

The report of Her Majesty's Chief Inspector of
Education, Children's Services and Skills 2013/14

North East, Yorkshire and Humber

regional report





Summary

Despite some improvement in 2013/14, much remains to be done to tackle variations in school performance and pupils' achievement, which disproportionately affect some children and some parts of the North East, Yorkshire and Humber. The biggest challenge facing the region is the poor performance of secondary schools. On leaving secondary education, too many of the region's young people are poorly prepared for the next stage in their lives. Standards of literacy and numeracy at age 16 are among the lowest in England. The stark reality for too many 16–19-year-olds continues to be life without a job, training or further education.

The overall quality of education has moved in the right direction since Ofsted's Annual Report 2012/13.¹ A notable success is the fast rate of improvement in the quality of further education and skills providers across the region. The pace of school improvement in some local authority areas is shifting rapidly, North Tyneside being one example. However, the proportion of good and outstanding secondary schools remains below the national level. This is compounded by the uneven quality of provision for the region's under-fives and weak primary education in Yorkshire and Humber. It is still too easy to see variable quality at every level: between the different phases of education, in different geographical locations and in the gap between the achievement of disadvantaged pupils and others. Understanding and addressing the reasons why some schools, colleges and local authorities are improving and others are not remain priorities for the region.

The quality of children's social care services is, similarly, variable despite children having a better chance of accessing local authority services that are at least good than is found nationally.

Inequality in the achievement of the region's 200,000 disadvantaged children and young people has remained a blot on its educational landscape for too long. Outcomes for this group are typically poor from the early years through to age 19.

1. *Annual Report 2012/13: North East, Yorkshire and Humber regional report*, Ofsted, 2013;
www.ofsted.gov.uk/resources/ofsted-annual-report-201213-north-east-yorkshire-and-humber-region.

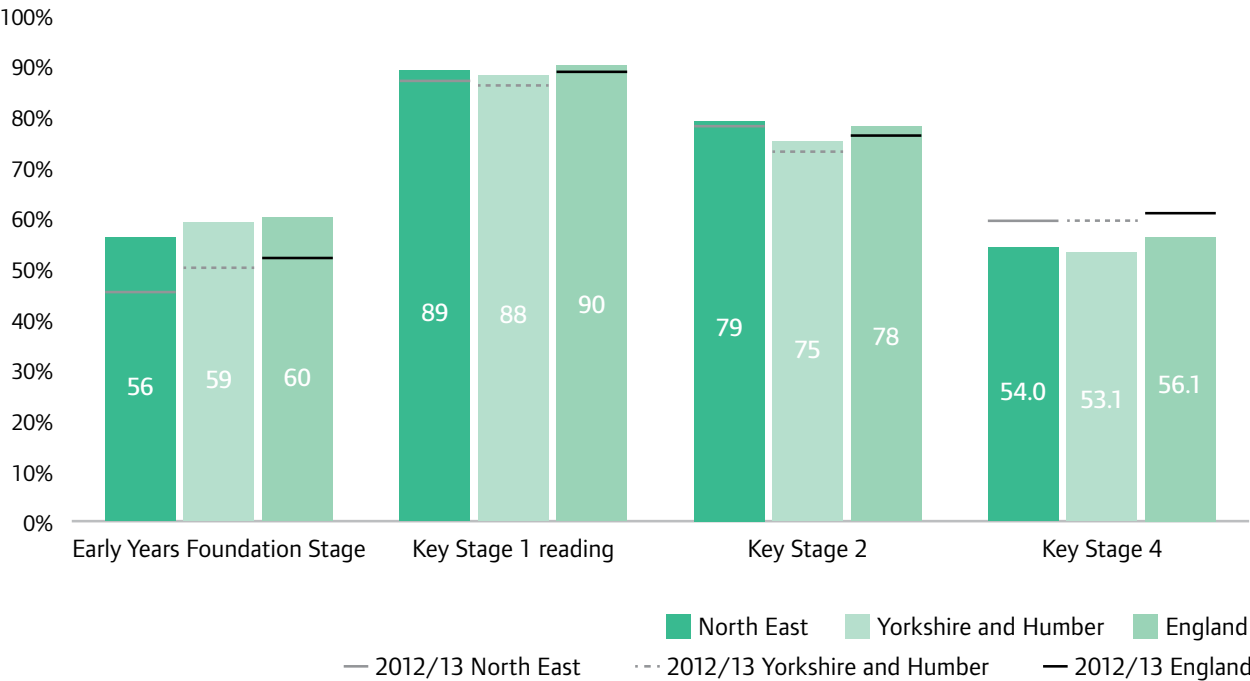
State of the region



School performance and pupil achievement

1. Almost three quarters of the 27 local authorities in the North East, Yorkshire and Humber region increased their proportion of good or outstanding primary schools in 2013/14. Over half of them increased or retained their proportion of good and outstanding secondary schools. This means that 30,000 more pupils are attending schools that are good or outstanding than last year. Significant improvement was seen in the quality of primary schools in York and a similar picture is evident for secondary schools in Rotherham. In marked contrast, the chances of pupils attending a good primary or secondary school declined in Darlington, Bradford, Kirklees, North Lincolnshire and Doncaster.
2. Across the region there are huge variations in the quality of provision. Only two local authorities, South Tyneside and Durham, feature in the top 25% of local authorities for the proportion of good or outstanding primary and secondary schools. Six local authorities in Yorkshire and Humber feature in the bottom 25% nationally on the same measure: Bradford, Doncaster, East Riding of Yorkshire, Hull, North East Lincolnshire and Sheffield.
3. Pupils' achievement varies too widely by key stage and local authority. The achievements of 16-year-olds overall are among the lowest of any region.² From early childhood, children in this region of the country are disadvantaged by poor outcomes in all areas of learning, with boys' achievement lagging well behind that of girls.

Figure 1: Pupil attainment at ages five, seven, 11 and 16



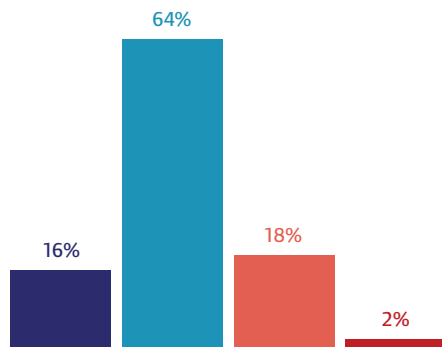
Data for 2014 is provisional
 Benchmark levels: Early Years Foundation Stage – achieving a good level of development (%)
 Key Stage 1 – achieving at least Level 2 in reading (%)
 Key Stage 2 – achieving at least Level 4 in reading, writing and mathematics (%)
 Key Stage 4 – achieving at least five GCSEs at grades A* to C or equivalent, including English and mathematics (%)
 All attainment and progress data is provisional data for 2013/14 unless otherwise specified.
 Source: *Local authority interactive tool*, Department for Education; www.gov.uk/government/publications/local-authority-interactive-tool-lait.

Explore how children and young people performed in assessments and tests at different ages and in different regions through our online regional performance tool; <http://dataview.ofsted.gov.uk/regional-performance>

2. *Local authority interactive tool*, Department for Education; www.gov.uk/government/publications/local-authority-interactive-tool-lait. All attainment and progress data is provisional data for 2013/14 unless otherwise specified.

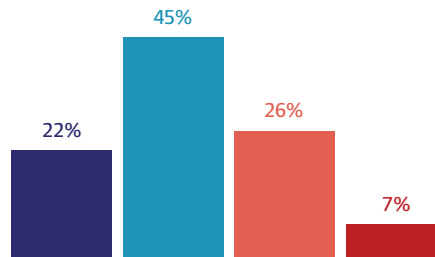
Figure 2: Inspection outcomes by proportion of pupils, children or learners at 31 August 2014

Primary schools

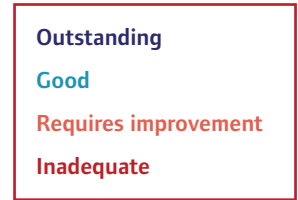


Overall effectiveness of primary schools in the North East, Yorkshire and Humber, latest inspection outcome at 31 August 2014 (% of pupils).

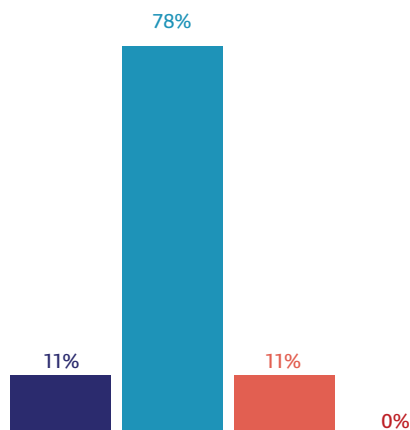
Secondary schools



Overall effectiveness of secondary schools in the North East, Yorkshire and Humber, latest inspection outcome at 31 August 2014 (% of pupils).

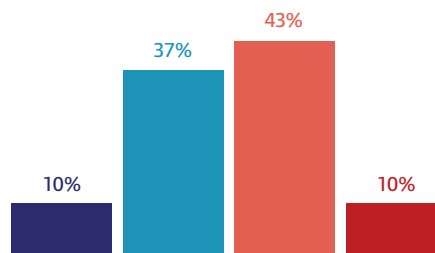


Colleges



Overall effectiveness of colleges in the North East, Yorkshire and Humber, latest inspection outcome at 31 August 2014 (% of learners).

Safeguarding



Effectiveness of local authority safeguarding arrangements in the North East, Yorkshire and Humber, latest inspection outcome at 31 August 2014 (% of children).



Explore inspection data directly at dataview.ofsted.gov.uk. Data View is a digital tool that allows Ofsted inspection data to be viewed in a simple and visual way. You can compare and contrast performance in inspections between regions, local authorities and parliamentary constituencies across all remits that Ofsted inspects.

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			
Rank*	Local authority (education)	2014 %	Change from 2013 (%points)	Rank*	Local authority (education)	2014 %	Change from 2013 (%points)
1=	North Tyneside	98	▲ 10	14=	York	93	▲ 2
3=	Newcastle upon Tyne	96	▲ 4	20=	South Tyneside	91	▲ 1
9=	South Tyneside	93	▲ 18	20=	Rotherham	91	▲ 20
9=	Gateshead	93	▲ 8	28=	North Tyneside	88	▲ 17
15=	Darlington	91	▼ -6	28=	Durham	88	▲ 2
15=	Stockton-on-Tees	91	▲ 7	41=	Newcastle upon Tyne	84	▲ 9
21=	Northumberland	90	▲ 3	52=	Wakefield	82	▲ 21
24=	Hartlepool	89	▲ 4	74=	North Yorkshire	76	▲ 2
24=	Durham	89	▲ 6	82=	Gateshead	74	▼ -4
30=	Calderdale	88	▲ 7	82=	Leeds	74	▲ 4
45=	York	86	▲ 10	92=	Calderdale	72	▼ -8
45=	Sunderland	86	▲ 3	92=	Sunderland	72	▲ 9
56=	Leeds	85	▲ 2	100=	North Lincolnshire	70	▼ -14
79=	Middlesbrough	81	▲ 1	100=	Kirklees	70	▼ -11
79=	Redcar and Cleveland	81	▬ 0	111=	Northumberland	66	▼ -1
99=	Barnsley	79	▲ 2	123=	Sheffield	57	▼ -1
99=	Kingston upon Hull	79	▲ 9	127=	Kingston upon Hull	55	▬ 0
103=	North Yorkshire	78	▲ 4	130=	North East Lincolnshire	54	▲ 13
119=	North Lincolnshire	74	▼ -1	130=	Darlington	54	▼ -20
119=	Kirklees	74	▼ -2	134=	Redcar and Cleveland	52	▼ -8
125=	Rotherham	73	▲ 3	139=	Middlesbrough	48	▲ 6
125=	Wakefield	73	▲ 11	139=	Barnsley	48	▲ 25
125=	Bradford	73	▼ -8	141=	East Riding of Yorkshire	46	▲ 8
131=	East Riding of Yorkshire	71	▲ 4	141=	Stockton-on-Tees	46	▼ -16
136=	Sheffield	70	▲ 1	144	Bradford	40	▼ -8
141=	North East Lincolnshire	68	▲ 1	146	Doncaster	37	▼ -6
149	Doncaster	58	▼ -3	148=	Hartlepool	35	▬ 0

*Rank refers to the 2014 placing in relation to all 150 local authorities in England (excluding Isles of Scilly and City of London which each contain only one school).

Educational achievement of the region's disadvantaged pupils

- Less than a third of children eligible for free school meals achieve a good level of development by the end of early years provision. This shaky foundation generates one of the widest inequality gaps in the country compared with other children. It means that many young children living in economically disadvantaged circumstances are lagging behind before they even start formal education. The gap remains one of the largest at the end of Key Stage 1 for children in the North East in reading. A similarly bleak picture emerges for reading, writing and mathematics in Yorkshire and Humber, where the proportion of pupils eligible for free school meals achieving Level 2 is the lowest in England.
- Outcomes for pupils eligible for free school meals at the end of Key Stage 2 in the North East stand out from an otherwise depressing picture. Here, the quality of provision drives the attainment of those pupils at age 11 to exceed the national level for this group in reading, writing and mathematics. Nevertheless, the gap between their attainment and that of their contemporaries in the sub-region

is wide. Yorkshire and Humber delivers weak outcomes at age 11 for pupils eligible for free school meals, particularly in Wakefield and North Yorkshire, resulting in a wide performance gap that is resistant to closure. Consequently, many disadvantaged pupils are ill-prepared for secondary school, where the pattern of inequality perpetuates in both sub-regions. By the age of 16, huge gaps of 30 percentage points or more are evident for students eligible for free school meals compared with their better-off peers in relation to the proportions of each group attaining at least five GCSEs at grades A* to C including English and mathematics.

High achievement project in the North East

A proactive response in the region is leading to targeted engagement in those schools where improving the outcomes for children eligible for free school meals is needed the most. A research project, led by Her Majesty's Inspectors (HMI), has analysed practice in 14 primary schools where the progress and attainment of children eligible for free school meals has been consistently high. HMI findings have been disseminated through seminar workshops and used to drive action planning in schools where outcomes for this group of children are weak. Leaders from the research schools have been deployed to support work in these schools, with positive early signs of impact on the provision and outcomes for children eligible for free school meals. HMI are continuing to monitor progress in these schools. The project is being extended into the secondary sector during the autumn term 2014.

Focus on early years

6. There is an uneven quality of provision for the region's under-fives with the result that learning outcomes by age five are poor overall (see Figure 1). Children in the North East achieve less well than those in Yorkshire and Humberside. Here, the proportion of children achieving a good level of development is the lowest of any region and is particularly low in Middlesborough and Stockton-on-Tees. Inequality is a key feature. The gender gap is notably wider than elsewhere. For children who live in areas of deprivation the picture is especially poor. For example, Bradford and Middlesborough have the widest gap in achievement of all the local authorities in the region.

Focus on primary schools

7. The region has a slightly lower proportion of good and outstanding primary schools than is found nationally, with 80% of primary-age children attending good or outstanding schools (see Figure 2). However, there is a significant sub-regional difference both in the quality of provision and outcomes for pupils at Key Stage 2 (see Figure 1).



8. In the North East, the proportion of pupils attaining the expected standard in reading, writing and mathematics is in line with the national level, with Darlington, Redcar and Cleveland in the top 25% of local authorities for this measure. The number of pupils eligible for the pupil premium who attain in line with expectations in reading, writing and mathematics is also higher in the North East than in most other regions.
9. In contrast, the proportion of pupils attaining the expected standard in Yorkshire and Humber is the lowest of all the regions in England. Six local authorities are in the bottom 25% and, critically, the gap between the attainment of pupils eligible for the pupil premium and other pupils is wider than the national gap. In too many local authority areas, the proportion of pupils reaching the expected standard in reading, writing and mathematics is low and pupils are not adequately prepared for secondary school.

Focus on secondary schools

10. Secondary school performance in the region remains a concern. The percentage of good or outstanding secondary schools has remained static and a third of the region's secondary school students still do not attend schools that are good or better (see Figure 2). The overall effectiveness of secondary schools remains the lowest of all the regions and trails 9% behind the national level. This stark position is compounded in seven of the poorest local authorities where students' chances of attending a good or outstanding secondary school are less than 50%.
11. For the key measure of five or more GCSEs at grades A* to C, including English and mathematics, outcomes are among the lowest of any region, reflecting weaknesses in the overall standard of secondary education. There is little difference between the sub-regions of the North East and Yorkshire and Humber, with 54.0% and 53.1% of students, respectively, achieving this benchmark (see Figure 1). Wide variations in the performance of local authority areas persist. It is pleasing that two local authorities feature in the top 25% nationally. The gap in GCSE performance between students who receive the pupil premium and others is much wider than is the case nationally. Inspection evidence shows weaknesses in the use of pupil premium funding in too many of the region's secondary schools that are not yet good. Disappointingly, poor overall levels of attainment place four local authorities in the bottom 25% nationally both for the attainment of disadvantaged students and for all students.

12. The gains made in primary schools, particularly in the North East, are lost in the secondary phase, where students make less progress in English and mathematics than in most other regions. Eight of the region's 27 local authorities are in the bottom 25% nationally. This weakness in learning has a profound effect on the opportunities for progress. It closes, rather than opens, doors for young people on the cusp of adulthood. Progress in mathematics is weaker than in English and 13 local authorities are in the bottom 25% in the country. Too many students leave school without qualifications to progress into training, employment or further education, thus becoming part of the region's unacceptably high NEET (not in education, employment or training) population.³

Further education provider performance and student achievements

13. The proportion of good and outstanding further education colleges is well above the national level and there is a high proportion of outstanding providers. Fewer colleges require improvement than is found nationally: 8% in North East, Yorkshire and Humber compared with 16% nationally. The proportion of community learning and skills providers and independent learning providers judged to require improvement is broadly in line with the national level. This represents a significant achievement given that the region previously had the second highest proportion of these providers that required improvement.
14. Local enterprise partnerships' impact and engagement with providers across the region is variable and some are still at an early stage of development.
15. In spite of this improving picture of provision, the proportion of learners attaining level 2 qualifications, including English and mathematics, remains too low in most authorities. There is weak provision in three sixth form colleges in the region.

3. *NEET data by local authority*, Department for Education, June 2013, updated May 2014; www.gov.uk/government/publications/neet-data-by-local-authority-2012-16-to-18-year-olds-not-in-education-employment-or-training.



The changing landscape of educational provision

16. In the North East sub-region there are relatively fewer primary academies compared with the national level and the majority of these are academy converters. In the Yorkshire and Humber sub-region, there are relatively more academies than the level for England and a higher proportion are sponsor-led.
17. In some local authorities, secondary education is provided entirely by academies, for example in Darlington and North East Lincolnshire. Other areas have a smaller proportion of academies, for example in Barnsley, where the figure is just one in 10. Recent substantial growth in academies in the secondary sector is evident in some local authorities, for example in Doncaster, Gateshead, North Lincolnshire, Middlesbrough and Sheffield. Multi-academy trusts and chains that have a significant and growing presence in the region include School Partnership Trust Academies (37 schools), Academies Enterprise Trust (13 schools) and Northern Education Trust (13 schools).⁴ With this changing landscape, no clear picture has yet emerged of the impact of this process on the quality of education across the region.
18. In the past year, Ofsted undertook focused inspections and inspections of local authority school improvement services in the region. As a result, arrangements for school improvement in Doncaster, Middlesbrough and Wakefield were judged to be ineffective. Supporting improvement in these local authorities is a high priority in Ofsted's regional plan. Focused school inspections in Northumberland and North East Lincolnshire identified key issues to be addressed, such as weaknesses in the local authority's knowledge of, and communication with, its schools. Both the inspection of local authority school improvement arrangements and focused inspections have brought greater challenge to local authorities to establish and embed a clear vision for sustained school improvement. The impact of this has yet to be seen in the overall effectiveness of schools.

4. Data on number and types of schools are from an Edubase extract on 3 September 2014.

Initial teacher education

19. Initial teacher education in North East, Yorkshire and Humber is good with only one higher education institution requiring improvement. The region has fewer trainee teachers than would be expected, given the number of children in its schools. The number of those located in schools in challenging circumstances is especially low. Data for 2015 indicates that this gap is set to widen further.⁵ The region has the lowest number of trainees gaining a post within six months of qualifying and the second highest number of trainees nationally whose employment destination is unknown.⁶ In summary, the region is not well placed to ensure adequate numbers of high quality entrants to the profession, particularly for schools in the most challenging circumstances. It cannot be confident that it is making best use of talented trainees with the potential and aspiration to be our teachers and school leaders of the future.

Safeguarding the region's children

20. Sixty-three per cent of children in England live in an area where local authority safeguarding arrangements are less than good. Just over half of children in the North East, Yorkshire and Humber region live in areas where safeguarding is less than good. In 2013/14, two of the region's 27 local authorities were judged outstanding for their safeguarding arrangements; a further two were found to be inadequate.
21. The single inspection framework (SIF) programme has been underway since October 2013 and five local authorities in the region have undergone inspection as at 31 August 2014. For the 'looked after children' element of the inspection, all five local authorities remained at the same grade as their previous inspection. For the 'child protection/safeguarding' element three local authorities improved, one stayed the same and one declined. Overall, from the five SIF inspections, Hartlepool and North Yorkshire were judged to be good, while Barnsley, Bradford and Sheffield were judged to require improvement. No local authorities in the region were judged inadequate for the safeguarding of looked after children at their last inspection.
22. Ofsted will be publishing its Social Care Annual Report in spring 2015. This will set out the challenges for the sector and the priorities for improvement. For this reason we have not addressed the social care issues for the region in any detail in this report.

5. ITT performance profiles and data from 2013 school census and school information as at 30 June 2014.

6. Ofsted analysis of *ITT performance profiles management information: 2011 to 2012*; www.gov.uk/government/statistics/initial-teacher-training-performance-profiles-2013-management-data.



Regional priorities

Regional priorities 2013/14

23. Unacceptably large variations remain in the quality of provision between phases and local authority areas across the North East, Yorkshire and Humber. These need to be tackled by system leaders, such as National and Local Leaders of Education (NLEs/LLEs), who are engaged directly in school-to-school support. The variable quality of education and care impacts on the lives of too many children and young people, particularly those from poor backgrounds.
24. At the heart of the challenge faced by the region is the need to improve the poor quality of secondary education and the weak achievement of too many primary school children in Yorkshire and Humber. This, coupled with a high proportion of young people who are NEET, means the region lags behind the rest of the country in its task to prepare young people for the future.

Early years

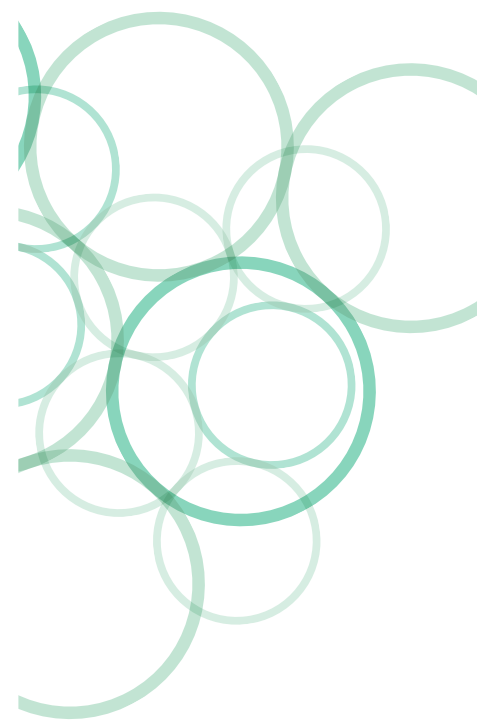
25. The region's priority in early years for 2013/14 was to improve the percentage of good and outstanding settings. We have established regular dialogue between local authority officers and early childhood HMI, with particular focus in Leeds, Durham and Sheffield, where the effectiveness of early years settings was causing concern. HMI have led inspections of the most complex children's centres. Subsequent re-inspection of those judged inadequate has shown improvement in all cases. HMI have piloted 'Getting to good' seminars in three local authorities. Feedback from the pilot local authorities is positive and early signs of impact are promising. Building on the success of the pilots, HMI evaluated and revised the seminars, which have now been delivered to a total of 13 local authorities. All 27 local authorities in the region will receive a seminar by May 2015.

North Lincolnshire early years improvement seminars

North Lincolnshire local authority was involved in the pilot arrangements for 'Getting to good' seminars for early years settings. The seminars were very well attended by participants from a range of settings, as well as local authority representatives. Feedback was extremely positive and communication and dialogue with the local authority was strengthened. Participants' feedback helped shape the revised seminars. Four months later, Ofsted can report that all the settings that have since been re-inspected and that attended have achieved a good inspection outcome.

Primary schools

26. Ofsted's 2012/13 regional report drew attention to the poor performance of Yorkshire and Humber primary schools – a stark contrast to the high performance of primary schools in the North East. A high priority for Ofsted has been to assist primary schools, particularly in parts of Yorkshire and Humber, in their work to raise pupils' attainment in reading, writing and mathematics. Ofsted's support and challenge focused on:
- working with local authority school improvement officers to identify strategies to support and challenge schools to improve
 - collaborative work with local authorities and other stakeholders to develop initiatives to spread good practice across the region
 - identifying and disseminating good practice in English and mathematics, using the expertise of HMI regionally and nationally
 - focusing inspection work in schools where the quality of teaching in English and mathematics needs to improve
 - providing 'Getting to good' seminars for schools
 - using inspection evidence to identify and share good practice.
27. HMI have held regular meetings with local authority officers to maintain a sharp focus on the quality of teaching and progress in the core subjects. The large majority of local authorities have worked well with Ofsted, for example in facilitating HMI engagement with headteacher groups and stakeholder partnerships.
28. Provisional figures for 2013/14 show an improvement in the numbers of pupils reaching the expected level in reading, writing and mathematics by the end of Key Stage 2. Attainment at age 11 remains low in six local authorities. Improvement across the region as a whole allows cautious optimism, but too many local authorities still remain below the national level.



Yorkshire and Humber pathfinder project

A group of primary schools, identified by HMI as having the capacity to quickly get to good, were charged with looking at ways they could work together to help secure improvement. One outcome was that five schools worked with an HMI to undertake a detailed work scrutiny. Each senior leader and the school's mathematics and English leaders used pupils' work to evaluate the impact of teaching over time and pupils' progress. As a result, teachers said that they were better equipped to identify precisely what pupils' work shows about teaching quality. A local authority officer commented that he had 'benefited tremendously' from the activity and would now use work scrutiny more effectively as a check on schools' progress. HMI have now set up similar workshops elsewhere, with the local authorities providing the venue and organising the event.

Secondary schools

29. In 2013/14, improving the quality of secondary education, particularly in relation to the achievement of disadvantaged pupils and overall attendance, was a key priority across the region. Ofsted's support and challenge work focused on:
- identifying and disseminating good practice from inspection
 - providing two places on a 'Getting to good' seminar for every school in the region that requires improvement
 - developing strategies to help students improve their English and mathematics skills
 - working with governors to help them better understand the importance of their role in driving improvements
 - collaborating with local authorities and other stakeholders on developing initiatives to spread good practice within local areas and across the region.
30. Ofsted has shared what works and what constitutes good practice widely through local and regional conferences. HMI have engaged with school leaders, local authority officers and other stakeholders. For example, the region hosted a national 'Better governance' conference. Collaboration with the National College for Teaching and Leadership has been influential in deploying NLEs/LLEs to support the region's schools. Ofsted has raised the bar for particular local authorities and academy chains to improve the quality of secondary education. Notably, focused inspections and inspections of local authority school improvement services have resulted in plans for improvement being implemented to challenging timescales.

31. While secondary provision remains a concern, as a result of stakeholders' collective efforts, secondary schools have improved quicker than nationally. In August 2013, 65% of students attended a good or outstanding secondary school (see Figure 2). This figure now stands at 67%. However, this is still some way below the national level of 74%. Furthermore, this year's disappointing Key Stage 4 results give further cause for caution. Secondary school achievement remains a firm priority for the future.

Further education and skills

32. The priority for further education and skills in the region in 2013/14 was to increase the number of training providers offering apprenticeship programmes judged as good or outstanding. In 2012/13, the region had too few good or outstanding training providers offering apprenticeships. Many independent learning providers remained stubbornly satisfactory, often because not enough learners achieved their qualifications or made good progress. The region needed to improve achievement in English and mathematics through more effective leadership and management of vocational programmes. HMI focused their support and challenge work in 2013/14 on several areas:
- encouraging providers to understand their own performance better through more rigorous self-assessment
 - supporting providers to improve their quality assurance of teaching, learning and assessment
 - working with governors to help promote their important role in driving improvements
 - developing strategies and showcasing good practice to support learners to improve their English and mathematics skills.
33. All providers judged satisfactory or requires improvement were allocated HMI support. Feedback from providers showed that they learned more from working with HMI either individually or in small clusters. Senior HMI held regular meetings with the Education Funding Agency and Skills Funding Agency to discuss vulnerable providers; this helped direct support to where it was most needed.
34. The impact of the support and challenge work is clear. Of the 77 independent learning providers, 60 are now good or outstanding. Furthermore, the rate of improvement among providers previously judged satisfactory or requires improvement has been rapid, with 81% of the training providers that required improvement moving to good or outstanding.

South West Durham Training

A collaborative approach to working with Ofsted gave a higher profile locally to improvement work. The newly appointed chief executive worked to establish a culture of high expectations across the organisation. The chief executive introduced a learner-focused achievement tracker that monitors how well learners are progressing through their qualifications. Everyone at South West Durham Training is passionate about what they contribute to the success of their learners and apprentices. Leaders and managers have firmly embedded a culture of continuous improvement, rigorous performance management and extensive professional development. In July 2014, the provider was judged outstanding.

Regional priorities 2014/15

35. Educational success in the North East, Yorkshire and Humber is not guaranteed and aspects that require considerable improvement remain. We can, however, acknowledge some progress; stronger collaboration and communication is helping more schools, colleges and other providers to meet the challenges of higher expectations. Looking forward to the coming year, our priorities are:
- to increase the proportion of good and outstanding schools
 - to raise children's and young people's achievement in every phase of education
 - to narrow the gap by improving the attainment of disadvantaged children.
36. The region's work over the coming year is determined by an aspiration to improve further the life chances of all our children and young people.

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