Gravesham	2	13	6	2	15	62
Maidstone	6	22	12	3	28	65
Sevenoaks	6	29	7	0	35	83
Shepway	7	16	7	2	23	72
Swale	5	28	10	3	33	72
Thanet	5	14	8	1	19	68
Ton & Mall	8	26	7	1	34	81
Tunbridge	7	1	5	1	25	81
Kent	59	267	82	14	326	77

- 3.10 Currently, 81% of pupils in Kent attend a good or outstanding school compared to 70% in July 2013 and 77% in July 2014. This means approximately 9250 more children and young people are receiving a better education since last September, including 8500 Primary School pupils.
- 3.11 The overall figure includes 77% of Primary school pupils (85,567), 86% of Secondary school pupils (82,846) and 94% of Special school pupils (3298) who now attend a good or outstanding school.

4. Collaboration Improvement Priorities

- 4.1 All the collaborations focus on improving pupil outcomes. The improvements in Key Stage 2 attainment in 2014 were positive. 79% of pupils achieved the combined measure of Level 4 or above in Reading, Writing and Mathematics compared to 74% in 2013. This was in line with the national average for the first time. At Level 5, attainment in Reading, Writing and mathematics combined improved to 25%, compared to 22% in 2013.
- 4.2 In 2014, 243 schools performed at or above the national average at Key Stage 2 and 283 schools improved their results compared to 2013.
- 4.3 Attainment in Reading at Level 4 and above increased by 3% in 2014, following a 1% decline in 2013. Attainment at Level 5 and above improved by 5%, following

a decline of 3% in 2013. Rates of progress also improved, with 91% of pupils achieving the expected 2 levels of progress in Reading between key stages 1 and 2, which was in with the national average.

- 4.4 Attainment in Writing at Levels 4 and 5 increased in 2014 by 3% at Level 4 and by 5% at Level 5. Rates of progress improved, with 93% of pupils achieving the two levels of expected progress in Writing. This is a 2% improvement on 2013 and was in line with the national average.
- 4.5 In Mathematics, there was a 2% improvement in 2014, at Level 4 and at Level 5. Rates of progress improved, with 89% of pupils achieving the expected two levels of progress, an increase of 3% compared to 2013.
- 4.6 In 2014 Primary schools were performing below the floor standards and therefore underperforming if:
 - fewer than 65% of pupils at the end of Key Stage 2 (KS2) achieved level 4 or above in Reading, Writing and Maths combined and
 - below the average percentage of pupils at the end of KS2 made expected progress in Reading, Writing and Maths.

In 2013, there were 44 schools below the floor standard. In 2014 this number reduced to only 22 schools, which represents good progress.

- 4.7 At Key Stage 2 the attainment gap between FSM pupils and their peers narrowed significantly in 2014. The gap in reading, writing and mathematics combined at Level 4 and above, reduced to 17.8% compared to 25% in 2013.
- 4.8 An analysis of data provided by MIU reflects the improvements seen county wide in the performance of collaborations.
 - In a second year of improvement in the proportion of EYFS pupils achieving a Good Level of Development, only 8 collaborations had a lower overall GLD compared to 2013. About 300 schools involved in collaborations improved their results in the Early Years Foundation Stage.
 - In phonics, the proportion of children achieving the standard improved over a three year period from 53.9% in 2012, 67.7% in 2013 to 74.2% in 2014 matching the national average.
 - Over 50% of the collaborations showed that they were closing the FSM gap with 16 of those collaborations closing the gap by more than 10% over the last year.
 - Key Stage 2 data has shown improvement with 87% of collaborations showing improvement in the attainment of level 4 reading, 72% in level 4 writing and 78% in maths.
 - Key Stage 2 progress data also showed improvements: 85% of collaborations showed improvements in the proportion of pupils making 2 levels of progress from 2013 to 2014, 87% improved the proportion of pupils making 3 levels of progress in reading.

- Key Stage 4 data in 2014 is not directly comparable to 2013. GCSE outcomes improved in just 17% of collaborations in the attainment of pupils achieving 5+ A*-C grades including English and maths. The progress data for maths showed a similar picture with 31% of collaborations improving the number of pupils making 3 levels of progress from 2013 to 2014. The outcome was more positive for English with 69% of collaborations improving the proportion of pupils making 3 levels of progress from 2013 to 2014.

4.9 As the transition to the new National Curriculum takes place, many collaborations featured preparation for the new curriculum and assessment arrangements in their plans. As schools are only beginning to implement the new curriculum there is little evidence of impact as yet, however schools in many collaborations report that teachers are feeling confident and well prepared to deliver the new curriculum and assessment arrangements.

4.10 Other common themes continue to feature as highlighted in the previous report to the Funding Forum:

- To improve the quality of teaching and learning across all schools so that all teaching is good or better, including quite specifically training for teaching assistants to support the new maths curriculum
- To provide opportunities for moderation of work and assessment, moderation of judgements on the quality of teaching
- To increase the rates of progress in reading, writing and maths from KS1 to KS4 so that the performance of all schools improves
- To improve outcomes for disadvantaged pupils so they achieve as well as these groups nationally
- To analyse the effective use of Pupil Premium and implement good practice across the Collaboration in order to close the achievement gap.
- To continue projects across the collaboration that will raise standards in all member schools
- To improve the quality of leadership at all levels
- To improve Ofsted inspection outcomes

4.11 The majority of school reports indicated that the overall proportion of good teaching and learning has been increasing, where this was stated as a priority. Joint lesson observations and peer reviews with colleagues from other schools has provided evidence of moderation of judgements and more secure evaluations of the quality of teaching.

5. Collaboration funding allocation in 2014/15

5.1 Of the Schools Funding Forum allocation of £2m for 2014/15, £1.6m has been distributed to collaborations through the KAH Area Boards on receipt of the collaboration review and a new bid. The balance of £0.4m is committed to projects and will be distributed to collaborations during the summer term. Amounts allocated to collaborations varied, depending on the number of schools

and the scope and quality of the bids. Some examples are available in the attached appendix. For this latest round of funding there was an expectation that schools would also contribute resources of their own to support their improvement projects. Of the funding that has already been distributed, schools year end returns show that £1.2m remains committed and yet to be spent at 31 March 2015. The LA has contacted all of the schools who had a balance in excess of £5k and the vast majority have confirmed that there are plans to spend this money in the summer term.

- 5.2 The majority of the collaborations based their bids for funding on three key themes: to improve attainment and standards in English and mathematics; to improve the quality of teaching and learning within the collaboration; and to improve the quality of leadership at all levels. These are combined with priorities to narrow the attainment gaps between vulnerable learner groups and other pupils and improve outcomes in Ofsted inspections. In the past year particular priority has been given to supporting schools 'requiring improvement' to become good schools, and supporting schools in category to be removed from special measures or serious weaknesses.
- 5.3 The recent review of the school collaboratives has identified the need to support the further development of this work towards a more mature school to school support system and improve the evaluation of impact.
- 5.4 The following recommendations for improvement were identified for the work this year:
 - Improve the measurement and evaluation of impact
 - Link improvements in teaching to gains in pupil achievement
 - Share best practice with other school partnerships
 - Focus on assessing value for money and benefits that schools could not achieve alone
 - Increase the focus on Ofsted outcomes and pupil achievement gaps
 - Develop more federated and trust arrangements
 - Develop some collaboratives as teaching school alliances.
- 5.5 Schools have been in receipt of funding for this work since December 2012. (£5.2m in 2012-13, £2.2m in 2013-14 and £2m in 2014-15). It is only in this school year and the allocation of the latest round of funding that we are seeing more significant impact of the collaborative work and the gains that are being reported in improving school performance and outcomes. Schools are overwhelmingly positive about the work and report many advantages, more cost effective ways of working and more effective joint training and professional development support for school staff.
- 5.6 All the funding in the current round was allocated to schools on the basis of clear plans and targets approved by KAH and Senior Improvement Advisers, and schools are committed to regular monitoring and reporting on progress. There is clear accountability for the use and value for money of this funding from the Forum, and we expect more evidence of impact when school collaborations provide reports after this summer's results.

- 5.7 Improved evaluation procedures have been put in place to evidence more impact on pupil outcomes, the narrowing of achievement gaps, improvements in teaching and Ofsted inspection outcomes. Schools are now more focused on accelerating the progress of schools requiring improvement to become good schools at their next inspection, through the collaborative work.
- 5.8 There have been clear gains to date in improving the quality of education in Kent, and in securing stronger partnership between schools of all types and between schools and the local authority. There is a genuine sense in which this work has strengthened the Kent family of schools, and many good and outstanding schools are making a clear contribution to the improvement of other schools as a result.
- 5.9 The funding from the Forum has strengthened the role and purpose of the Kent Association of Headteachers Area Boards in overseeing, allocating resources for, and brokering school to school support in their local areas, working in close partnership with the local authority's School Improvement Service.
- 5.10 As we move forward there is clear recognition that school to school support should become an even more effective way of delivering school improvement, that it should be one of the main ways of helping schools to access support in more cost effective ways and to make better use of the expertise that exists in Kent schools for the benefit of all.
- 5.11 At a time of increasing budget constraint it is invaluable that schools with greater capacity help other schools to improve but also gain themselves from doing so. The collaborative work is helping to build the capacity for this to happen in a more organised way across the county.

6. Recommendation(s)

Recommendation(s):

The Schools Funding Forum is asked to:

Receive and comment on the impact of this funded school to school support based on collaborations.

Consider possible further funding for 2015/16 to ensure this work continues.

7. Background Documents

Collaborative data report from Management Information and reports from schools.

8. Contact details

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