Getting to good

'Getting to good' seminar for

Northumberland Schools

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Purpose of today's seminar

- This seminar is designed to help you on your journey to become good or better schools.

- It's an opportunity to learn and share together, and to promote understanding.

- The seminar will help you to explore and identify the key drivers for school improvement and relate these to your own school's context.

- We will explore how to plan, deliver and evaluate improvements in line with your identified priorities.

Objectives

- Explore and discuss key issues around improvement together.

- Look at Ofsted's evidence about schools that improve – and those that don't.

- Identify from case study schools what effective planning for improvement looks like.

- Apply learning to your own context to inform your planning.

Changes to the inspection framework – September 2013

In order to make a judgement about the quality of education provided in the school, inspectors **must** first make <u>four key judgements</u>. These are:

- the achievement of pupils at the school

- the quality of teaching in the school

- the behaviour and safety of pupils at the school.

- the quality of leadership in, and management of, the school.

In addition, inspectors must also consider:

- the spiritual, moral, social and cultural development of pupils at the school

- the extent to which the education provided by the school meets the needs of the range of pupils at the schools.

Changes to the inspection framework – September 2013

A greater focus on:

- Judging the progress made by different prior-attainment groups of pupils in mathematics and English

- Consistency of the progress made by different groups

- The achievement of the most able and those for whom the school receives additional funding through the pupil premium

- The use of additional funding and the impact it is having on raising achievement and pupils' physical wellbeing

- The delivery of PE and school sport and participation in lunchtime and after-school sport

- Whether pupils are receiving timely advice and guidance to assest them on their next steps in training, education or employment.

Changes to the inspection framework – September 2013

Inspectors must:

- Take account of pupils' learning and progress over time

- Inspectors must not expect teaching staff to teach in any specific way

- Inspectors must evaluate the use of and contribution made by teaching assistants

- When observing learning and judging teaching inspectors must be guided by the response and engagement of pupils and evidence of how well they are learning.

Changes to the inspection framework – September 2013

Depending on the type of school, it may be relevant to pay particular attention to the achievement of:

- disabled pupils, and those who have special educational needs

- boys, girls, the highest and lowest attainers, pupils for whom the pupil premium provides support, including:

  - looked after children
  - pupils known to be eligible for free school meals – *'a school is unlikely to be judged outstanding if these pupils are not making at least good progress'*
  - children of service families
  - those receiving alternative provision
  - pupils for whom English is an additional language, minority ethnic pupils;
  - those with protected characteristics, including Gypsy, Roma and Traveller children , as defined by the Equality Act 2010

When judging achievement, inspectors must have regard for :

- *'pupils' starting points in terms of their prior attainment and age. This includes the progress that the lowest attaining pupils are making and its effect on raising their attainment, and the progress that the most able are making towards attaining the highest levels and grades.'*

Good (2)

- *'From each different starting point, the proportions of pupils making expected progress, and the proportions exceeding expected progress, in English and in mathematics are close to or above national figures. For pupils for whom the pupil premium provides support, the proportions are similar to, or above, those for other pupils in the school or are improving.'*

Getting to Good

Inspection outcomes and pupil achievement:

<u>A North East perspective</u>

Northumberland's school performance – English and mathematics Level 4+ in both subjects for FSM cohort

	England	-	-	-	-	-	-	**56.00**	**58.00**	**66.00**	-
806	Middlesbrough	-	-	-	-	-	-	61.00	51.00	59.00	-
929	**Northumberland**	-	-	-	-	-	-	**45.00**	**50.00**	**61.00**	-
840	Durham	-	-	-	-	-	-	59.00	58.00	64.00	-
808	Stockton-on-Tees	-	-	-	-	-	-	62.00	57.00	64.00	-
393	**South Tyneside**	-	-	-	-	-	-	62.00	62.00	68.00	-
841	Darlington	-	-	-	-	-	-	58.00	61.00	68.00	-
805	Hartlepool	-	-	-	-	-	-	-	67.00	68.00	-
394	Sunderland	-	-	-	-	-	-	54.00	58.00	69.00	-
391	Newcastle upon Tyne	-	-	-	-	-	-	58.00	59.00	70.00	-
392	North Tyneside	-	-	-	-	-	-	-	64.00	71.00	-
807	Redcar and Cleveland	-	-	-	-	-	-	-	53.00	71.00	-
390	Gateshead	-	-	-	-	-	-	63.00	67.00	72.00	-

Getting to good

Northumberland's school performance – English and mathematics Level 4+ in both subjects for non-FSM cohort

970	**England**	-	-	-	-	-	-	**77.00**	**78.00**	**83.00**
929	Northumberland	-	-	-	-	-	-	75.00	75.00	82.00
806	Middlesbrough	-	-	-	-	-	-	77.00	76.00	83.00
391	Newcastle upon Tyne	-	-	-	-	-	-	80.00	78.00	83.00
840	Durham	-	-	-	-	-	-	81.00	81.00	84.00
390	Gateshead	-	-	-	-	-	-	83.00	82.00	84.00
807	Redcar and Cleveland	-	-	-	-	-	-	-	81.00	84.00
808	Stockton-on-Tees	-	-	-	-	-	-	83.00	84.00	84.00
393	**South Tyneside**	-	-	-	-	-	-	82.00	81.00	85.00
392	North Tyneside	-	-	-	-	-	-	-	81.00	85.00
394	Sunderland	-	-	-	-	-	-	75.00	79.00	85.00
841	Darlington	-	-	-	-	-	-	84.00	83.00	86.00
805	Hartlepool	-	-	-	-	-	-	-	80.00	86.00

Getting to good

How big is the FSM gap in Northumberland?

FSM v Non FSM pupils at Key Stage 2 in 2012:

Proportion of FSM pupils gaining Level 4 in English and mathematics is: **61%**

Proportion of non-FSM pupils gaining Level 4 in English and mathematics is: **82%**

The gap in 2012 = 21%

Achievement at GCSE: The proportion of students gaining 5+ A*-C grades at GCSE in 2012 – FSM compared to non-FSM

Achievement at GCSE: The proportion of students gaining 5+ A*-C grades at GCSE in 2013 – FSM compared to non-FSM

		Pupils known to be eligible for free school meals		All other Pupils		All pupils	Gap Between non-FSM and all pupils
		Number of eligible pupils[1]	Percentage	Number of eligible pupils[1]	Percentage		
921	**England**[6]	79,788	36.4	479,305	62.8		**26.4**
A	**North East**	5,205	32.9	23,349	64.2		**31.3**
841	Darlington	191	34.0	973	67.7		**33.7**
840	County Durham	809	36.7	4,628	67.0		**30.3**
390	Gateshead	332	30.4	1,795	66.2		**35.8**
805	Hartlepool	246	26.0	913	55.0		**29.0**
806	Middlesbrough	531	35.4	964	54.4		**19.0**
391	Newcastle upon Tyne	550	31.6	1,902	62.7		**31.1**
392	North Tyneside	277	36.8	1,870	65.7		**28.9**
929	Northumberland	414	26.1	3,104	62.5		**36.4**
807	Redcar and Cleveland	311	29.3	1,499	60.3		**31.0**
393	South Tyneside	402	33.3	1,381	65.5		**32.2**
808	Stockton-on-Tees	405	24.2	1,829	60.9		**36.7**
394	Sunderland	737	39.5	2,491	69.4		**29.9**

- In the NE, the gap between the attainment of FSM students and all other students is much wider than the national average.

How big is the gap in Northumberland?
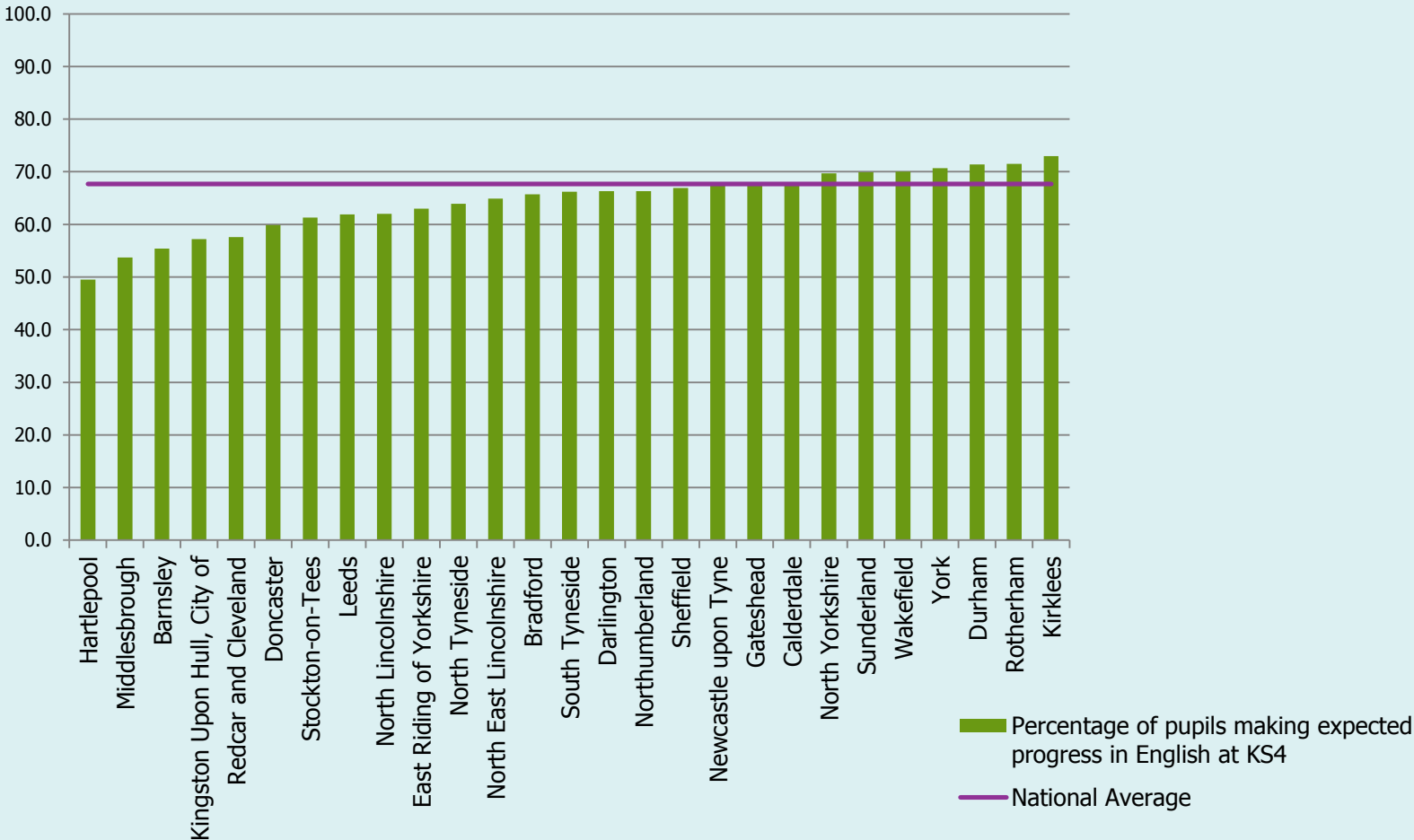
FSM v Non FSM pupils at Key Stage 4 in 2012:

Proportion of FSM pupils gaining 5+ A*-C including English and mathematics: **26.1%**

Proportion of non-FSM pupils gaining 5+ A*-C including English and mathematics : **62.5%**

The Northumberland gap in 2012 = **36.4%**

The National gap in 2012 = **26.4%**

LA level data on **expected pupil progress**.

More-able pupil performance in Northumberland (2012)

Percentage of most able pupils gaining A* to A GCSEs			Percentage of most able pupils gaining A* to B GCSEs		
English	**Maths**	**English & Maths**	**English**	**Maths**	**English & Maths**
47%	**55%**	**47%**	**77%**	**81%**	**77%**

The percentage of pupils who attained **Level 5** in both English and mathematics at Key Stage 2 and their corresponding performance at GCSE in 2012

School inspection outcomes this academic year

- September 2012: 70% of schools judged good or better.

- June 2013: 78% of school judged good or better.

- As a result, 600,000 children are receiving a better education in good schools.

- Faster improvement in NE primary schools than any other region.

- Secondary school improvement matched national rate but still 11% gap in NEYH

Group task – put these issues into the order in which you would expect to show impact on the quality of teaching.

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Students' behaviour	Attendance and punctuality
Higher standards in tests/exams	Practice of governing body
School policy and guidance	Pupils' progress in lessons
Quality of teaching	Teachers planning of lessons
Marking	Assessment to inform learning
Middle management	Senior leadership
A skills audit	CPD programme

Activity 2: In your school group consider:

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What are the most obvious **areas for improvement** in your school that have stopped you being judged good?

What internal or external **barriers** have meant that you have not been able to resolve the weaknesses?

What **key strengths** does your school have that you can build on?

Activity 3: Managing staff – agree four actions the headteacher and Chair of Governors might take

You are the new headteacher of Elms School, recently judged to require improvement with critical comments about the impact of leaders on teaching.

Your SMT have all been at the school for eight years or more and in their current posts for at least five.

Your very good Head of maths has just left to go to a senior post at a nearby school.

You are the new headteacher of Willow School, recently judged to require improvement with critical comments about the impact of leaders on teaching.

Your SMT of four includes three who joined the school within the last 18 months.

Your only experienced SMT member is due to retire in six months; you rate her as 'good'.

Choose **one** of these scenarios

Analysis of schools that successfully improved their teaching

Skilled senior managers ensure that all middle managers are also effective at leading and monitoring teaching

Frequent and rigorous diagnostic monitoring of teaching and learning

Use evidence and engage staff in developing improvement plans

Make use of identified best practice within the school, for example, coaching

Use other schools to train and provide vision of 'outstanding practice'

Deliver high quality professional development

Monitor the delivery and impact of initiatives – achieve consistency

Targeted support and robust performance management where staff do not respond to change

Looking at Ofsted's evidence. What do we know about schools that improve?

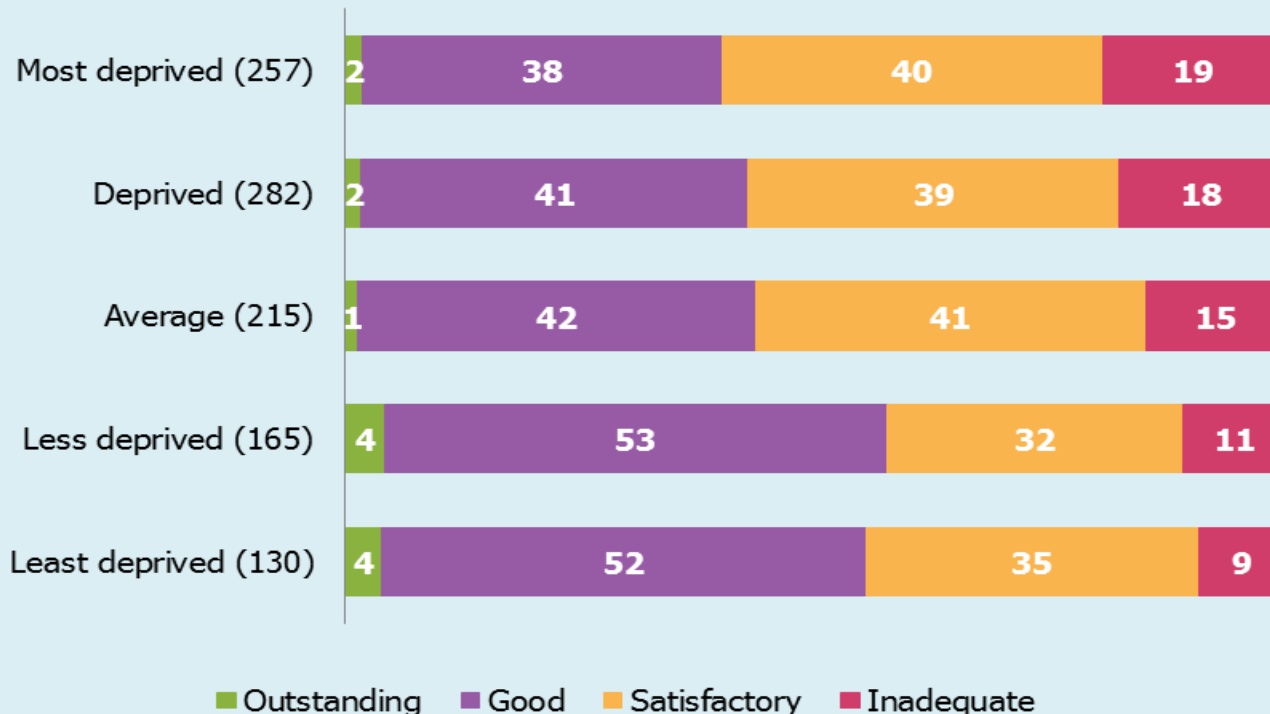What does recent data tell us about school performance?

Grade 3 primary schools are a little more likely to improve between inspections than secondary schools. Very few schools jump from Grade 3 to outstanding, and about one in five drop to inadequate.

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Schools judged satisfactory: how they fared at latest inspection, by school phase

School phase	Outstanding	Good	Satisfactory	Inadequate
Primary (887)	3	44	38	15
Secondary (142)	1	40	40	19
Special/PRU (38)		61	26	13

■ Outstanding ■ Good ■ Satisfactory ■ Inadequate
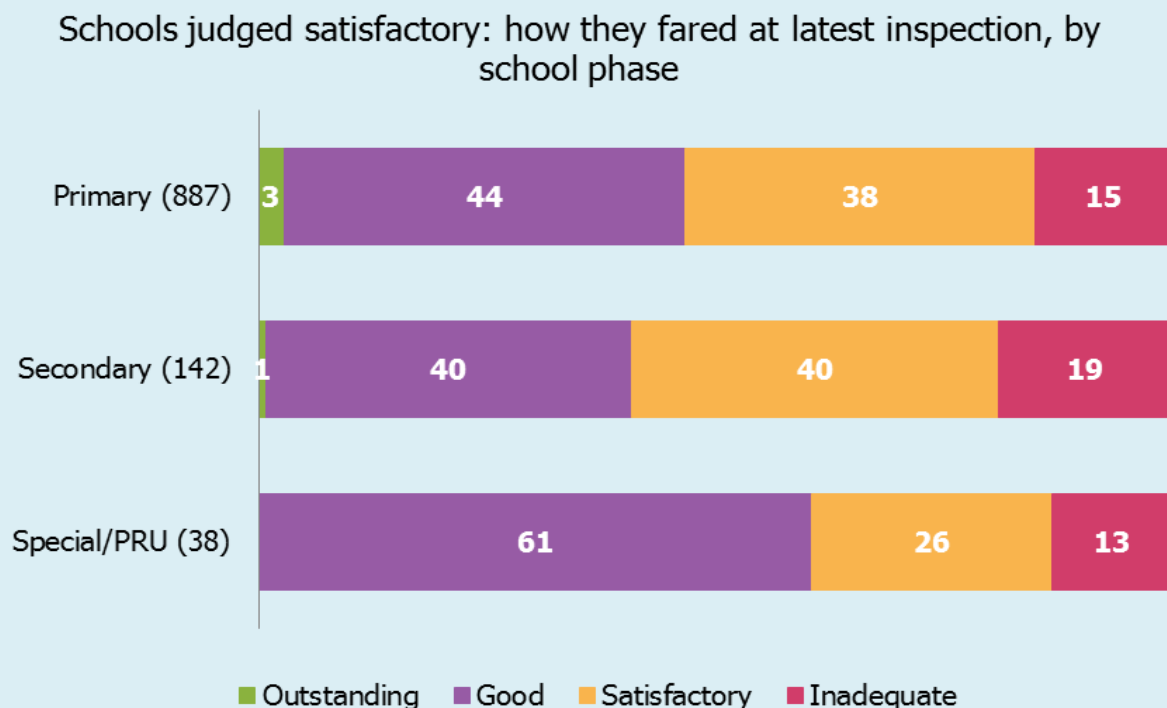
Analysis based on schools inspected between January and August 2012

Satisfactory/RI schools in deprived areas are less likely to improve – and more likely to decline – than schools in more advantaged areas.


Schools judged satisfactory: how they fared at latest inspection, by level of deprivation

Level of deprivation	Outstanding	Good	Satisfactory	Inadequate
Most deprived (257)	2	38	40	19
Deprived (282)	2	41	39	18
Average (215)	1	42	41	15
Less deprived (165)	4	53	32	11
Least deprived (130)	4	52	35	9

■ Outstanding ■ Good ■ Satisfactory ■ Inadequate

Analysis based on schools inspected between January and August 2012

Inspection reports of 52 secondary schools judged good between January and August 2012 were analysed for whether weaknesses identified in their earlier inspection had been addressed wholly, partly or not at all.
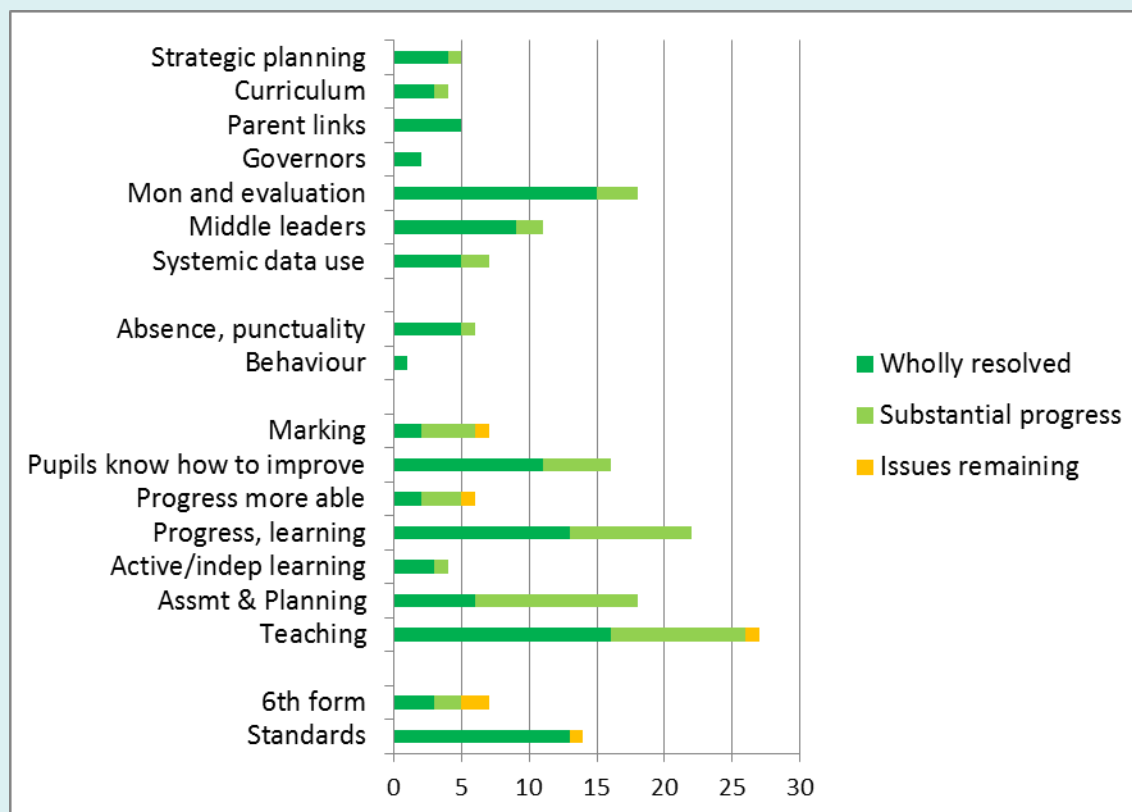
Even schools that get to good are still on a journey – the aim is to be outstanding

Areas identified for further improvement in the 'good' schools often include:

- greater extent of outstanding teaching

- greater focus on learning

- challenge and engagement for **all** pupils, including most able

- better recording of progress and provision of feedback

- subject leadership, including sharper and more consistent monitoring across all subjects

- higher standards, including in the sixth form

- attendance and punctuality

- literacy and numeracy across the curriculum

- greater consistency in marking

- a small proportion of teaching was not strong enough to promote good learning.

**Which of the above have you given priority to?**

Teaching and performance

Ofsted does not require any particular approach to teaching, we simply believe that all children deserve teaching that is good or better – day in and day out.

Some outstanding teaching is an important core for encouraging further improvement and gradually eliminating poor teaching

Teaching observed in three schools that became 'good'
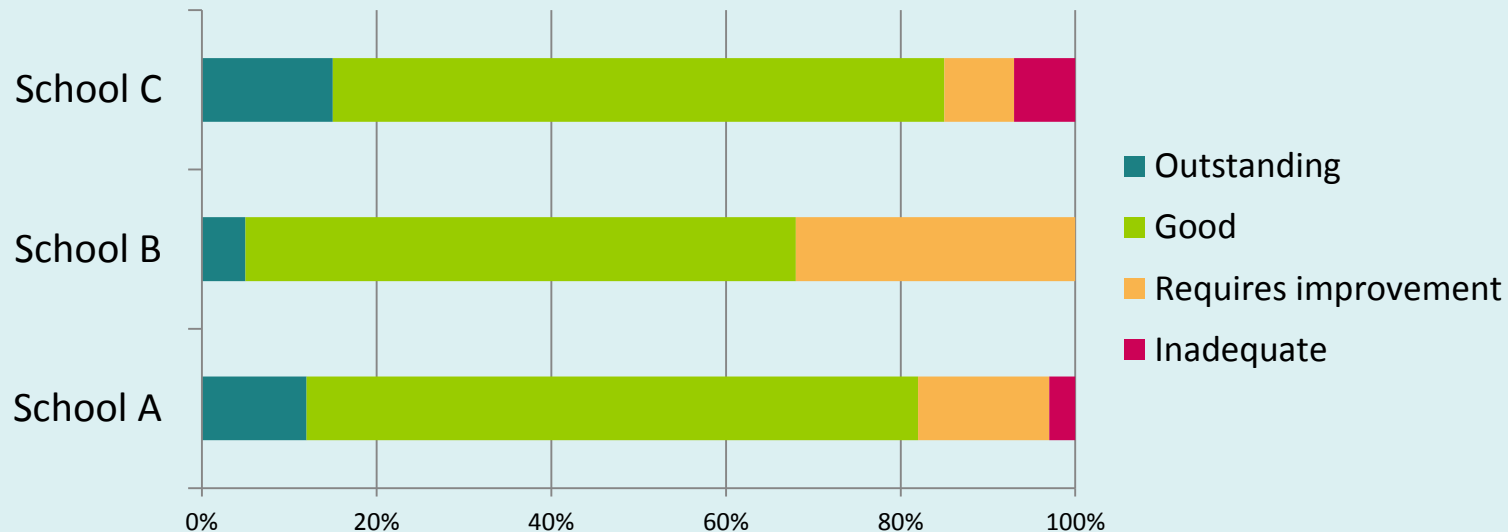
Since September 2012, the Ofsted framework has placed much greater emphasis on the performance management of staff

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Key Point:

It is important that improving schools don't just concentrate on their weak teaching – it is equally vital to identify the best and plan for how you can make use of it.
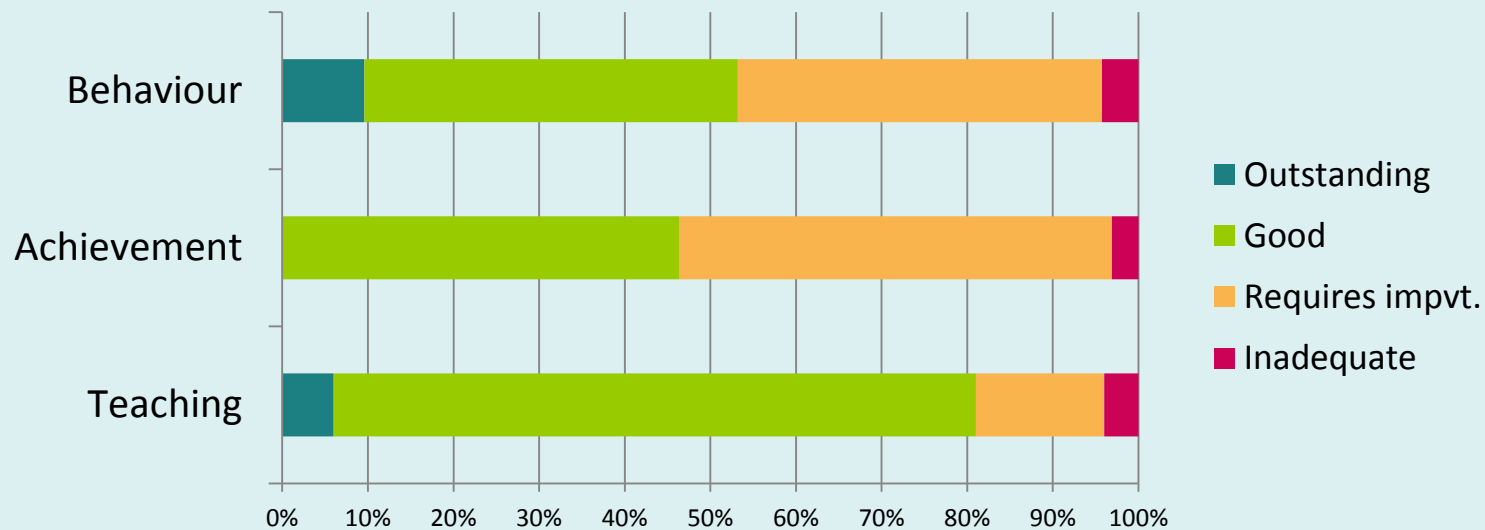
Activity:

- **Ask the governor in your group to write down a figure for their estimated proportion of lessons where teaching is good or better in your school.**

- How consistent is classroom practice in your school?

- How do you know your view is accurate compared to other schools?

Key Question:
Does your school share this type of data with their governors? Ideally, governors should be informed about the teaching profile at their regular meetings and also have some independent system so that they know senior leaders' reports are accurate.

Observation in improving schools often shows achievement lagging behind teaching. Is this what you would expect ?

Lesson observation grades

Legend:
- Outstanding
- Good
- Requires impvt.
- Inadequate

Categories: Behaviour, Achievement, Teaching

X-axis: 0% 10% 20% 30% 40% 50% 60% 70% 80% 90% 100%

This is one secondary school where observed teaching was good or better much more often than observed achievement or behaviour – is this to be expected in an improving school?

Some schools ask teachers to reflect on the week's lessons and rate the learning in each of them. This helps teachers reflect on consistency:

Monday	Tuesday	Wedns.	Thursday	Friday
Y7 Engl.	Y9 PSHE	Y7 Drama		Y7 Engl.
Y9 Engl.	Y11 Engl.	Y11 Engl.	Y7 Drama	
	Y13 Engl.		Y10 Engl.	Y13 Engl.
Y12 Media	Y8 PSHE	Y12 Media	Y10 PSHE	Y13 Engl.
Y10 Engl.	Y12 Media		Y7 Engl.	Y10 Engl.

Outstanding	Good	Req. impvt.	Inadequate

Approaches used for raising performance in schools that have made the journey to good (teaching)

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- Headteachers in all schools perceived performance management as necessary to build the capacity for **consistent and sustained** school improvement.

- **Coaching and mentoring** procedures were established in all schools visited. In half the schools part of a mentor's performance management was to be responsible for the improvement in performance of their mentees.

- In the majority of schools programmes of **peer working** were established that were judged to be highly effective.

- In all schools professional development programmes were tailored to the ability of staff – and were helping to **motivate** them.

- In some schools **staff meetings** had been remodelled to focus on teaching and learning.

- In most schools **recruitment and induction** were described as crucial. In half only good or outstanding candidates were considered.

- In half the schools staff were provided with the opportunity to take **external qualifications**.

- In most schools the headteacher had reinforced that it was the teacher who was **responsible for their own performance management**.

Performance management and professional development were both crucial in schools that shifted from grade 3 to good.

To recap:

Robust performance management with clear and measurable targets for all staff

+

Targeted professional development, evaluated against impact on teaching quality

So what priorities have you set for CPD?
How do you plan to measure impact of CPD?

Since September 2012, the Ofsted framework has placed much greater emphasis on the performance management of staff

Just over half the 'improving' schools said they used performance management to manage staff departure. Most, but not all, used it to manage performance improvements.

- How well does your improvement plan link with plans for staff development?

- Is there a clear relationship between promotion and accountability?

- Have you clearly indicated the contribution to be made by teaching assistants and other staff? Are they accountable?

Governance: How much do you know about performance management at your school? What role do you as governors play?

Information about performance management

- Inspectors evaluate already how effectively school leaders recognise and reward good teaching. In future, inspectors will ask schools for anonymised information from the last three years, which shows the proportions of teachers who have:

- progressed along the main pay scale

- progressed to, and through, the upper pay scale

- progressed along the leadership scale

- received additional responsibility payments, such as teaching and learning responsibility payments and special needs allowances.

TASK: If asked, how would you respond to these matters?

Leadership: Governance

The importance of governance in driving school improvement

Sir Michael Wilshaw HMCI: NGA Policy Conference in 2012.

- 'strong governance is increasingly transforming schools and building effective partnerships'

- 'without strong and effective governance, our schools simply won't be as good as they can be'

- 'The new inspection framework (2012) will examine how governors support and challenge school leaders and hold them to account for the quality of teaching and pupils' achievement, behaviour and safety. It will also cover the management of finances, including the use of the pupil premium to overcome barriers to learning.'

Activity 4: Group exercise on governance

Schools that stay at grade 3 will be subject to earlier re-inspection. Where schools have not made significant improvement , governors will need to have a view on why there hasn't been clear progress.

As a group you are governors or sponsors of a school which has been grade 3 twice and where attainment has stayed at the same level for four years, with a gentle decline in English progress measures.

What targets might be set for the performance of the English team – and the headteacher?

How should the governors check on what has happened?

Common issues with governance noted in inspection reports

Issues identified in inspection reports included:

- not ambitious about expectations

- lack of a critical friend approach

- over-reliance on information from the headteacher

- lack of systematic visits to school

- lack of engagement with school development planning

- limited role in monitoring, and none of it 'independent'

- limited understanding of data and school quality.

Activity 5: Governors

Now, let's consider why governance may not have had sufficient impact for your school to become good.
Your report should give some clear messages.

On a sticky note, write down four ways in which governance could improve its effectiveness.
Is this in your school improvement/governors own plan?

Common features of effective governance noted in schools that became good

Could you use these words about your governing body?

Focus; sharp focus; raise achievement; improve teaching; robustly focussed; proactive; **raised expectations**; determined; active.

Positive impact; drive; strive; **ambitious vision**; more **strategic**; provide clear direction; rigorously drives improvement; steer through change; increasingly effective

Strong team; work together; communicates; corporate; supports; unity of purpose; **partnership** with senior leaders; effective critical friends; **shared purpose**.

Effective challenge; -pursue further improvements; **monitoring**; evaluating; better informed; constantly review performance; clear systems; monitor closely; collect own information on performance; regular visitors.

Skilled; knowledgeable; **understanding** of strengths and weaknesses; financial management; planning.

Do you have plans in place to ensure that your governors will meet these descriptions within, say, 18 months from now?

Pick one of the terms and briefly consider how you might tackle it.

Leadership: overall

In all the schools visited for the 'getting to good' survey, common features were

- In the majority of schools the headteacher introduced **pupil progress meetings** to hold staff to account for progress.

- In the majority of schools **written guidelines** for teaching and learning were produced. These were described as 'non-negotiable' and set the standard for good teaching.

- In three quarters of the schools headteachers described themselves as visible in order to set an example and **model the behaviour** that they wanted staff to adopt.

- In several schools a non-negotiable **behaviour policy** for pupils was established.

- In all schools staff were subject to **challenging conversations** and in just over half of them it resulted in teachers leaving the school.

- In two thirds of the schools the headteacher quickly **strengthened the senior leadership team**.

Key Question: What is non-negotiable in your school?

Activity 6: The leadership challenge – in your school groups

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On a scale of 1 to 4 assess the **capacity** to manage change of:

- your senior leadership team
- your governing body
- your middle leaders
- your teaching staff
- other staff
- your pupils.

How far do your answers align with the planning and priorities in your Improvement Plan?

What actions can you take to strengthen your weakest teams?

Note we are talking CAPACITY here, not **capability**. Why might they be different?

Further reading

Getting to good: how headteachers achieve success, Ofsted, 2012; www.ofsted.gov.uk/resources/120167.
(Study of 447 primary and secondary schools, previously judged as satisfactory, that were judged as good between January and August 2012)

Schools that stay satisfactory, Ofsted, 2011; www.ofsted.gov.uk/resources/110080.

Twelve outstanding secondary schools, Ofsted, 2009; www.ofsted.gov.uk/resources/080240.

Twelve outstanding primary schools, Ofsted, 2009; www.ofsted.gov.uk/resources/090170.

School governance – learning from the best, Ofsted, 2011; http://www.ofsted.gov.uk/resources/good-practice-resource-%E2%80%93-school-governance-learning-best

Final session: action planning

Activity 7: Review schools' action planning

What comes to mind when you think about action planning?

Activity 8: Review your own action plan

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Do these features of strong action planning appear in your plan?

Having success criteria and measurable objectives that ensure good practice (at least) and which staff can be held accountable for.

Setting a reasonable and appropriate timescale, given your capacity.

Having actions in a sequence that reflects the reality of the school.

Having clear milestones by which to monitor progress.

Identifying who has the skills and is accountable for delivering, monitoring and evaluating – and shares out the responsibilities.

Clearly indicating roles of external agencies, governors and others.