



Annual Report 2012/13

North East, Yorkshire and Humber regional report

Ofsted's North East, Yorkshire and Humber region comprises 27 local authority areas stretching from the Scottish border to North Lincolnshire. Of the 7.9 million people living in the region, 1.9 million are children and young people aged between 0 and 19.¹

It is a region of contrasts that reflect significant rural isolation in parts of North Yorkshire and Northumberland and urban deprivation in the major conurbations around Leeds, Sheffield and Newcastle.

The region's North Sea coastline stretches from Berwick to Grimsby. Many coastal communities face challenges from seasonal working and transient populations, resulting all too often in low educational standards and diminished life chances. Schools in these communities face similar contexts to deprived urban settings.



¹ 2011 Census, Population estimates by five-year age bands, and household estimates, for local authorities in the United Kingdom; www.ons.gov.uk/ons/publications/re-reference-tables.html?edition=tc%3A77-294273.



Director's summary



Nick Hudson,
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There is unacceptably large variation in school performance across local authority areas in the North East, Yorkshire and Humber. The primary sector in the North East is among the best in the country, while Yorkshire and Humber has one of the highest proportions of primary schools² in England that are less than good. The chance of attending a good or outstanding secondary school or academy varies dramatically across local authority areas – around nine in every 10 pupils in York and South Tyneside attend a secondary school or academy that is good or outstanding, compared with around just two in every 10 pupils in Barnsley. Despite pockets of high performance, secondary schools in the North East, Yorkshire and Humber are, overall, amongst the worst in the country. Pupils from poor backgrounds have by far the worst deal of all – the gap in attainment between those eligible for free school meals and those not eligible is wider than for England at both Key Stage 2 and Key Stage 4.³ The proportion of good or outstanding colleges is above the national figure. However, work-based learning compares poorly.

A typical child's journey

While many children succeed in some parts of the region, many do not.

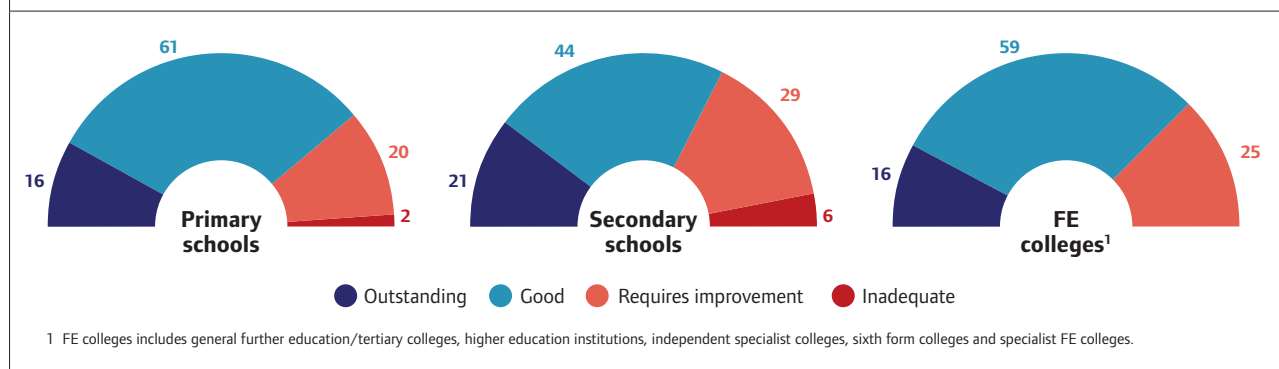
A typical child's journey through the education system in the North East, Yorkshire and Humber starts in early years provision that prepares them less well for primary school than anywhere else in England.

If this child lives in the North East, the gaps in their learning compared with children of the same age nationally will close by the end of primary school and their attainment in reading, writing and mathematics will give them a secure start in the secondary sector. In stark contrast, if this child lives in Yorkshire and Humber, they will be among the most poorly prepared 11-year-olds in the country.

Their experience of secondary school means that they are less likely to attain results above the national level in the key indicator of five good GCSEs, including English and mathematics, than almost anywhere else in the country.⁴ Consequently, at the age of 16, this young person will have a less secure footing into further education (FE) and training than many of their peers in the country.

During their time in primary and secondary school, this child and their peers are likely to have lost more school days through absence than children in most other regions of the country. If they are eligible for free school meals, the gap between their attainment and that of their friends not eligible for free school meals will be considerably wider than in England as a whole.⁵

Figure 1: Overall inspection judgements by proportion of pupils for the North East, Yorkshire and Humber, as at 31 August 2013



² Throughout this report, 'schools' is taken to include schools maintained by the local authority and academies.

³ Local Area Interactive Tool, Department for Education: www.education.gov.uk.

⁴ Local Area Interactive Tool, Department for Education: www.education.gov.uk.

⁵ Local Area Interactive Tool, Department for Education: www.education.gov.uk.



More than 300,000 children in the region are educated in a school or academy that is not yet good or outstanding. Their experience makes depressing reading. Their journey represents the greatest challenge to school leaders, local authority officers, academy sponsors and diocesan officials. Nevertheless, it is imperative that we rise collectively to this challenge and meet it head on, so that our future generations are equipped with the skills to compete equally on the national and international stage.

Pupil attainment in the North East, Yorkshire and Humber

National test and examination outcomes show there is significant in-region variation in pupil performance.

In 2012, 61% of five-year-olds in North East, Yorkshire and Humber attained a good level of development.⁶ This compares poorly with all other regions and the national average of 64%.

Bailey Green Primary School – North Tyneside

At Bailey Green Primary School in North Tyneside, all pupils eligible for free school meals (27%) attained Level 4 in English and mathematics and 43% attained Level 5 in the 2012 national tests. The school focuses relentlessly on high achievement for all groups of learners. Key to this process is the tracking done through pupils' Learning Journals, in which adults record the progress made by individuals and groups of pupils using observation notes, post-its and photographs each day. This constant process of review and tracking underpins teachers' planning for the next lesson and ensures that the needs of all pupils are consistently met.

Yorkshire and Humber continued to be the poorest performing area in England at Key Stage 2 in 2012. In contrast, Year 6 pupils did much better in North East schools, where nine local authorities performed above the national level in terms of children achieving expected levels

in reading, writing and mathematics at Key Stage 2. Only four authorities in Yorkshire and Humber performed above the national level.⁷ The City of **Kingston-upon-Hull** ranked bottom of the region as a whole.

Pupils in 11 of the region's 27 local authority areas exceeded the national level in their GCSE examinations against the national benchmark, including English and mathematics in 2012, with **North Yorkshire, York, Sunderland** and **Durham** the strongest performers.⁸ **North East Lincolnshire** made good gains in 2012, performing at a level above that seen nationally. In sharp contrast, schools in the City of **Kingston-upon-Hull, Barnsley, Middlesbrough** and **Hartlepool** saw fewer than half of 16-year-olds reach this standard.

In the North East, improvement in pupils' attainment at the end of Key Stage 4 in 2012 was faster than for England overall, but the picture elsewhere is mixed.⁹ In Yorkshire and Humber, the gap narrowed more noticeably, although attainment of 16-year-olds still lags behind both the North East and England. The poorer performance of secondary schools in **Hartlepool** and **Northumberland** compared with the national level contrasts with stronger outcomes for primary phase schools in these local authority areas. **Middlesbrough** stands out because of the consistently low attainment of children and young people at all key stages.

Regional attendance data at secondary level are of grave concern. Rates of absence for secondary school pupils in the North East, Yorkshire and Humber are the highest nationally, while absence of pupils from primary schools remains a cause for concern.¹⁰

At age 19, the proportion who achieved a level 2 qualification is below the national level in Yorkshire and Humber and at the national level in the North East. For level 3, both parts of the region are below the national levels.¹¹

School inspection outcomes

While the proportion of pupils attending good or better schools increased overall in the past year, significant variation remains between local authority areas, particularly at secondary level.

6 The benchmark of 78 points across the Early Years Foundation Stage with at least six points in each scale.

7 *Local Area Interactive Tool*, Department for Education: www.education.gov.uk.

8 *Local Area Interactive Tool*, Department for Education: www.education.gov.uk.

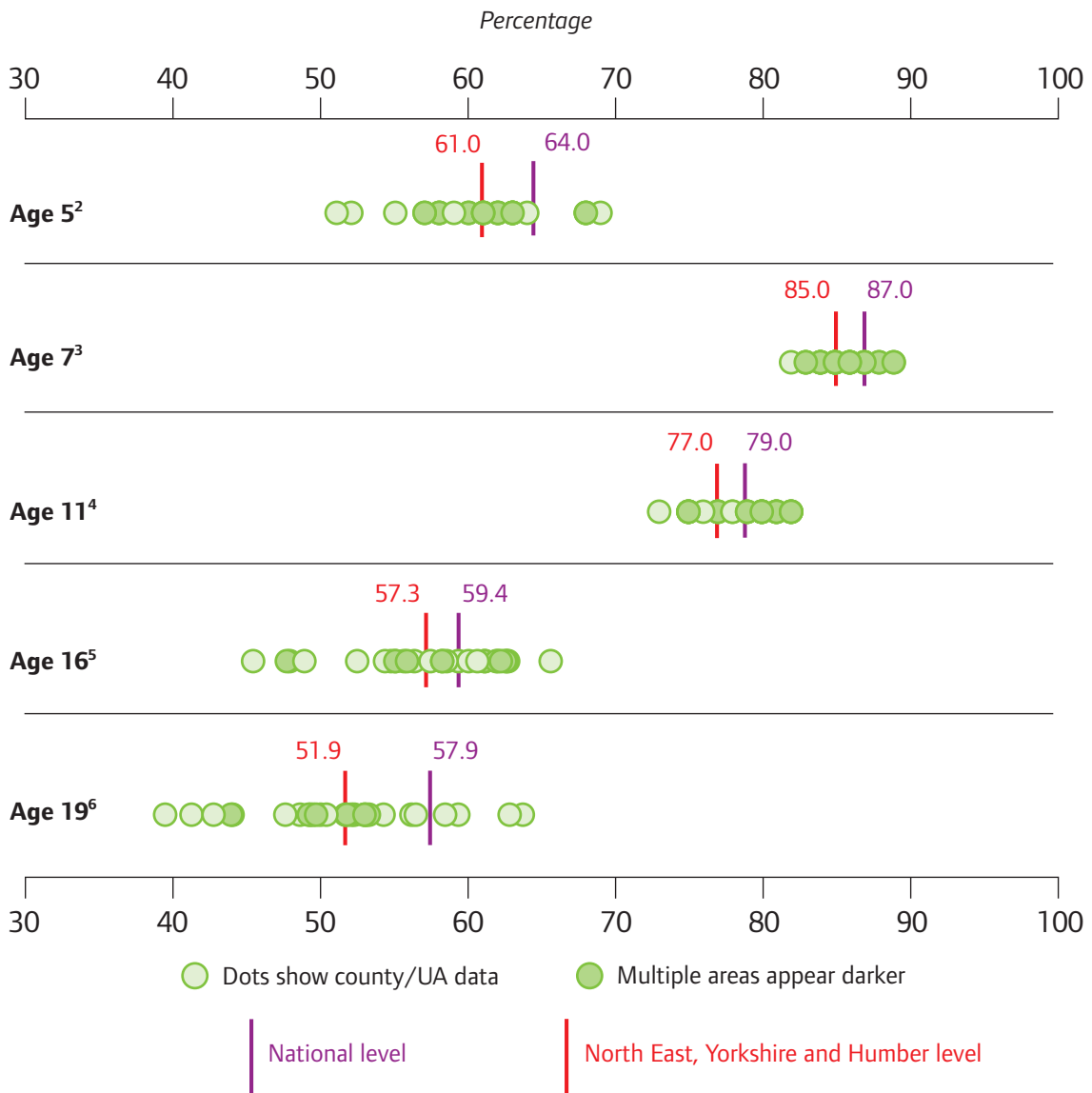
9 *Local Area Interactive Tool*, Department for Education: www.education.gov.uk.

10 *Local Area Interactive Tool*, Department for Education: www.education.gov.uk.

11 *Local Area Interactive Tool*, Department for Education: www.education.gov.uk.



Figure 2: Pupil attainment in the North East, Yorkshire and Humber at ages 5, 7, 11, 16 and 19 in 2012¹



1 Visit the regional performance interactive tool on our website to explore these data further and to look at regional comparisons, at: www.ofsted.gov.uk/annualreport1213/regional-performance-2012
 2 % of children achieving a good Level of development at Early Years Foundation Stage
 3 % of pupils attaining at least Level 2 in reading at Key Stage 1 assessments
 4 % of pupils attaining at least Level 4 in English and mathematics at Key Stage 2 assessments
 5 % of pupils attaining at least five GCSEs or equivalent at Grades A*–C, including English and mathematics
 6 % of pupils attaining a level 3 qualification at age 19

In the primary sector, nine local authority areas saw levels of improvement that were below the 10 percentage points increase seen nationally. Several also saw a decline in their relative position against other authorities nationally, with the largest falls being in **Hull** and **Middlesbrough**. Pupils in seven of the region’s local authorities are among those least likely to attend a good or better school. **Doncaster, Kingston-upon-Hull, Wakefield, Sheffield, East Riding of Yorkshire** and **North East Lincolnshire** are among the lowest 20% of local authority areas nationally.

The largest percentage gains were in **Newcastle** and **Sunderland**.

Secondary phase inspection performance remains a concern. Despite a modest improvement compared with the national picture, the gap remains wide, with eight local authority areas being in the bottom 20 of all areas nationally, and only one, **York**, in the top 20. The scale of underperformance in the region’s secondary schools remains significant. In **Barnsley, Hartlepool,**

Table 1: Percentage of primary and secondary pupils attending good or outstanding schools by local authority in the North East, Yorkshire and Humber

Primary schools			Secondary schools		
2013 – Rank	Local authority (education)	2013 – %	2013 – Rank	Local authority (education)	2013 – %
1	Darlington	97	19=	York	91
10	Newcastle upon Tyne	92	21=	South Tyneside	90
23=	North Tyneside	87	37=	Durham	86
23=	Northumberland	87	44=	North Lincolnshire	84
32=	Gateshead	85	56=	Kirklees	80
32=	Hartlepool	85	56=	Calderdale	80
40=	Stockton-on-Tees	84	63=	Gateshead	78
43=	Durham	83	74=	Newcastle upon Tyne	75
43=	Sunderland	83	77=	North Yorkshire	74
54=	Calderdale	82	77=	Darlington	74
54=	Leeds	82	95=	North Tyneside	71
54=	Bradford	82	95=	Rotherham	71
60=	Middlesbrough	81	102=	Leeds	69
68=	Redcar and Cleveland	80	109=	Northumberland	66
87=	Barnsley	77	116=	Sunderland	62
91=	York	76	116=	Stockton-on-Tees	62
91=	Kirklees	76	120=	Wakefield	61
97=	South Tyneside	75	122	Redcar and Cleveland	60
97=	North Lincolnshire	75	123	Sheffield	58
105=	North Yorkshire	74	129=	Kingston upon Hull	55
121=	Rotherham	71	138=	Bradford	47
126=	Kingston upon Hull	70	143	Doncaster	43
128=	Sheffield	69	144	Middlesbrough	42
133=	North East Lincolnshire	68	145	North East Lincolnshire	41
135=	East Riding of Yorkshire	67	146	East Riding of Yorkshire	38
141=	Wakefield	63	147	Hartlepool	35
144	Doncaster	61	149	Barnsley	22



East Riding of Yorkshire, North East Lincolnshire, Middlesbrough, Doncaster and Bradford, more than half of pupils are in schools which are not yet good.

Her Majesty's Inspectors (HMI) are working closely with all schools judged as requires improvement or inadequate. Inspectors link with each of these individual schools to monitor progress towards being good or outstanding and report the outcomes publically. In those schools where progress is most rapid, early inspections are being scheduled, with targeted additional actions to tackle weak progress in others. This work is being supported well in the North East sub-region through liaison with the National College for Teaching and Learning to ensure that school-to-school support is carefully matched and robust. Wider measures to challenge underperformance include allocating an HMI to coordinate improvements in schools previously graded satisfactory in **Hartlepool** and **Northumberland** and by providing 'Getting to good' seminars for these schools in a number of local authority areas. In **Bradford** and **Wakefield**, a series of actions to challenge underperformance are in place, including the scheduling of early inspections. In addition, HMI have developed workshops to support improvements in schools that require improvement, particularly for governance and the mapping of children's progress in the Early Years Foundation Stage.

Detailed analysis of school performance in each local authority area is providing Senior HMI with substantial knowledge from which to challenge local authority, academy chain and diocesan personnel about the pace of improvement. This has resulted in the **East Riding of Yorkshire** and **Northumberland** being subject to focused inspections. In the **East Riding**, the impact of our focused inspection contributed to a significant change in the local authority's approach to improving the overall effectiveness of its schools. **East Riding** Council responded swiftly with robust scrutiny of existing practice, involving headteachers, local authority officers and Ofsted in discussions. No time was lost in launching a new strategy founded on raised expectations of all headteachers, including those in the best schools, to work collaboratively at a local level to drive school improvement with greater urgency. The watching brief has also contributed to the region's view of where school performance and educational outcomes are of sufficient concern to warrant further investigation through the inspection of particular local authority school improvement services.

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A focus on pupils entitled to free school meals

In the North East sub-region, the proportion of pupils eligible for free school meals is the highest outside London. The attainment gap between pupils that are and those that are not eligible for free school meals is wider than the national level in primary schools and widens further still by the time pupils leave secondary school. At the end of Key Stage 4 in 2012, in **Stockton-on-Tees, Northumberland and North East Lincolnshire**, the gap was 10% or more than the national figure.¹²

Regional priorities demonstrate our determination to challenge underperformance for these pupils and to support system improvement. Differences in their achievement compared with other pupils are stark, even when comparing schools in similar contexts or adjacent catchment areas.

Nonetheless, there are striking examples of primary schools in the region that demonstrate consistently high achievement for pupils eligible for free school meals, regardless of context or scale of deprivation. In the North East sub-region, **HMI have conducted research** in a sample of these schools to capture those key strategies and practices that are proving to be most effective in securing strong performance for this group. The outcome of this work will directly support those schools where

¹² Local Area Interactive Tool, Department for Education: www.education.gov.uk.



underachievement is endemic and challenge them to improve.

At the start of 2014, **seminars and workshops, led by Senior HMI, HMI and the leaders from successful schools**, will highlight the work being done that is proving to be pivotal in driving and sustaining high achievement. The impact of these activities on school performance will be monitored by regional HMI, through their ‘watching brief’ roles, so that a constant check can be maintained on how quickly gaps in pupils’ performance are being closed. Phase two of the research is focused on high performing secondary schools.

A focus on worked-based learning

Over 92,000 learners in the region followed apprenticeship programmes at work-based learning providers in 2012/13. Of the 52 independent learning providers¹³ and community learning and skills providers inspected during this period, only 52% were judged to be good or better. Strengths of this good provision included a high proportion of good or better teaching and robust quality assurance, especially of contracted provision.

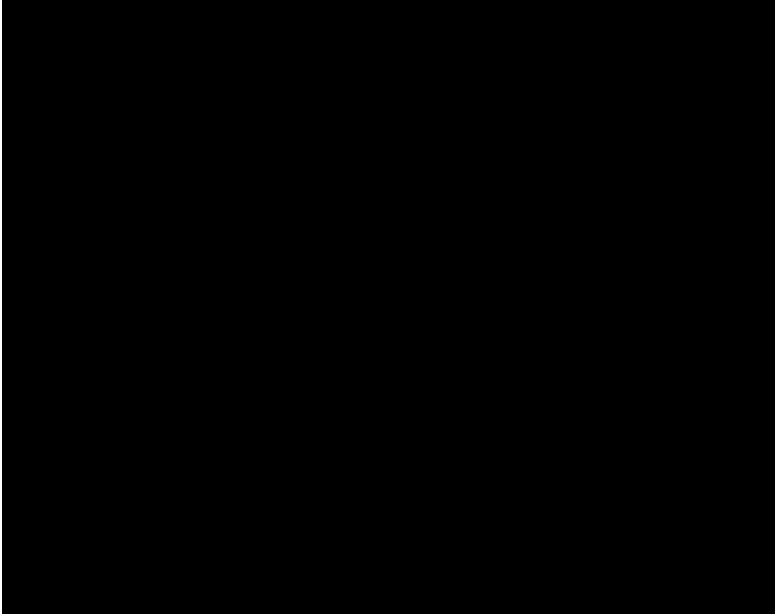
West Yorkshire Learning Providers Ltd

West Yorkshire Learning Providers Ltd has responded positively to HMI support. The company has reviewed and improved its quality assurance processes, made difficult decisions regarding contracting arrangements and revised its documentation. All this has ensured a closer focus on apprentices’ progress. This is resulting in marked improvements across all aspects of their provision and an increase in the number of apprentices who complete their qualification in good time.

Overall, however, too little of the provision for apprentices in our region was good or better. As a result, too few apprentices achieved their full qualifications within the planned time. Where provision was judged as requires improvement, it was also frequently weak in teaching and learning and assessment. In particular, reports highlighted a lack of challenge, weak target setting processes and too few checks on learners’ progress. Monitoring processes, including performance management, lacked rigour.

In 2013, all of the region’s work-based learning providers that were judged as requires improvement in their most recent inspections have been allocated an HMI to offer very focused support and has had at least one monitoring visit. Work during the visits has ranged from carrying out joint observations and working with senior managers to help them sharpen self-assessment procedures, to brokering arrangements with work-based learning providers judged as good or outstanding, so that providers judged as requires improvement can learn from good practice. The region has also hosted a ‘Getting to good’ conference and has circulated a focused work-based learning newsletter to all providers judged as requires improvement to facilitate the sharing of good practice.

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¹³ Including employers.