

# Southend-on-Sea Borough Council

Agenda  
Item No.

Report of Deputy Chief Executive (People)  
to

People Scrutiny Committee

on

9<sup>th</sup> April 2019

Report prepared by: Amanda Champ, Head of School  
Performance and Provision

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Schools' Progress Report

**People Scrutiny Committee – Cabinet Member: Councillor Boyd**  
**A Part 1 Public Agenda item**

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## 1. Purpose of Report

To inform members of the current position with regard to the performance of all schools, including those schools causing concern, and to update on known Academy developments.

## 2. Recommendations

Members note and approve the information in the report.

## 3. Background

### Ofsted Inspections

A section 8 inspection of the YMCA community school was undertaken in March 2019. However, the outcome of the inspection is not yet in the public domain.

Chalkwell Infants School is undertaking a “pilot” of the new inspection framework for September 2019 on 2/3<sup>rd</sup> of April 2019. This will be a non reported inspection.

There have been no other inspections since the last people scrutiny report.

### New Ofsted framework

Michelle Winter, Regional her Majesty's Inspector, has attended the Directors briefing to update Head Teachers on the new Ofsted framework consultation.

The new framework proposes a shift that will rebalance inspection.

The key proposals for consultation include:

- a new 'quality of education' judgement, with the curriculum at its heart
- looking at outcomes in context and whether they are the result of a coherently planned curriculum, delivered well
- no longer using schools' internal performance data as inspection evidence, to ensure inspection does not create unnecessary work for teachers
- separate judgements about learners' 'personal development' and 'behaviour and attitudes'
- extending on-site time for short inspections of good schools to 2 days, to ensure inspectors have sufficient opportunity to gather evidence that a school remains good.

The 'leadership and management' judgement will remain, and will include looking at how leaders develop teachers and staff, while taking their workload and wellbeing into account. Inspectors will continue to make an overall effectiveness judgement about a school. All judgements will still be awarded under the current 4- point grading scale. Parents will still get the information they value and understand.

The consultation is open until 5th April 2019. Views are sought on the overall changes to the framework as well as on how they will work in practice for the individual education remits.

### **Academy conversions**

There have been no additional Academy conversions since September 1<sup>st</sup> 2018.

The re-brokering of Cecil Jones, following the judgement by OFSTED of inadequate in November 2017, and, subsequent re-brokering by the regional schools Commissioner to Loxford Multi Academy Trust, has been delayed from its intended start date of March 2019. Local authority officers continue to work with the Regional Schools Commissioner's office and new sponsors to ensure that re-brokering takes place as swiftly as possible.

### **Social mobility visit (DFE request)**

Southend-on-Sea's overall rankings rose 138 places in the social mobility index from 201 in 2016 up to 63 (a social mobility hotspot) in 2017.

The percentage of children eligible for Free School Meals (FSM) achieving 5 good GCSEs including English and maths rose 211 places from 295 in 2016 to 84 in 2017.

As a result of these figures, the DFE have requested that young people from Norwich learn about social mobility by visiting their peers in Southend-on-Sea to discover how education is helping them fulfil their potential.

A group of 35 Norwich pupils, from Year 7 to Year 12 are holding discussions with students, teachers, support staff and council representatives at the end of this month. Following the visit, it is intended that the young people present their learning to key stakeholders including headteachers and the Department for

Education's Opportunity Area (OA) partnership board to help them improve outcomes for young people in Norwich.

### **Phonics CPLD programme (to improve the outcomes of Key Stage 1 phonics across Southend Primary schools.)**

Members of Scrutiny Committee will recall that following the publication of the Annual Education Report, one area that was not quite as strong as all other areas was aspects of Key Stage One.

As a result, research has been undertaken into the programmes currently used by all Southend Primary Schools for the delivery of Key Stage 1 phonics.

All Southend schools provided information to The Primary Teaching School Alliance regarding phonics schemes used (31.0% RWI, 37.9% Letters & Sounds, 17.2% Jolly Phonics, 6.9% Phonics Play, 3.4% own schemes) 5 schools using RWI and 7 schools using Letters and Sounds.

CPLD package has been identified and booked: 18<sup>th</sup> March (1 day – teachers CPLD); 25<sup>th</sup> March (1 day – LSAs CPLD); 2<sup>nd</sup> May (1/2 day parental engagement); 4<sup>th</sup> July (1 day – phonics into writing).

### **Every child, every school same opportunities program (pupil premium strategy)**

Impact of Universal Offer -spring term 2019

- 11 local primary schools attend pupil premium network meeting focusing on Mastery in maths for disadvantaged pupils; disadvantaged pupils' attendance; Leading parent partnerships.
- Aspirational leadership programme implemented across 6 schools focused on effective use of data to track outcomes for disadvantaged pupils.

Impact of Bespoke Offer-spring term 2019

- Implementation of Pupil Premium reviews undertaken by SLE/LLEs to enhance professional dialogue for next step planning within target schools.– The new strategy report has clear objectives and is based on the needs of the pupils, funding is allocated to different aspects of support for disadvantaged pupils.

### **Supporting the secondary schools not yet deemed good**

As a result of the additional funds allocated to support vulnerable secondary schools (subject to the approval of full Council), Officers have been speaking with the Headteachers and CEOs of the three academy trusts concerning a project to support them in their improvement journey.

Although they are no longer maintained by the Local Authority, we are committed to supporting the Trusts to improve their schools to become good or better. The funding will be used, alongside funds from both the Trusts and the

Department for Education to firstly identify the barriers to that improvement, and secondly undertake collaborative action to support these improvements.

The measure of success will be the improvement in OFSTED rating, although in all three cases, this is not expected within the next 12-18 months.

**4. Other Options**

N/A

**5. Reasons for Recommendations**

N/A

**6. Corporate Implications**

**6.1 Contribution to the Southend 2050 Road Map**

The Schools' Progress Report links directly to the following Southend 2050 ambition themes and outcomes:

**Pride and Joy**

There is a tangible sense of pride in place and local actively, and knowledgeably talking up Southend.

**Safe and Well**

People in all parts of the Borough feel safe and secure

Southenders agree that people from different backgrounds are valued and get on well together

The benefits of community connection are evident as more people come together to help, support and spend time with each other

**Opportunity and Prosperity**

Our children are school and life ready and our workforce is skilled and job ready.

In addition, this report contributes to the Council's stated ambition that all schools will be good or outstanding.

**6.2 Financial Implications**

The work currently undertaken with school improvement is covered by the core staffing budget and the SLAs with the to teaching schools namely the primary teaching school alliance and SETSA

**6.3 Legal Implications**

*none*

**6.4 People Implications**

*none*

**6.5 Property Implications**

*none*

6.6 Consultation  
N/A

6.7 Equalities and Diversity Implications

Equality impact assessments have been completed for both major strategies that link to this progress report namely the grammar school strategy and the pupil premium strategy.

6.8 Risk Assessment  
N/A

6.9 Value for Money  
N/A

6.10 Community Safety Implications  
N/A

6.11 Environmental Impact  
N/A

## **7. Background Papers**

This report does take account of OFSTED inspection reports published by Ofsted which can be found at  
<https://www.gov.uk/government/organisations/ofsted>

## **8. Appendices**

None