

2010.3.5

## 教育の卓越性と公正ーイギリスの事例

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### 1. はじめに

### 2. イギリス教育の流れ

第1期（　～1979）	伝統的な教育	口もカネも出さない
第2期（　～1997）	サッチャリズム	カネは出さずに、口を出す
第3期（1997～　）	ニューレイバー	口もカネも出す

### 3. 学校教育の質　ー　「卓越性」と「公正」

DCSF の Narrowing the Gap Division (2007 より)

卓越性 (excellence)　＝子ども全体の「平均」をあげること

公正 (equity)　＝集団間の「格差」を縮めること

学力の指標

キーステージテスト・GCSE と A レベル

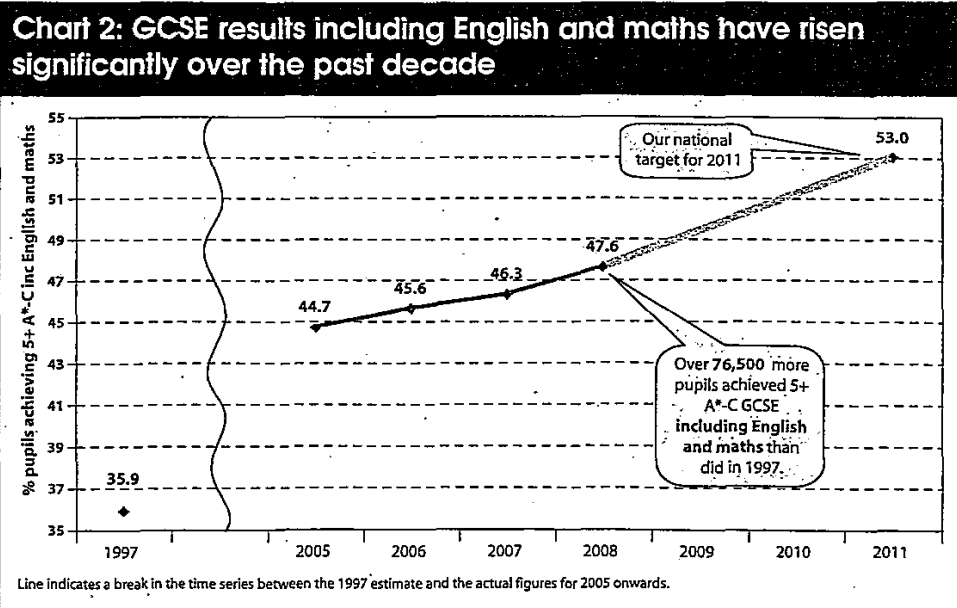
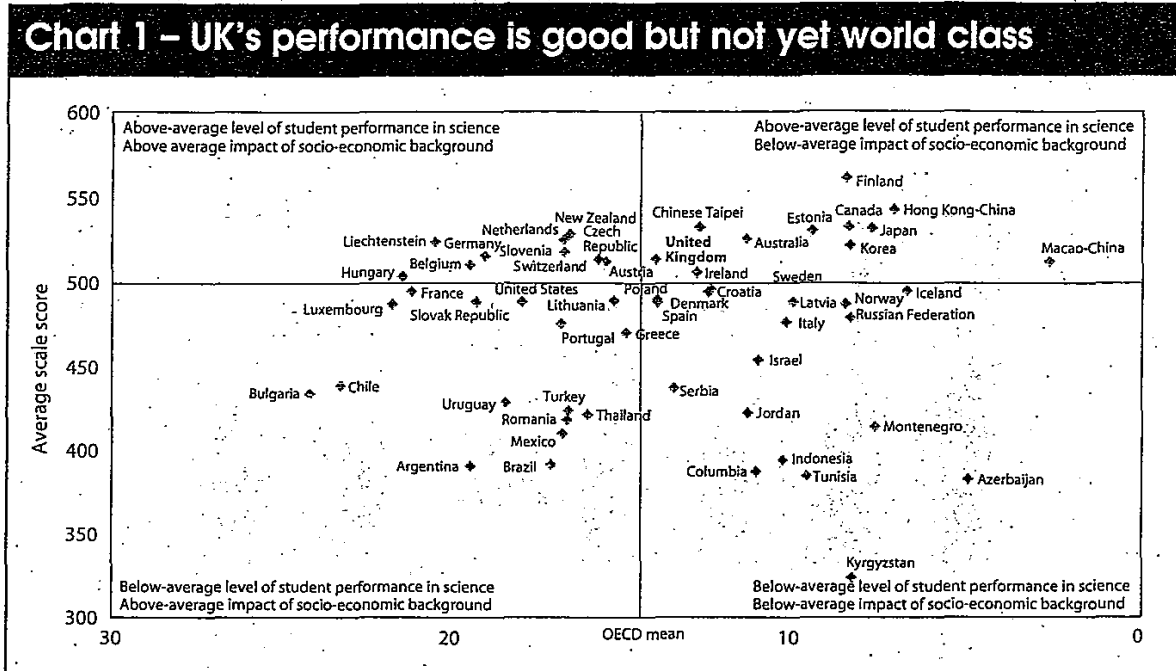
### 4. 質向上のための仕組み

- ・ 学校査察
- ・ 「リーグテーブル」

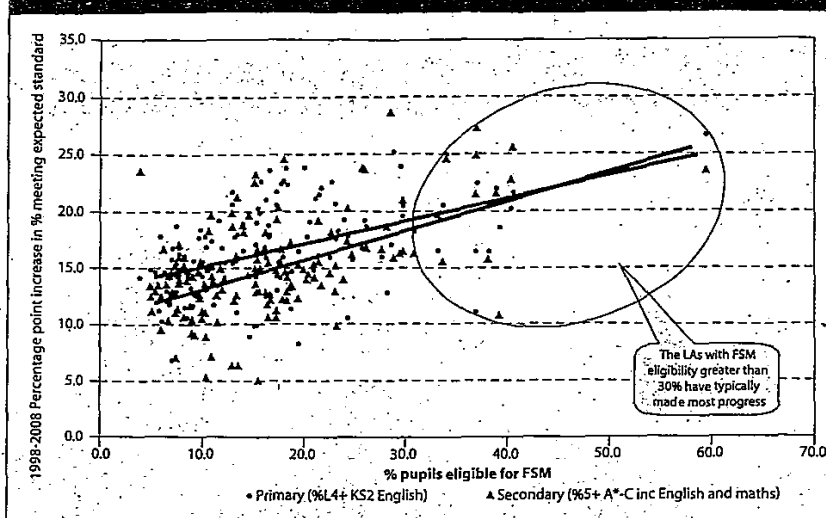
### 5. イギリスの学力向上策

- ・ Breaking the Link
- ・ さまざまな手立て  
City challenge、sure start、extended school、one-to-one tuition etc.

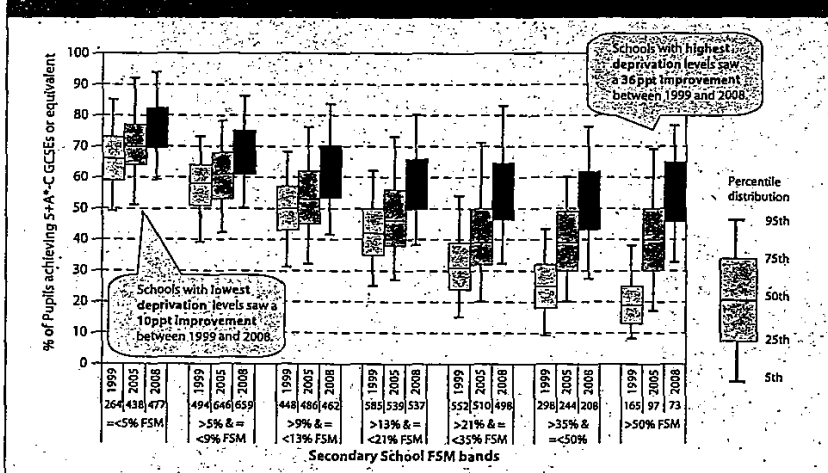
### 6. おわりに　ー　何を学ぶか



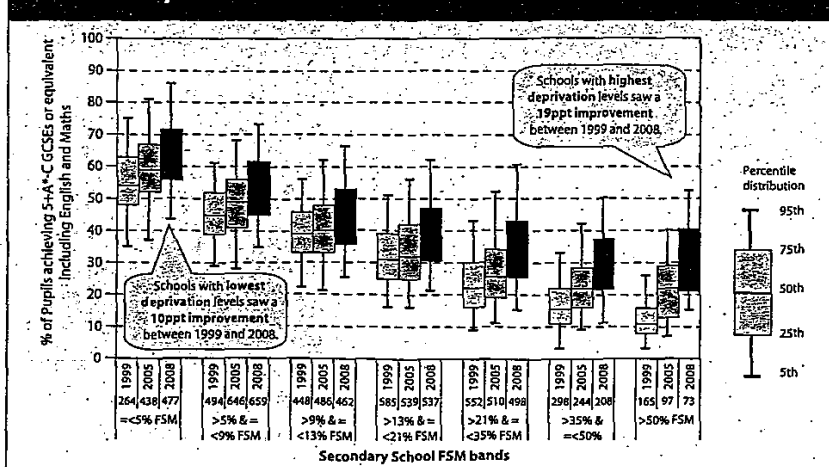
**Chart 3 – Over the past decade more deprived local areas have made more progress in their primary and secondary schools**



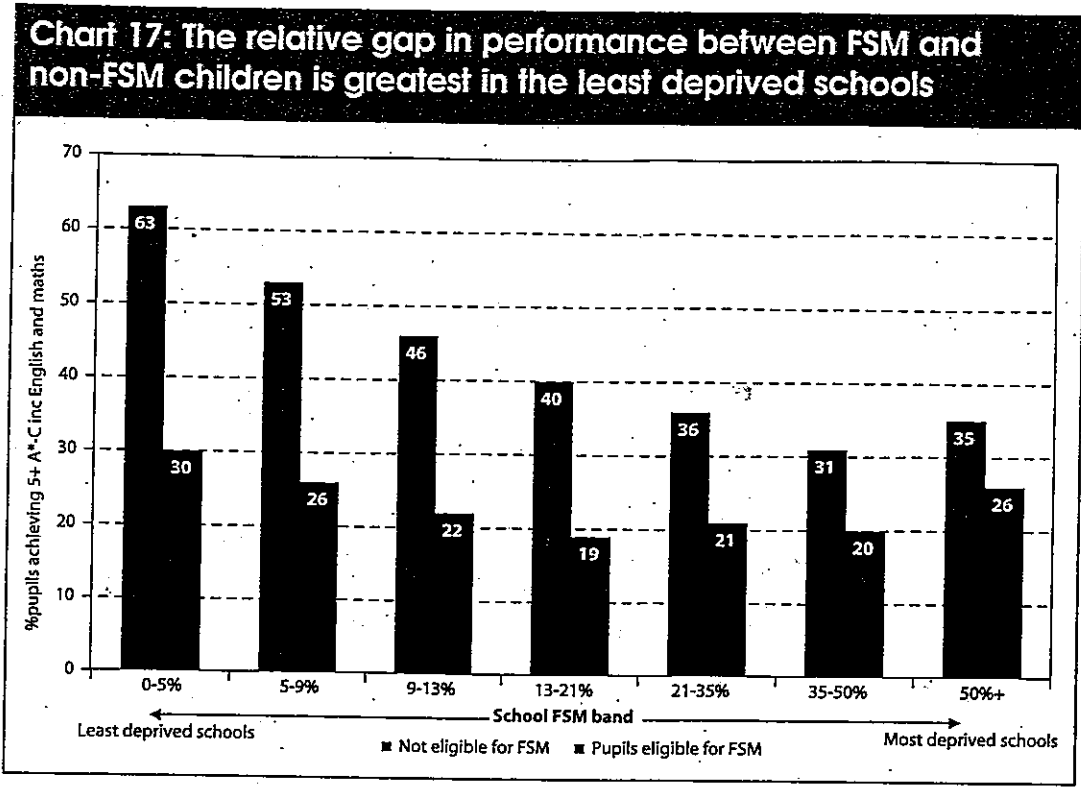
**Chart 5 – On the 5+ A\*-C measure, the most deprived schools started well behind but have made huge progress in the last ten years**



**Chart 6 – On 5+ A\*-C including English and maths, the most deprived schools have again made the fastest improvement over the last ten years**

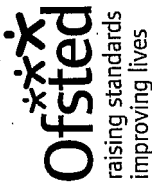






**Chart 18 – Framework for school and LA action**

Raising visibility and awareness	Headteachers/school leaders to ensure staff take special note of disadvantaged/other vulnerable pupils, and target and track their progress
Early years, parents	Ensure that EY services, and school support for parents, target disadvantage. Focus on home/school interface (eg homework, reading, resources).
Targeted support in basics	Ensure teachers know and intervene early for FSM pupils (eg 1:1 tuition). Consider redeployment of teachers to support pupils with lowest attainment.
Beyond classroom – extended school and other services; post 16	Broaden pupils' experiences, raise aspirations, address linked issues (health etc). Use extended services, and lessons from Extra Mile project, to target disadvantage.
School and LA accountability and funding	Use external and self-evaluation to focus on gaps and progress, not just average attainment. Consider deployment of extra resources where most effective.



## Paganel Primary School

Inspection report

**Unique Reference Number** 134281  
**Local Authority** Birmingham  
**Inspection number** 328878  
**Inspection dates** 2-3 February 2009  
**Reporting inspector** Roger Sadler

This inspection of the school was carried out under section 5 of the Education Act 2005.

**Type of school** Primary  
**School category** Community  
**Age range of pupils** 3-11  
**Gender of pupils** Mixed  
**Number on roll**  
**School (total)** 227  
**Appropriate authority** The governing body  
**Chair** Mr D Payne  
**Headteacher** Mr M Shuffiebottom  
**Date of previous school inspection** 28 February-1 March 2006  
**School address** Swinford Road  
 Selly Oak  
 Birmingham  
 B29 5TG  
**Telephone number** 0121 4645040  
**Fax number** 0121 4645039

### Overall effectiveness of the school

**Grade: 2**

This is a good school. It is well led and managed. The headteacher monitors and evaluates the work of the school and directs school improvement very effectively. The school has improved considerably since the previous inspection and standards are rising. All staff work together to ensure that pupils make good progress, achieve well, and that their personal development and well-being are good. The school regularly assesses and meticulously monitors the progress of each pupil and extra support is given to those at risk of falling behind. Good teaching and outstanding academic monitoring and guidance are key reasons why rates of progress are improving and the school has good capacity to continue to improve in the future.

The school works closely with other agencies, such as the education social worker, to good effect. Excellent arrangements to assure attendance ensure that pupils attend regularly, and the school has worked very effectively to improve pupils' behaviour, their self-esteem as learners and their attitudes to learning. All staff manage pupils consistently well. Consequently, pupils are friendly and polite and concentrate well in lessons. Their excellent behaviour and positive attitudes help them to enjoy their time in this happy and safe school. Parents' and pupils' views of the school are overwhelmingly positive. Parents are particularly appreciative of the high quality pastoral care provided. As one parent commented, 'Staff always have time to listen to any concerns, they have given my daughter so much confidence and her learning has shown that.' The curriculum is good. Pupils enjoy lessons and are very appreciative of the wide range of clubs and opportunities available to them. Lessons are well planned and during lessons pupils are given constant high quality guidance on how they might improve their work. Pupils show impressive understanding of the level at which they are working and where they need to concentrate to move on to the next level. Much improved daily small group teaching of letters and sounds in Years 1 and 2 is helping improve pupils' confidence in reading and spelling. Frequent effective small group teaching by teachers and teaching assistants is helping raise standards throughout the school.

Provision in the Early Years Foundation Stage and throughout the rest of the school is good and the vast majority of pupils progress well to attain standards expected for their ages by the time they reach the older classes. Good support provided to pupils in the language and communication resource base enables them to integrate with others. These pupils and others with learning difficulties and/or disabilities progress well because they receive carefully tailored support from teachers and teaching assistants. Because opportunities are occasionally missed to extend more able pupils, fewer pupils than could be expected reach the higher levels.

Although the school has been particularly successful at helping parents become more closely involved in their children's learning, the school has not given a high priority to promoting some aspects of community cohesion. Consequently, pupils lack first hand experience of meeting and working alongside those with different faiths or from different ethnic and cultural backgrounds. Their understanding of world issues such as ecology and global warming is satisfactory rather than good.

### Effectiveness of the Early Years Foundation Stage

**Grade: 2**

Staff work closely with parents and carers to ensure that children are happy to begin school. These effective induction arrangements help children settle quickly into Nursery. In Nursery and Reception, teaching is well planned and interesting so that children enjoy learning and interacting with one another. All adults carefully assess and analyse the learning of each individual and provide activities that are well matched to their needs. Children achieve well and make good progress in all areas of learning, although by the end of Reception some are still not attaining in line with nationally expected standards, especially in speaking and listening and in writing.

Learning activities are carefully planned, in line with recent national guidance, and children are provided with a broad and interesting range of activities. There are good opportunities for children to play and learn independently as well as individually, in small groups and as a class. Children learn letters and sounds, enthusiastically join in reading stories such as 'The Three Little Pigs' and they practise mark making and early writing in a variety of ways. Provision for problem solving, reasoning and numeracy, and creative work is good and there is plenty of space in the classroom as well as a well-equipped and used outdoor area for children's physical development. Children make good progress in their personal development. Their behaviour is very good and they are keen to learn and to work together, but some still lack confidence when they go into Year 1. On a few occasions when they are not active or involved enough, children lose concentration a little.

Staff make good provision for children's welfare and the Nursery and Reception provide a safe and happy environment for learning. The Early Years Foundation Stage is well led and staff have a clear and shared understanding of where improvements are needed. Systems and resources are well managed and provision is being continually improved to ensure that children's needs are fully met.

### What the school should do to improve further

- Improve the proportion of pupils attaining the higher levels in their tests and assessments.
- Review and improve the way that the school contributes to community cohesion and develop pupils' experience and understanding of the ways of life and beliefs of other cultures in modern Britain.

### Achievement and standards

**Grade: 2**

Pupils make good progress and achieve well overall. Many children enter the Early Years Foundation Stage with knowledge and skills lower than those expected of children of their ages. By the end of Year 2, standards are broadly average in reading and mathematics, but below average in writing. Due to good provision, by the time they leave the school, the vast majority of pupils achieve well and make good progress so that they attain standards expected for their ages in all subjects. Because writing is developed and used in a wide range of subjects, writing standards are rising. Improved provision for information and communication technology (ICT) is also helping improve standards in subjects such as science, history, geography, and

art and design. Resource base pupils and others with learning difficulties and/or disabilities make good progress due to the regular additional support they receive. In some lessons, the progress of more able pupils is occasionally slowed a little when they are given insufficient additional challenge.

### Personal development and well-being

**Grade: 2**

Pupils' much improved personal development is a key reason why standards are rising. Pupils have good attitudes to learning and work hard to do their best and are proud of their achievements. Most genuinely enjoy school, feel safe, happy and secure, attend regularly and arrive punctually. They understand how to lead healthy lives, understand the importance of eating healthy foods and take full advantage of the many sports activities made available to them. Pupils, especially older pupils, make a good contribution to the school community. They take the responsibilities given to them very seriously, for example as members of the school council. Their involvement in the local community, although satisfactory, is not fully developed. Pupils' well developed personal and social skills, their satisfactory literacy and numeracy skills, and their work towards winning the Primary Enterprise Challenge has prepared them well for the next stage of education and the world of work beyond. Pupils' social and moral development and relationships throughout the school are excellent. Although pupils show satisfactory cultural and spiritual development, they have limited knowledge or experience of other cultures or ways of life in modern Britain.

### Quality of provision

#### Teaching and learning

**Grade: 2**

Expectations of behaviour are consistently high. Pupils are very well managed and given very clear guidance on how to behave and relate to each other. Consistently positive relationships and interesting resources help pupils make good progress and enjoy their work. Reading, writing and mathematics are well taught and frequent teaching in small groups helps pupils, especially those with particular difficulties, make good progress. Teachers and teaching assistants work together well and carefully check the progress of each pupil. Individual education plans for those who find learning difficult support teaching and learning well. Throughout lessons, pupils are given helpful checklists and frequent reminders of what is expected and how to assess their work. Sometimes, however, they are asked to remember too many things and this limits the impact of this practice.

#### Curriculum and other activities

**Grade: 2**

The curriculum provides strong emphasis on developing pupils' basic skills which are used well to enable them to make good progress. Consequently, standards in literacy, numeracy, science and ICT are rising. Provision for guided reading and the teaching of letters and sounds feature prominently in literacy work and this is helping raise standards. Pupils say that staff often make learning fun and they say that they enjoy lessons. The provision for more able pupils, while satisfactory, is not as well developed as that for pupils with learning difficulties and/or disabilities. The school's

ANNEX A

CONTENT OF 2009 ACHIEVEMENT AND ATTAINMENT TABLES:

KEY STAGE 2

Local Authority : Birmingham

Cohort KS4 Results Key Stage 2 to 4 CVA Year on year comparisons Absence Background

School	Year on year comparisons				Absence	Background	Average total point score per pupil
	5 or more grades A*-C including English and maths at Level 2 GCSEs	English and maths Skills at Level 1 A*-C	English and maths Skills at Level 2 (5 or more grades A*-C)	Level 1 (5 or more grades A*-G)			
Local Authority Average	45.5%	80.5%	92.4%	66.5%	23.9%	38.3%	409.7
England Average	47.6%	82.0%	90.2%	65.3%	30.7%	44.8%	390.2
Abbey College	17%	17%	33%	17%	8%	8%	83.9
Al Huda Girls' School	22%	33%	100%	33%	50%	67%	256.7
Al-Burhan Grammar School	<	<	<	<	<	<	<
Al-Furqan Community College	<	<	<	<	<	<	<
Al-Hijrah Secondary School	80%	82%	100%	86%	65%	96%	399.8
Al-Hira School	55%	55%	100%	55%	82%	100%	245.3
Archbishop Fisher Catholic School	48%	48%	97%	65%	35%	60%	384.2
The Arthur Terry School	65%	66%	100%	76%	29%	43%	452.1
Aston Manor School	41%	61%	96%	66%	16%	22%	422.9
Bartley Green School A Specialist Technology and Sports College	46%	51%	90%	79%	8%	15%	511.6
Baverstock Foundation School and Specialist Sports College	29%	37%	95%	47%	5%	9%	346.4
Birchfield Independent Girls' School	50%	73%	100%	54%	65%	100%	285.0
Bishop Challenger Catholic	67%	67%	99%	81%	12%	15%	420.9

Background Information

- name, address and telephone number
- school type/category
- age range
- number of pupils on roll of all ages
- number and percentage of pupils with statements of SEN or supported at School Action Plus
- number and percentage of pupils supported at School Action
- number of pupils on roll aged 11

Test cohort information

- number of eligible pupils on roll at the time of test
- number and percentage of eligible pupils with statements of SEN or supported at School Action Plus
- number and percentage of eligible pupils supported by School Action

Contextual Value Added (CVA) measure

- KS1-2 CVA score
- CVA confidence intervals
- percentage of pupils included in calculation (coverage)

Progress Measures

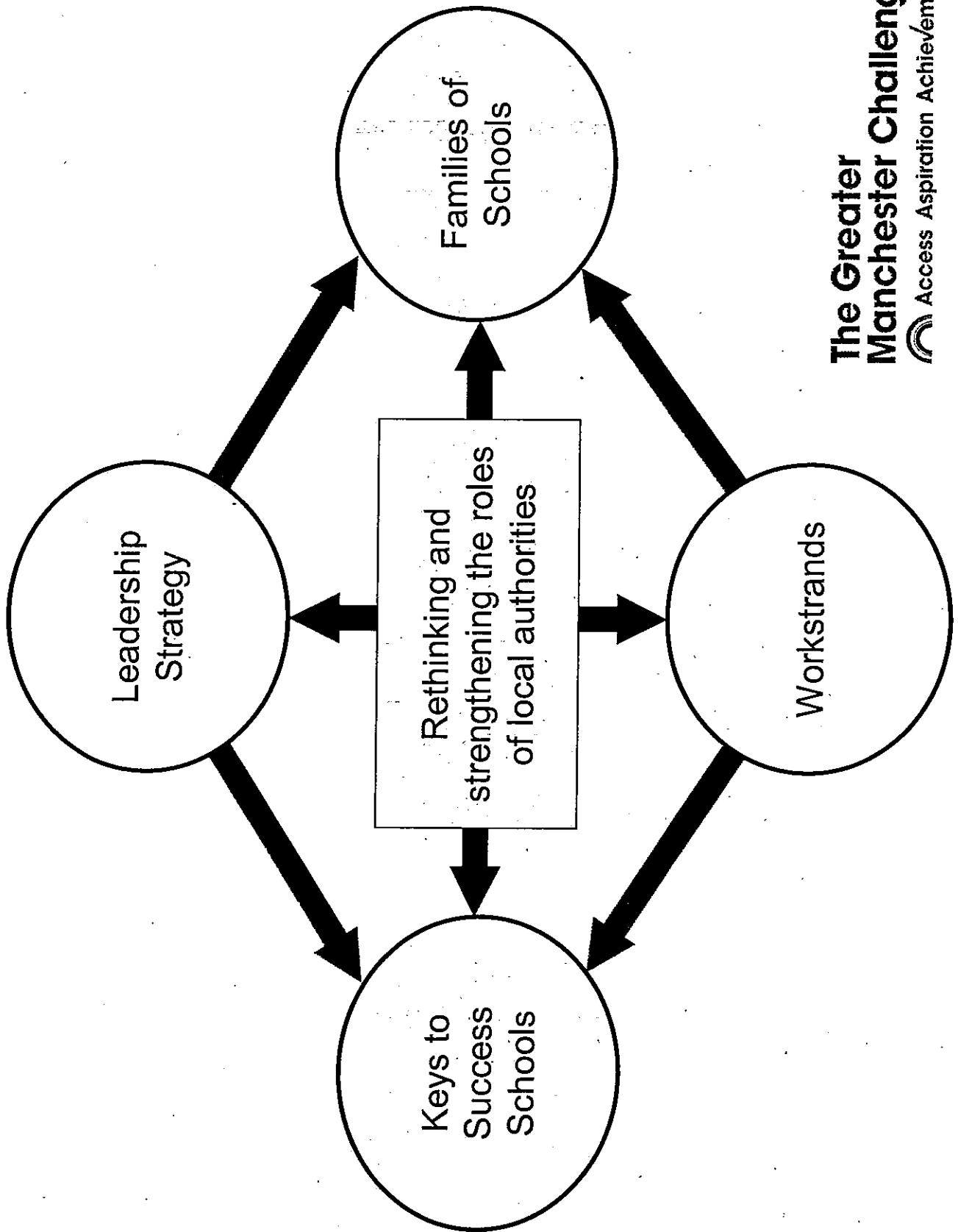
- percentage of pupils making at least the expected level of progress in English between the end of KS1 and the end of KS2
- percentage of eligible pupils included in the English progress measure (coverage)
- percentage of pupils making at least the expected level of progress in maths between the end of KS1 and the end of KS2
- percentage of eligible pupils included in the maths progress measure (coverage)

Key Stage 2 test results

- English and maths**
  - percentage of eligible pupils achieving level 4 or above in both English and maths
- English**
  - percentage of eligible pupils achieving Level 4 or above
  - percentage of eligible pupils achieving Level 5
  - percentage of eligible pupils who were absent or unable to access the test



# GMC: Linking the elements of the strategy



**The Greater Manchester Challenge**  
Access Aspiration Achievement