

### **CfBT strategic priorities for school improvement 2015/2016**

#### **Monitoring, challenge, intervention and support**

The responsibility for monitoring, challenge, intervention and support provided by CfBT on behalf of Lincolnshire County Council is summarised in the 'Strategy for School Improvement' updated in 2015 to reflect the Core Offer to Lincolnshire schools for the academic year 2015-16. It describes a systematic process of school review, carried out by Education Advisers (EAs) and Associate Education Advisers (AEAs), with support being provided in inverse proportion to success. The 'Monitoring of Academies' protocol outlines the way in which this strategy has been modified to differentiate between academies and local authority maintained schools.

Whilst the LA does not have day to day engagement with all of its schools, it nevertheless maintains an overview of school effectiveness by means of:

- An annual review of data for all schools including academies and free schools;
- Analysis of Ofsted inspections, HMI and visits by other agencies;
- A termly meeting of Children's Services to monitor action against risks for all schools;
- A fortnightly meeting with School Improvement leads for Primary, Secondary and Special schools to identify successes and further needs against current intervention;
- At least weekly updates for school improvement leads for Primary, Secondary and Special on individual schools from Education Advisers or Associate Education Advisers or wider evidence sources;
- Regular communication and consultation by the Education Advisers and Associate Education Advisers with their schools based on credibility and trust. Whilst the role is one of moderating school judgements and challenging where necessary, all Advisers actively listen, seek to understand their school's changing context and circumstances and provide advice based on detailed analysis of need.

All Lincolnshire nursery, primary, secondary and special schools (Maintained and Academies) will continue to have dedicated Education Adviser time to monitor school effectiveness and who will investigate and address, where possible, issues identified at school, academy, district or LA level in order to improve overall performance.

#### Academies:

- The Local Authority, through CfBT, conduct an annual desk top review of each academy using published school performance data, information published by Ofsted or HMI, Local Authority information, the school's website and other local intelligence
- If the annual desktop review raises concern, or if any further concerns are identified over the year, these will be followed up in accordance with the LA agreed 'Monitoring of Academies' protocol

#### Maintained schools:

- The CfBT Education Adviser work-stream within the School Improvement Core Offer has been reviewed to ensure there is a consistent approach to working with school leaders to evaluate the accuracy and rigour of school self-review processes so that underperformance in teaching and learning is swiftly recognised and tackled. CfBT is working to ensure that the quality of service to Lincolnshire school is retained through recognition of the inverse proportion to need when allocating resources to Lincolnshire schools. This approach will promote the intention for sector led school improvement; Adviser time will be allocated in inverse proportion to the schools' engagement in effective peer review.
- Interrogation of pupil performance, both historic and current in-school performance data is undertaken within Education Adviser autumn term visits to maintained schools to review

whether good progress is being made towards improving outcomes at KS1, KS2, KS4 and KS5 and that school targets are setting sufficiently high expectations to reduce performance gaps

- Paired monitoring activities are routinely carried out with members of the school's leadership team to validate and challenge the school's self-evaluation processes and to ensure the leaders are correctly focused on the most immediate priority areas
- Governing Body meetings are attended, meetings held with governors or Governing Body meeting minutes reviewed, to monitor the levels of challenge and support provided by Governors and to ensure there is evidence that governors have an accurate understanding of the strengths of, and priorities for, their schools
- Performance management process are reviewed to ensure that Governing Bodies are holding Head Teachers to account via a robust and challenging process (this process is offered as traded work by CfBT but governors may choose their own External Performance Management Adviser for their Headteacher)

### **Addressing specific priorities**

Analysis of the performance data for the local authority as a whole suggests that there are some issues which are best addressed by engaging schools collectively in a shared enterprise as well as by providing tailored support for individual schools; this includes reducing the current high levels of exclusion. The following priorities have been identified which will be launched during this academic year:

Improving achievement

Closing the gap

Recruiting and developing high quality staff

These also reflect the East Midlands' priorities identified initially by HMCI in the autumn term Ofsted Annual Report that have been maintained as a regional focus into 2015-16.

These proposed actions identified below will be reviewed regularly to ensure they remain valid to the needs of Lincolnshire schools and adapted to reflect changing contexts.

#### **Improving achievement**

##### KEY STAGE 1

To enhance the number of Lincolnshire pupils achieving the threshold for the phonics screening check in order to maintain higher than national attainment and address the relative underperformance of boys. This will be delivered through a three day programme of cluster based training that involves school governors, the phonics lead, the year 1 teacher and Teaching Assistant (where applicable). This training is augmented by a variety of specifically developed materials and utilises proven methodologies to enable class teachers to secure the application of pupils' phonic skills and for school leaders to have confidence in being able to monitor and evaluate the effectiveness of phonic teaching

To achieve the new required national standard at Key Stage 1 in reading, writing and mathematics so that Lincolnshire pupils meet at least national thresholds of attainment. This will be delivered through a four day cluster based programme and can involve all or some of the following: Key Stage 1 leader, governor, head teacher and English and Mathematics subject leaders to reflect school focus. This project has been specifically designed to provide school staff with an understanding of the new expectations of age-relatedness as set out in the frameworks for the new national tests at the end of Year 2. This will enable teachers to be more confident in their planning and delivery of lessons in order to accelerate progress.

Grammar, punctuation and spelling tests are also being introduced at KS1 in 2016 and therefore a one day training programme has been devised to support teachers with their understanding of the requirements of this test so they are best placed to teach their pupils the core skills they need in order to meet national expectations

##### KEY STAGE 2

To achieve the new required national standard at Key Stage 2 in reading, writing and mathematics so that Lincolnshire pupils meet at least national thresholds of attainment. This

will be delivered through a four day cluster based programme and can involve all or some of the following: Key Stage 2 leader, governor, head teacher and English and Mathematics subject leaders to reflect school focus. This project has been specifically designed to provide school staff with an understanding of the new expectations of age-relatedness as set out in the frameworks for the new national tests at the end of Year 6. This will enable teachers to be more confident in their planning and delivery of lessons in order to accelerate progress.

Data for Lincolnshire demonstrates narrowing of performance gaps in the grammar, punctuation and spelling tests, this continues to remain below national and therefore a priority. A two day programme has been designed to improve spelling accuracy and technical accuracy of writing which were highlighted through strategic analysis. Attendees invited to participate include Key Stage 2 Leader, school Governor, Head Teacher and English Subject Leader

#### KEY STAGE 4

To improve outcomes to meet national performance levels through building on existing good practice between CfBT and the Teaching Schools Alliances, in order to re-enforce and support subject and leadership networks, linking to the Lincolnshire Learning Partnership and sector led developments as these are embedded

These support programmes at each Key Stage will be encompass the skills and expertise within CfBT, enhanced through partnership working with Teaching School Alliances, NLEs, LLEs and SLEs. School to school support and joint practice development, benefiting from the successful approaches seen in Lincolnshire schools and nationally, will be key to ensuring the sustainability of this support.

In addition, the Education Advisers will continue to work with school leaders to evaluate the accuracy and rigour of school self-review processes so that underperformance in teaching and learning is recognised and tackled, and ensure good progress is being made towards improving pupil performance outcomes. Brokering of support will be undertaken by Advisers and Consultants to encourage schools to use delegated funding to secure improved outcomes through external CPD or cluster approaches to improvement.

#### SPECIAL SCHOOLS & PRU

To increase the number of students in special schools and the PRU participating in national tests through the delivery of a two 2 x six day programmes. One aimed at KS1 and KS2, the other aimed at KS3 and KS4. The programmes cover the expectations of the national curriculum and the national tests at each key stage (including GCSEs).

The support for KS1 and 2 focuses on phonics, reading, writing, and mathematics and has been designed to enhance the confidence of staff in ascertaining which pupils could and should access the tests. The support at KS3 focuses on age related expectations in reading, writing and mathematics and achieving Progress 8 at the end of KS4. Attendees invited to participate include Key Stage 3 and 4 leaders, a school Governor, Head Teacher, English and Mathematics Subject Leaders.

#### **Closing the gap**

The 'Closing the gap' offer will contribute to the LCC Child Poverty Strategy by focusing on closing the achievement gap for vulnerable groups and encouraging multi-agency working. It will support schools in their use of the pupil premium, and provide opportunities for research and development, sharing good practice, working in partnership with other schools, accessing networking events and evaluating and refreshing current literacy and numeracy interventions. The initiative will be organised around 6 work-streams:

- Robust challenge to schools through the analysis of data and pupil premium review in order to highlight schools where the gap has narrowed and identify learning which can be shared across the county;
- Pupil Premium conferences, drawing on national and international experience, to offer challenge, support and strategy to all schools and share emerging practice in

## Lincolnshire

- Senior leader networks (bespoke to primary, secondary and special schools), using action research in order to support senior leaders in developing appropriate action plans for 'closing the gap'
  - "Switch-on", a new primary and secondary literacy intervention programme based on the principles of Reading Recovery
  - Research links with Lincoln University to develop CPD opportunities for key staff
  - Literacy and Numeracy intervention analysis, including an intervention audit and evaluation of what is effective
- **Recruiting and developing high quality staff**

For a number of years, CfBT have addressed the challenge of recruiting and developing high quality staff by running an ITT programme and providing a comprehensive package of support for Newly Qualified Teachers. Changes in the provision of ITT and NQT CPD are prompting a need for CfBT to review its current delivery in Lincolnshire. During the course of the year, CfBT will complete the migration of these functions to new partners to maintain this essential element in building the workforce capacity for and within Lincolnshire schools.

It is recognised that Head Teacher recruitment and retention is an increasing concern for schools in Lincolnshire, particularly for those smaller or more isolated schools. In response to this, CfBT is currently developing a coaching and mentoring practical programme, 'Leading to the Top', for those senior teachers and leaders who have the potential to become head teachers given the appropriate support and motivation. This action-based research programme offers the opportunity for potential head teachers to experience headship alongside exiting head teachers who have undergone training to support this offer. There may also be the opportunity to undertake, where available, short-term supported headship experiences in schools other than their own thus utilising best practice in school to school support

### **Additional offer: Traded services**

The annual programme of traded services, designed to support school improvement priorities, has been publicised to schools through the secondary, primary and special school brochures. This year's offer has been extended to provide the following new programmes to augment existing successful provision:

#### Primary:

- Achieving and applying mastery across the curriculum in mathematics
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- Assessment in the new curriculum – moderation in individual year groups (Y1,2,3,4,5 and 6) in reading, writing and mathematics
- A guide to new statutory assessments for senior leaders
- Enhancing and raising self esteem
- Middle Leaders conference (focus on getting the best out of staff and driving improvement)
- Teaching Assistant conference (focus on accountability at all levels and improving personal subject knowledge in order to improve pupil outcomes)

#### Secondary

- GCSE Progress in reading
- GCSE Progress in writing
- Inference training – reading for meaning/cross curricular strategies
- interventions in reading and phonics
- Moderation at KS3 & 4 English and mathematics
- Curriculum planning and assessment in English and mathematics
- CMEP – A level mathematics support