

London Borough of Bromley

PART 1 - PUBLIC

Briefing for Education Policy Development and Scrutiny Committee Wednesday 23 January 2013

EDUCATION POLICY AND LEGISLATIVE CHANGES: UPDATE

Contact Officer: Tessa Moore, Assistant Director, Education
E-mail: tessa.moore@bromley.gov.uk

Chief Officer: Terry Parkin, Executive Director, Education & Care Services

1. INTRODUCTION

- 1.1 This is latest report to provide Members with an update on the Government's policy and legislative changes for education.

2. THE BRIEFING

2.1 Annual Report from Her Majesty's Chief Inspector of Education, Children's Services and Skills

- (i) On 27 November 2012 Her Majesty's Chief Inspector of Education, Children's Services and Skills, Michael Wilshaw, published his first Annual Report, *The Importance of Leadership*.
- (ii) The Annual Report for 2011-12 provides evidence from the inspection and regulatory visits undertaken between September 2011 and August 2012 by the Office for Standards in Education, Children's Services and Skills (Ofsted). The report takes evidence from the inspection activity across the full range of Ofsted's statutory remit, which includes early years and childcare, and provision for education and skills in schools, colleges and adult learning.
- (iii) The Annual Report can be found at www.ofsted.gov.uk/news/annual-report-of-her-majestys-chief-inspector-of-education-childrens-services-and-skills-200910.
- (iv) Alongside the Annual Report, Ofsted also published three additional reports focusing specially on schools, early years provision, and learning and skills. The report on social care will be published by Ofsted in June, because the inspection year for most social care provision, prescribed by regulations, runs from April to March.

Schools

- (v) The additional report for Schools identifies that although standards within schools are improving and rising steadily, there are still a significant number of schools (30%) which are not good or better. Ofsted implemented a revised Inspection framework from September 2012 which replaced the 'satisfactory' judgement with 'requires improvement' to combat "coasting schools" – the term used by the Prime Minister to describe schools which have had 2 or more consistent 'satisfactory' judgements.

- (vi) The report considers a number of challenges to improving school standards, including:
- reducing the number of pupils who are in schools which are rated at below good (currently 31% nationally and 18% for Bromley);
 - reducing the attainment gaps between most pupils and those from the least prosperous background – particularly in secondary schools;
 - improving access to a good or better school which varies widely across England – for example 42% of children attend primary schools in Coventry that are good or outstanding, compared to 92% in Camden and 70% in Bromley;
 - monitoring the role that local authorities provide in challenging the performance of underperforming schools, such as through the issuing of warning notices;
 - highlighting the benefits for schools of being part of an academy chain over being a stand alone academy;
 - highlighting the increasing trend for the transferring of school improvement support from local authorities to schools, to school to school;
 - focusing on how the characteristics of outstanding teaching can be rolled out across all schools.

Early years

- (vii) The additional report for early years identifies that although standards within early years provision has improved significantly since 2008 – when the Early Years Foundation Stage and inspection framework was introduced – there are still big differences in standards across the country. 74% of early years provision nationally is now good or better; however, provision is weakest in areas of highest deprivation – particularly for childminders. Bromley is identified among the top 10 local authority areas for the proportion of good and outstanding early years providers.
- (viii) The report considers a number of challenges to improving early years standards, including:
- reducing the difference in the basic skill level of children entering school between children from the poorest homes and those from the richest;
 - reducing the difference in standards achieved across the different types of early years provision;
 - maximising the use of the knowledge and skills of the leaders of outstanding providers by implementing provider to provider support;
 - monitoring the role that local authorities provide in challenging the performance of underperforming early years provision.

Learning and skills

- (ix) The additional report for learning and skills identifies that only 65% of providers of further education and skills provision are judged as good or better – compared to 74% for early years provision and 70% of schools. The report identifies that there are 33,000 fewer young people nationally aged 16-18 in full time education in 2011 compared to 2010, and that the proportion of young people aged 16 to 24 who are unemployed has risen by 5.9 percentage points between 2007 and 2012. It suggests that these trends indicate that further education and skills provision is not meeting the rights needs of students and employers.
- (x) The report considers a number of challenges to improving standards within further education and skills provision, including:
- recognising that although the proportion of outstanding further education and skills providers is greater now than in 2010, so too is proportion of inadequate providers;
 - ensuring providers consider the quality of the provision that they offer before they consider expanding;
 - recognising that the apprenticeship system has not fully developed or enhanced itself since 2007;
 - improving the quality of teaching in further education and skills provision needs as, for example, no colleges were judged outstanding for teaching;
 - providing a greater emphasis on improving English and mathematics skills;
 - improving the standards of further education and skills provision as 44% of learners are at providers judged in 2011/12 at less than good.

Increasing transparency

- (xi) Alongside the report, Ofsted have also launched a new online tool that enables users to compare the performance of providers over time from Ofsted inspections across England by region, local authority and constituency area.
- (xii) The tool, Data View, is available at <http://dataview.ofsted.gov.uk>.

2.2 Report of the School Teachers' Review Body

- (i) On 5 December 2012 the Secretary of State for Education laid before Parliament the Twenty-First Report of the School Teachers' Review Body (STRB), alongside his response to the report's recommendations in the form of a Written Ministerial Statement.
- (ii) In its report STRB recommends a simpler, more flexible national pay framework for teachers. Taking on board international evidence and views from Government, employers, and teacher and head teacher unions, it proposes:
- replacement of increments based on length of service by differentiated progression through the main pay scale to reward excellence and performance improvement;

- extension to all teachers of pay progression linked to annual appraisal (which is already established for more senior teachers). Appraisal should be against a single set of teaching standards, and individual objectives, with a strong emphasis on professional development;
 - abolition of mandatory pay points within the pay scales for classroom teachers, to enable individual pay decisions, but with retention at present of points for reference only in the main pay scale, to guide career expectations for entrants to the profession;
 - retention of a broad national framework, including the higher pay bands for London and fringe areas and an upper pay scale as a career path for experienced teachers who make a wider contribution to the school;
 - replacement of the unnecessarily detailed threshold test for progression from the main to the upper pay scale, with simple criteria based on one set of teacher standards. This will create a consistent progression path from graduate entry to the top of the upper pay scale and allow schools to promote the best teachers more rapidly;
 - local flexibility for schools to create posts paying salaries above the upper pay scale, enabling some of the very best teachers to remain in the classroom and lead the improvement of teaching skills;
 - more discretion for schools in the use of allowances for recruitment and retention and freedom to pay fixed-term responsibility allowances of up to £2,500 a year for time-limited projects;
 - reinforcement of the responsibility of head teachers to manage staff and resources and of governing bodies to hold school leaders to account for managing and rewarding the performance of teachers in the interests of pupils;
 - on the basis of the above, a much simplified School Teachers' Pay and Conditions Document, including a brief guide to the national framework and the flexibilities open to schools.
- (iii) Subject to a statutory consultation, the Government has confirmed that it intends to accept the key recommendations and that they would come into effect from September 2013.
- (iv) Further information is available from www.education.gov.uk/pay.