

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

Date: 22nd April 2016

Summary:

This report summarises the performance of the collaborations in 2014/15, in delivering effective improvement through school to school support.

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 2016-17.

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 2014-15, and in the current school year 2015/16. The Schools Funding Forum allocated £1.2 million for the further development of collaborative partnerships in 2015-16. Groups of schools bid for funding, based on clear action plans, improvements in expected outcomes for pupils, the quality of teaching and school inspection results. These bids are considered jointly by the Area Boards of the Kent Association of Headteachers (KAH) 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 During 2014/15, 522 Kent schools were involved in collaborative projects. Of those who were not involved, a very high proportion consisted of academies, often in multi-academy trusts. Of the collaborating schools, 409 benefited from successful bids to the KAH Area Boards for funding to support collaborative projects in order to raise standards, measured by achievement and Ofsted judgements.

2.2 Activities funded included the following:

- provision of development opportunities for senior and middle leaders;
- building capacity for peer reviews and other forms of quality assurance;
- increasing the accuracy of the monitoring and analysis of data;
- improvement of classroom practice;
- raising achievement at the ends of Key Stages 1, 2 and 4;
- narrowing the gaps between the outcomes of disadvantaged and other pupils.

2.3 Additional funding was allocated by the Area Boards in response to bids submitted by Senior Improvement Advisers for the targeted support of specific schools, judged to require improvement by Ofsted, or identified as particularly vulnerable owing to their current circumstances.

3. Impact on Ofsted outcomes

3.1 While many of the Requires Improvement (RI) schools supported in the year 2014/15 have yet to be re-inspected, there is already evidence of the effectiveness of action taken.

3.2 Since September, 2014, 66 Kent primary schools have improved their Ofsted outcomes.

From Good to Outstanding	From RI to Outstanding	From RI to Good	From Inadequate to Good	From Inadequate to RI
9	2	42	7	6

3.3 57 of these schools had benefited from involvement in funded collaborative projects. 24 of the 57 received additional targeted grants as a result of bids to the KAH Area Boards from Senior Improvement Advisers. Of the 9 schools which improved their Ofsted outcomes without funding from the Area Boards (3 of them moving from inadequate to RI) most were members of multi-academy trusts.

3.4 Of the improved schools, 16 were in the two districts where the rate of deprivation is highest: 7 in Thanet and 9 in Swale.

3.5 Examples of success in school improvement through mutual support include collaboratives of varying sizes.

3.6 Examples of small collaboratives:

Name	District	No of primary schools	RI/Inadequate Schools in Sept 2014	Improvements
GELA	Thanet	5	1 RI	Bromstone Primary School from RI to Good St Mildred's Infant School from Good to Outstanding
RAID	Dover	4	2 RI	Eythorne & Elvington Community Primary School and Sibertswold CE Primary School both from RI to Good

Name	District	No of primary schools	RI/Inadequate Schools in Sept 2014	Improvements
River	Tonbridge & Malling	6	3 RI	Burham CE Primary School, St Peter's CE Primary School, Aylesford, and St Mark's CE Primary School, Eccles, all from RI to Good
Weald	Maidstone	5	3 RI 1 Inadequate	Coxheath Primary School and East Farleigh Primary School from RI to Good Staplehurst School from Inadequate to Good

3.7 Examples of medium-sized collaboratives:

Name	District	No of primary schools	RI/Inadequate Schools in Sept 2014	Improvements
CATS	Ashford	13	3 RI 1 Inadequate	Willesborough Infant School and Victoria Road Primary School both from RI to Good
Coastal Alliance	Canterbury	14	6 RI	St Mary's Catholic Primary School and Whitstable Junior School both from RI to Good
Isle of Sheppey Regional Collaborative	Swale	10	4 RI 1 Inadequate	Boughton-under-Blean and Dunkirk Primary School, Eastchurch CE Primary School and Halfway Houses Primary School all from RI to Good St Edward's Catholic Primary School from Inadequate to RI

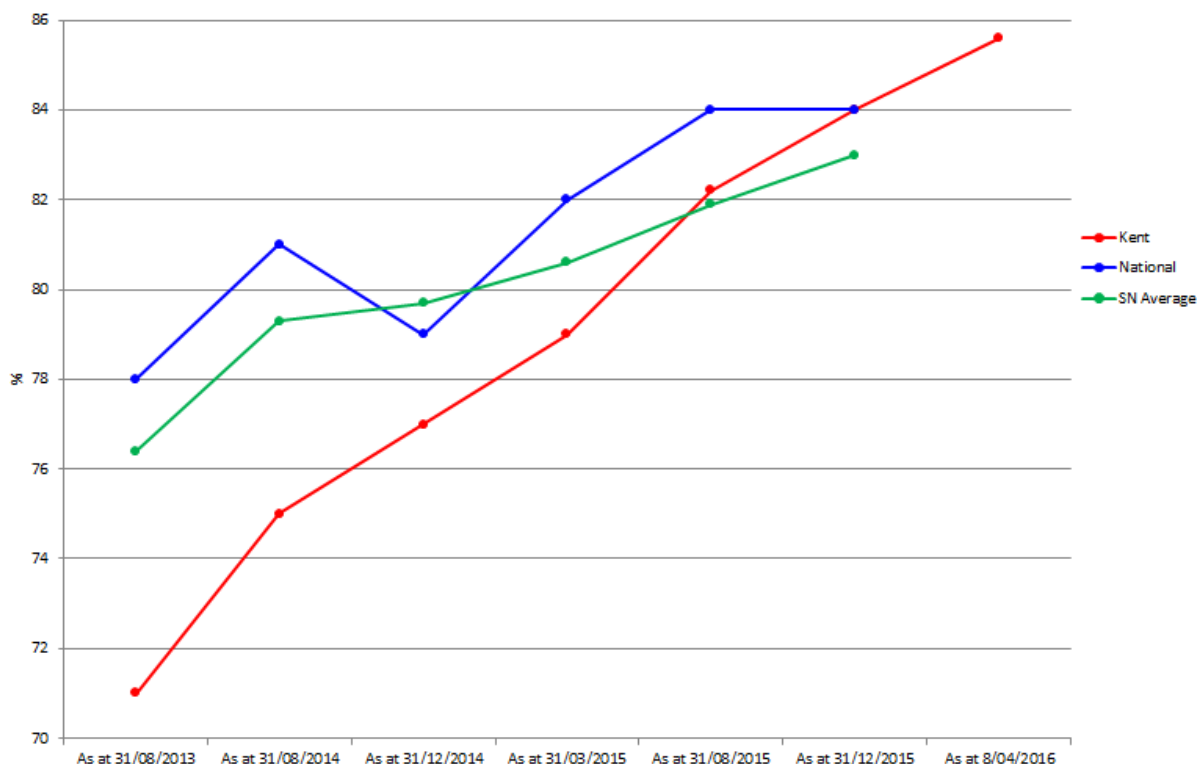
3.8 Examples of large collaboratives:

Name	District	No of primary schools	RI/Inadequate Schools in Sept 2014	Improvements
DASCo	Dartford/Sevenoaks	31	6RI 1 Inadequate	Craylands School, Darenth Community Primary School, Horton Kirby Primary School and Langafel CE Primary School all from RI to Good Westgate Primary School from Inadequate to RI Hartley Primary Academy from Good to Outstanding
Sevenoaks Partnership	Sevenoaks	28	4 RI 1 Inadequate	Sundridge & Brasted CEVC Primary School from RI to Outstanding Fordcombe CE Primary School and Leigh Primary School both from RI to Good Shoreham Village School from Inadequate to Good

3.9 Since September, 2014, three secondary schools involved in collaboratives with primary schools have improved from Good to Outstanding in Ofsted inspections, and one from RI to Good. KAH Area Board grants in response to SIA bids have assisted two LA secondary schools to improve from RI to Good in Ofsted judgements.

- 3.10 During the same period, of the few special schools engaged in collaboratives with mainstream schools, 3 have improved their Ofsted judgements from Good to Outstanding, and 1 from RI to Good.
- 3.11 Overall, the latest Ofsted data (April 2016) for Kent shows that 85.6% of schools are rated good or better, compared to 84% nationally. This includes 19.3% of schools judged to be outstanding and 66.2% judged to be good.
- 3.12 The graph below shows the very positive trajectory of improvement since 2013.

**Percentage of schools with good or better Ofsted judgements
(Kent v National v Statistical Neighbour (SN) Average)**



4. Impact on achievement

- 4.1 Between 2014 and 2015, the percentage of pupils gaining Level 4+ in Reading, Writing and Mathematics at the end of Key Stage 2 in Kent schools continued to rise, from 79% to 81%, and remained 2% above the national average.
- 4.2 The most significant evidence of the impact of funding administered by the KAH Area Boards, however, is to be seen in specific collaborations, particularly in more-challenging coastal areas. Examples of success are given below:
 - The Coastal Alliance consists of 10 primary schools along the coast in the Canterbury District, working with 2 neighbouring secondary schools. Their collaboration in 2014/15 included activities to raise achievement in English and Mathematics. The funding provided allowed these to involve peer

reviews, professional development, middle leadership training, improvement of the monitoring of progress, and the dissemination of good practice.

At Key Stage 1, 82% of pupils achieved 32+, a rise of 14% from 2014. The improvement of 2014 was maintained in the percentage of pupils achieving Levels 2b+ and 3 in reading. In Mathematics, results at Levels 2b+ and 3 matched or slightly exceeded 2014 outcomes, and were at or above the Kent schools' averages.

At Key Stage 2, 81% of pupils achieved Level 4+ (a rise of 5% and above Kent average by 3%), and 55% achieved Level 5+ (a rise of 6% and above the Kent average by 3%). Achievements in reading at Level 4+ (92% - a rise of 2%) and Level 5+ (53%) were both 3% above the Kent schools' averages. In Mathematics, 11% of pupils achieved Level 6, and the percentages gaining Level 4+ (90%) and Level 5+ (53%) both rose and were 3% above the Kent averages.

- The Swale Regional Collaboration consists of 23 primary schools, working with 6 secondary schools and a special school. In 2015, the percentage of EYFS pupils reaching a Good Level of Development improved from 67% to 72%.

The collaboration focused on the improvement of outcomes through professional development, training for middle leaders, increasing the effectiveness of assessment and the dissemination of good practice.

Key Stage 1						
Reading %		Writing %		Maths %		
Year	L2b+	L3+	L2b+	L3+	L2b+	L3+
2014	80.3	28.3	67.4	16.0	81.9	20.5
2015	82.2	32.2	71.9	17.5	82.1	26.6

Key Stage 2										
Reading %		Writing %		Maths %		SPaG %		Combined %		
Year	L4+	L5+	L4+	L5+	L4+	L5+	L4+	L5+	L4+	L5+
2014	87.5	33.8	83.9	23.3	85.0	29.5	70.2	45.5	76.2	15.6
2015	89.0	47.5	86.5	33.2	86.0	34.8	77.7	50.2	79.3	20.3

- The Deal Learning Alliance consists of 11 primary schools. It sought to narrow the gaps in achievement between SEND and FSM pupils and other pupils, and to raise standards in Writing and Mathematics. The collaboration used the funding to provide peer reviews, training for senior and middle leadership, professional development and dissemination of the best practice within its membership, for example in the use of interventions.

In both Key Stages 1 and 2, the alliance, in Reading, Writing and Mathematics, narrowed the gaps in achievement between SEND and other pupils, and between FSM and other pupils.

Improvements in standards were evident in both Writing and Mathematics.

Key Stage 1						
Writing						
L2b+			L3+			
Year	DLA	NA	Diff	DLA	NA	Diff
2014	77.2%	70.0%	+7.2%	20.8%	16.0%	+4.8%
2015	81.8%	72.1%	+9.7%	22.3%	17.5%	+4.8%

Key Stage 1						
Mathematics						
L2b+			L3+			
Year	DLA	NA	Diff	DLA	NA	Diff
2014	83.4%	80.0%	+3.4%	27.3%	24.0%	+3.3%
2015	90.6%	81.6%	+9.0%	35.8%	26.0%	+9.8%

Key Stage 2						
Writing						
L4+			L5+			
Year	DLA	NA	Diff	DLA	NA	Diff
2014	89.4%	77.0%	+12.4%	39.9%	53.0%	-13.1%
2015	92.0%	87.0%	+5.0%	41.8%	36.0%	+5.8%

Key Stage 2						
Mathematics						
L4+			L5+			
Year	DLA	NA	Diff	DLA	NA	Diff
2014	87.9%	86.0%	+1.9%	47.4%	42.0%	+5.4%
2015	89.1%	87.0%	+2.1%	41.2%	42.0%	-0.8%

- The Tunbridge Wells Local Collaborative Trust consists of 14 schools. They collaborate closely, sharing performance data to identify areas for improvement, and good practice to disseminate. The schools used their grant effectively to establish common processes to improve teaching and learning, based on current research, and to provide programmes of professional development.

The impact can be seen in the improvement of a school which moved within the year 2014/15 from RI to Good, having increased the percentage of pupils achieving a Good Level of Development in the EYFS from 62.8% to 78.7%, and the percentage achieving Level4+ for Reading, Writing and Mathematics combined at the end of Key Stage 2 from 84.1% to 87.2%.

In all, 11 of the schools improved their GLD outcomes in 2014/15, and the schools with the lowest Level 4+ RWM combined in 2013/14 (other than the one mentioned above) raised achievement significantly: from 68.6% to 79.6%; from 66.7% to 86.7%; from 73.5% to 92.6%; from 65.5% to 86.7%.

The schools with the lowest attendance rates also improved them through the sharing of good practice.

- DASCo is a collaborative of 43 schools: 31 primary, 9 secondary and 2 special and a PRU. It was allocated funding for a project to raise achievement in computer studies, to be led by a Master Teacher and SLE from one of the member secondary schools. The project involved development of a course for Key Stages 1 and 2, with detailed lesson plans for Years 1 to 6 and an online resources bank. The course is now used in 90% of DASCo primary schools.

Activities included a professional development programme and the establishing of a network for mutual support. To promote sustainability, two primary teachers were trained in leadership, and applied successfully for SLE status.

5. Collaboration funding allocation

5.1 The Kent Association of Headteachers has oversight of the allocation of collaborative funds, £2 million in 2014/15 and £1.2 million in 2015/16, for school improvement and development through collaborative bids from groups of schools within each of the four area boards.

5.2 Current financial position:

	Total projects 2014/15	Amount allocated from 14/15 funds	Total projects 2015/16 to date	Amount allocated from 15/16 funds to date (includes funds held in reserve)
North	47	£500,000.00	24	£192,425.74
East	28	£500,000.00	19	£192,496.00
South	65	£500,000.00	34	£300,000.00
West	58	£496,507.00	26	£240,831.00
Total	198	£1,996,507.00	103	£925,752.74

5.3 Of the Schools Funding Forum allocation of £2m for 2014/15, £1,996,507 was distributed to collaborations through the KAH Area Boards. The remaining £3,493 is an adjustment made by finance and was due to an error in the recording of VAT. This has been added to the West KAH funds for 2015/16.

5.4 Of the Schools Funding Forum allocation of £1.2m for 2015/16, £820,679.74 has been distributed through the KAH Area Boards on receipt of the collaboration review and a new bid. A further £105,073 is committed to projects and will be distributed to collaborations during the summer term.

- 5.5 All the funding 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 Schools Funding Forum, and we expect more evidence of impact when school collaborations provide reports after this summer's results.
- 5.6 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.
- 5.7 The Kent Association of Headteachers Executive board states that the oversight of the collaborative bids, the activity that the bids generate and the impact achieved has improved and strengthened over the successive rounds of bidding for collaborative funds. KAH Executive members feel they now ask more robust questions about the impact of previous funding before considering further allocations. Area Boards challenge bids and seek further information where necessary or clarification about intended outcomes before agreeing to fund projects.
- 5.8 The publication of the DfE White Paper "Educational Excellence Everywhere" in March 2016 highlights the pivotal role of school to school support in school improvement. The collaborative work which has been established in Kent is helping to build capacity for system leadership to work effectively 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 2016/17 to ensure this work continues.

7. Contact details

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