

School Improvement Performance Report 2013-14
Actions to Address Outcomes

C1. Introduction

C1.1 The data in Appendix A and Appendix B identifies that, whilst there are many positive aspects of performance across Lincolnshire to celebrate, there are a number of key actions needed in order to improve the overall picture for pupils. We recognise that attainment across Lincolnshire is a concern at Key Stages 1, 2 and 4, where too many young people do not attain as well as they should, especially when compared with similar local authorities.

C1.2 We responded to 2014 outcomes strategically to ensure actions taken would lead to sustainable improvement:

C2. Monitor and challenge the performance of all LA maintained schools and academies

C2.1 All Lincolnshire primary and secondary schools (Maintained and Academies) will continue to have dedicated Education Adviser time to monitor school effectiveness and will investigate and address, where possible, issues identified at school, academy, district or LA level in order to improve overall performance.

C2.2 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

C2.3 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
- 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 regularly 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, or meetings held with governors, 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 Headteachers to account via a robust and challenging process (this process is offered as traded work by CfBT but governors may chose their own External Performance Management Adviser for their Headteacher)

C3. Escalation of concern

C3.1 If concerns are raised about the performance of an Academy, these are followed up in accordance with the LA agreed 'Monitoring of Academies' protocol.

C3.2 If concerns are raised about the performance of a maintained school, there is an agreed process to be followed.

- If the concern is urgent, this is directed to the Assistant Director (School Improvement) for immediate action
- In other instances there is a weekly reporting process (the Weekly Grid) which is reviewed by the Assistant Director (School Improvement) and XXXuctioned to reflect the concern. Collated information is presented to the School Improvement Leadership Team and the Senior Leadership Team and informs strategy meetings with the Local Authority, the Diocese and the DfE
- The school may then be designated an LA School Causing Concern with the potential for further action being taken by the Local Authority, including the use of Warning Notices and Interim Executive Boards to bring about swift and robust action

C4. Identify and broker intervention and support

C4.1 Intervention is identified to bring about swift and sustainable improvement and is focused on the actions required for the school to improve; this may include the brokering of a National Leader of Education (NLE) who can bid for school improvement funding from the National College or identification of other formal school to school arrangements to provide a long-term school improvement option.

C4.2 Brokering of support is undertaken by Education Advisers and Teaching and Learning Consultants and is aimed at guiding school leaders to identify their own solutions and ensuring effective use of delegated funding is securing improved outcomes. Brokering offers a full range of externally provided CPD and promotes school to school approaches to improvement such as offered by Teaching School Alliances (TSA), Local Leaders of Education (LLE) and Specialist Leaders of Education (SLE).

C4.3 Primary School Intervention Funding may be requested for those maintained schools which fail to demonstrate sufficient pace of improvement in KS1 and KS2 outcomes but whose financial constraints are proving a barrier to improvement. It is intended that this will enable them to purchase additional support and resources and reduce the risk of becoming vulnerable to an inadequate or Requiring Improvement Ofsted judgement; these schools will also receive heightened monitoring and challenge from the Assistant Director (School Improvement) and may be designated as an LA School Causing Concern.

C5. Develop focused support programmes

C5.1 A programme of targeted projects and activities has been developed to support schools which have been identified as demonstrating a declining trend or achieving outcomes below those expected nationally.

C5.2 These support programmes may be targeted at individual schools if necessary, but we recognise that there is much that schools can learn from each other and promote school to school improvement and joint practice development, benefiting from the successful approaches seen in Lincolnshire schools and nationally which will be instrumental in ensuring sustainability. They are available to maintained schools and academies, although any subsidised places cannot be made available to academies.

C5.3 Where schools have a specific issue with their attainment in English, they will be invited to take part in an Assessment in English research project hosted by CfBT and Oxford University Press.

C5.4 Facilitate a county-wide spelling programme for primary schools to work within a cluster to improve outcomes in Grammar, Punctuation and Spelling, with particular focus on spelling (anticipated that 65 schools will be included during the programme based on the declining two year trend of L4+ GPS).

C5.5 Raising Attainment & Enhancing Pupil Outcomes Programme for KS1 and KS2 which includes targeted Education Adviser and Teaching and Learning Consultant support for a cluster of schools, with additional Adviser sessions for follow-up to support schools in peer evaluation of impact and sustainability and sharing of best practice. This programme can be adapted to reflect the District/ Locality context in order to raise attainment and enhance pupil outcomes as identified through KS1 and KS2 data analysis, EA feedback and school self-review; the intention is to promote locality cluster joint practice and longevity through facilitating a sector-led improvement model.

C5.6 Where schools only require KS1 focus, a programme has been designed to reflect the LA context:

- Reaching L2+ - focus on accelerating girls' writing including engaging lower attaining girls with writing
- Reaching L2+ - focus on boys' and girls' mathematics
- Attaining L3+ - focus on higher attaining boys' mathematics

C5.7 Update events for those teachers who have previously completed the Maths Specialist Teacher (MAST) accreditation with CfBT to review whole school progression and assessment in mathematics. These specialist teachers will also be utilised to share their expertise across clusters of schools or through school to school support.

C5.8 Secondary and Primary English programme with a focus on writing and communication skills. This is an intervention which has been shown to have statistical significance in improving outcomes in writing by the Education Endowment Fund from their work in both primary and secondary schools in Halifax and Calderdale.

C5.9 KS3 and KS4 maths programme supported through funding through NCETM in collaboration with the Lincoln Teaching Schools Alliance (LTSA) building on work in schools on the 'Shanghai maths' project and lesson study models.

C5.10 Expanding and further developing a cohesive approach to Subject Networks across Lincolnshire.

- These are a highly efficient way of disseminating information, sharing best practice and encouraging schools to work together in partnership
- A number have continued to flourish particularly in the core subjects English, maths and science, and these take place three times per year
- Lincoln University, LSTA and CfBT have joined together to form the Lincolnshire Science Partnership which is to be launched soon, using funding from National Science bodies to support the development of science across the county
- LSTA and CfBT are also looking to work in partnership to strengthen the maths networks across the county, with support from Edexcel and the National Maths Partnership
- Further work is ongoing, including undertaking a county wide survey of existing networks to identify how networks are led and managed and facilitation where required to support network leaders to deliver effective sessions. Also to investigate the setting up of a small web-based information site, hosting information about all networks and key contacts as well as aspects of work each network is developing. This will give opportunities for sharing best practice across the county. This can also be used to alert schools/academies to the latest information on key changes to education

C5.11 Where subject networks are not in existence, working with key schools and subject leaders to develop an effective subject network in that area and develop a mechanism for networks to identify highly effective practitioners who can then be trained to support delivery in other schools in preparation for the move to sector led improvement, or with the view to the accreditation of more Specialist Leaders in Education.

C5.12 In addition, a programme of support is currently being developed for all Lincolnshire Academies which have fallen below any floor standard or whose data is indicating a declining trend in performance. Academies may also continue to purchase additional support including that provided through CfBT traded services.

C5.13 Education Advisers, within the School Improvement Core Offer, will continue to evaluate implementation and impact of any brokered support.

C6. Evidence of impact of previous support

C6.1 Enhanced Education Adviser allocation, augmented by Core Teaching and Learning Consultant support, was targeted to those primary schools vulnerable to a Requiring Improvement outcome if inspected. This has contributed to an increase in the percentage of LA primary schools now being judged good or better, to just over 85% by the end of July 2014 (see Appendix D).

C6.2 Where there has been a county-wide focus, such as the support for phonics, this is reflected in the improving outcomes in this subject area from 68% of Year 1 pupils meeting the required standard in phonic decoding in 2012 to 79% in 2014.

C6.3 Where there has been a locality-focused programme of support, such as the South Holland Project (see Appendix F), this has been reflected in improved Ofsted outcomes and in pupil outcomes at KS2.