North Northamptonshire Council

North Northamptonshire EAP - Education, Skills and Employment
23 March
School Effectiveness Service (SES) Update

1. Background

The purpose of this paper is to provide a School Effectiveness Service (SES) update.
This paper focuses on:

- School effectiveness actions and initiatives undertaken since the previous meeting, including actions taken to facilitate improvement in schools;
- The number and type of schools, and latest Ofsted inspection outcomes and analysis;
- Early Education and Childcare (EEC); and
- The current pressures and challenges for education settings.

2. The School Effectiveness Service (SES)

The school effectiveness service (SES) fulfils the council's statutory duty to provide support and challenge to local authority maintained schools with the anticipation that they are rated at least 'good' by OFSTED through the inspection process. The SES has powers to intervene in schools considered to be of concern, these powers are set out in the Education and Inspections Act, 2006, DfE Guidance on these powers can be found here. The purpose of this work is to ensure all children and young people can achieve their full potential and are supported to do so at high performing schools that meet all of their needs.

2.1 Areas of Responsibility

- School Standards
- Compliance Checking
- Curriculum
- Early Years

2.2 Service Core Aims

The School Effectiveness Service:

- Provide information, advice and training to childcare providers to improve early years outcomes;
- Support and challenge 'schools of concern';
- Ensure that all maintained schools remain or become at least 'good' as judged by the regulator, Ofsted.
- Identify schools and settings which are performing well, those which are under-performing and those which are vulnerable;

3. School effectiveness actions and initiatives undertaken since the previous meeting, including actions taken to facilitate improvement in schools

Strategic Level:

- The draft School Effectiveness strategy has been shared with all schools and stakeholders for comment
- Senior officers have reached out to Academy and Trust Chief Executive Officers (CEOs) and Head Teachers to understand how we can work better together to drive up outcomes
- All schools, including those that are academies, are being supported to work together effectively through locality working.
- Council services are being aligned with localities to better meet need

What next?

- A meeting will be established with schools in the summer term to address the feedback provided on all of these issues and to develop effective and ongoing channels of communication that will support a coherent approach to school support.

Local Level:

- The Local Authority have communicated to schools the proposed locality areas. Schools have been invited to comment on these proposals and how this concept can be further developed.

- Local Area Special Educational Needs Coordinator (SENCo) forum groups have already taken place in the locality areas, with positive feedback from those who attended.

What next?

As the partnership with schools develops, the council is looking to facilitate a collaborative way of working that will:

- Improve communication between schools/clusters and the Local Authority and vice versa. Collating and sharing best practice and the impact of this on pupil outcomes
- Recognise schools as local leaders and key partners
- Co-create a local education culture based on a clear moral purpose
- Engage all key players, schools and academies
- Support effective collaboration in a local area that support continued improvement in provision and outcomes for our children
- Use local area data to identify strengths and areas to work on which will in turn improve outcomes for pupils
- Join up different elements of the broader system to deliver a coordinated response to service improvement

Individual School Level:

- The Local Authority's (LA) legal duty under the Education Act, 1996 (as amended by the various subsequent acts) is to promote high standards and fulfilment of pupils' potential**.**
  - With the core aims (above) in mind, the SES continues to work together proactively with schools that require informal support or are more formally 'of concern'.
  - This has resulted in initiating the following graduated responses:
    - Deploying team to engage in time limited, intensive projects of between 8 weeks and 18 weeks long in schools where there are specific concerns
    - Deploying the link School Improvement Partner (SIP) to a school to engage in school visits weekly or fortnightly to focus on a single aspect which will transform practice overall.
    - Deploying coaching/mentoring to a senior leader. This would be undertaken by the Associate Head Teacher (AHT)
  - Ongoing support to RI schools many of whom are due to be inspected in the coming weeks and/or months.
  - Continuing to visit Good schools focussing on the

All maintained schools are allocated a named school improvement partner (SIP) from the school effectiveness team. The SIP will work in partnership with school leaders and governors.

Finally, universal offers we have provided and/or continue to provide are:

- 'Tackling Educational Disadvantage in Northamptonshire' running this academic year and beyond.
- Curriculum and/or Curriculum Leader surgeries.
- Forums for new Head Teachers and/or Head Teachers new to North Northants.
- Governor Seminars.
- North Northants Chairs of Governor (CoG) forums and Clerk to Governor Forums – these run regularly throughout the academic year.

What next?

- The analysis of inspection outcomes so far this academic year have identified that assessment of curriculum subjects is an area for improvement which seems to be appearing in many reports. Plans are being developed to run training on this hopefully in the summer term
- With schools undertaking Statutory Tests this academic year SES will be scrutinising the data when it comes in at the end of the summer term. The Assessment Lead is providing training for Moderators at this current time
- Planning training for the new academic year informed by pupil outcome data, Ofsted inspection analysis, the feedback from our partners in education and the information we learn from working closely with our schools

Finally, SES are engaging with colleagues in our education teams, inside the organisation, to look at inspection data, data from areas such as suspensions and exclusions, etc. and to work together from within in order to further understand where the strengths, pressures and gaps are in locality areas

This information and understanding will support our discussions with schools moving forward and

enable us to look at what we can do collectively to improve outcomes and provision for our children in North Northamptonshire

4. The number and type of schools, and latest Ofsted inspection outcomes and analysis

4.1 The Number and Type of Schools in North Northamptonshire:

Type of Provision	Number of schools (by type of provision) Wellingborough, Kettering, Corby and East Northants	Locality			
		Wellingborough	Kettering	Corby	East Northants
SEND (and 'Other')*	7	2	3	2	0
LA Maintained	1	1	0	0	0
Academy (or Free School)	6	1	3	2	0
LA Maintained Nursery Schools	4	2	1	1	0
All-through Schools**	1	0	1	0	0
LA Maintained	0	0	0	0	0
Academy (or Free School)	1	0	1	0	0
Primary Schools***	111	25	31	24	31
LA Maintained	35	8	8	5	14
Academy (or Free School)	76	17	23	19	17
Secondary Schools***	19	4	5	5	5
LA Maintained	1	0	1	0	0
Academy (or Free School)	18	4	4	5	5
Total Number of schools	142	33	41	32	36

4.2 Primary Schools
There are currently 111 primary schools in North Northamptonshire, with the largest proportion of these now operating as academies.
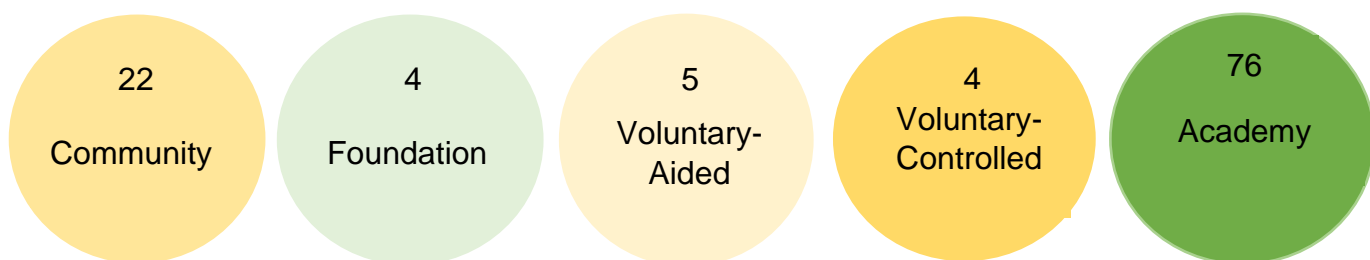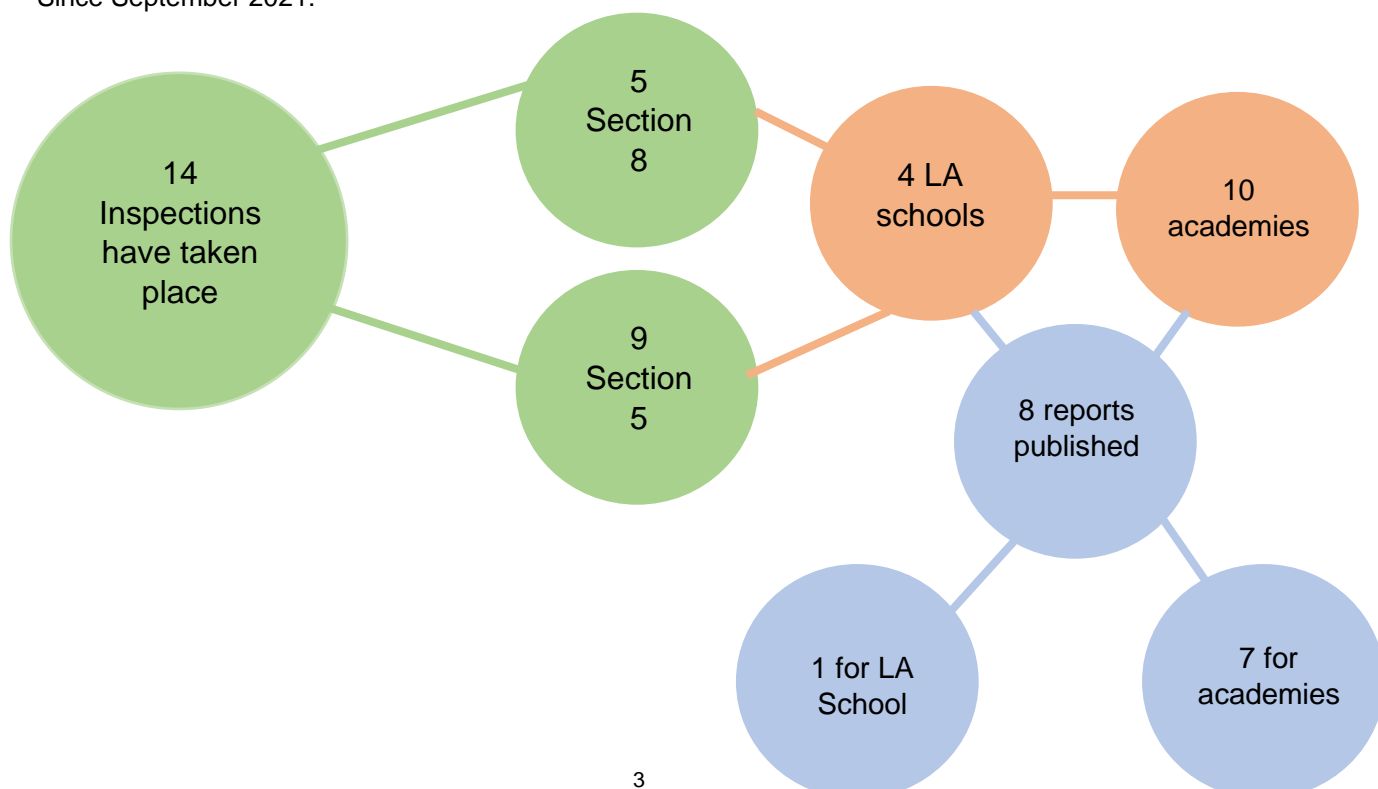

4.3 Secondary Provision
There are currently 19 secondary schools in North Northamptonshire. The overwhelming majority of the County's secondary schools became academies before 2017.
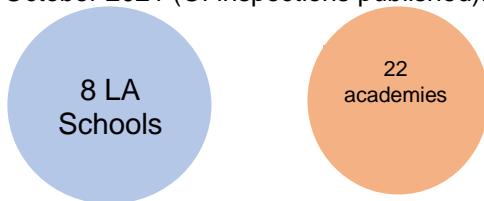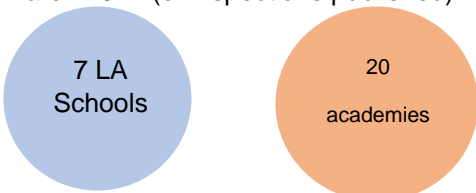
4.4 Number of Inspections
Since September 2021:

4.5   Requires Improvement Schools:
In October 2021 (Of inspections published):

8 LA Schools

22 academies

In March 2022 (of inspections published):

7 LA Schools

20 academies

- The proportion of primary schools rated as Good or Outstanding increased fractionally to 75.7% in January.
- It was the third improvement in four months, after no change was recorded in December. The latest performance is the best so far but still behind the latest statistical neighbours and England averages of 87% and 91% respectively.
- For Maintained Schools the % of Good/Outstanding schools combined has risen to 80% with 1 of our 7 RI schools moving to Good in the autumn term.
- The proportion of secondary schools rated as Good or Outstanding by OFSTED was unchanged in January, after increasing twice in three months to 80.0% in November.
- This improvement moved the North ahead of the latest England average (79%) for the first time, while remaining ahead of the latest statistical neighbours average (76%).

5.   Early Education and Childcare (EEC)
- Since September 2022 our EEC advisors have been part of our School Effectiveness Service
- We have 3 advisors in the North
- The role of our EEC advisors is to provide information, advice and training to childcare providers to improve early years outcomes
- In the short time that we have been working together we have been implementing strategies and processes to improve communication between the Local Authority and the EEC Sector
- We have begun to set up Safeguarding Training for the Sector which will be ongoing
- Advisors provide Ofsted ready support

What next?
Locality Area Working – We would like to set up locality working areas with providers from the EEC Sector in order to develop working partnerships to improve practice and pupil outcomes

6.   The current pressures and challenges for education and childcare settings
SIPs and EEC advisors are noting that:
- Staff shortages and a lack of supply cover has meant, in small schools especially, that senior leaders including Head Teachers have had to teach, meaning less capacity to focus on school improvement due to lack of capacity. This has also had an impact on school budgets which the DfE has noted and provided some support for although this does not include the Early Education and Childcare Sector – see here
- For some Nursery settings the staff shortages and inability to recruit has meant that they have had to close as they are not eligible for the Government funding as mentioned above
- Managing additional mental health issues and the increased need for family support is a considerable focus which can sometimes be linked to an increase in behavioural issues
- There have been challenges in attracting and retaining school Governors
- There are an increasing number of requests for Education Health and Care Plans (EHCP) coming in, particularly for Reception age pupils
- Settings and schools are reporting an increase in the percentage of pupils in their settings with special educational needs (SEN)