

School Improvement Performance Report 2013-14
The South Holland Project for Rural Primary Schools - An example of facilitated collaboration

South Holland Project 2013 -2015 (2013-14 Interim Report – Autumn 2014)						
F1. Context of Project						
<p>F1.1 The South Holland Project has been planned as a two year project. This is an interim report based on the evaluation of the first year of the Project</p> <p>F1.2 The South Holland Project was developed in response to identification, through scrutiny of Education Adviser Annual Summary Reports completed in the summer term 2013 and analysis of pupil performance data in September 2013, of low performance in many schools in this District when compared with Lincolnshire overall</p>						
KS2 outcomes 2013 District	Number of Schools	Number of Pupils	% Level 4+ R, W & M	% Level 4B+ R, W & M	% Level 5+ R, W & M	% Level 6+ R, W & M
South Holland District Council	35	822	74.7%	60.9%	19.8%	0.4%
Lincolnshire	261	6,674	77.6%	65.1%	22.5%	0.2%
<p>F1.3 It was also noted that a disproportionate number of schools had not yet been judged good or better by Ofsted compared with other Lincolnshire Districts:</p> <ul style="list-style-type: none"> ○ 35 schools in the District; 17 (48%) with Ofsted judgements of Requiring Improvement compared to 20% in Lincolnshire overall 						
F2. Potential Contributory Issues:						
<ul style="list-style-type: none"> ○ Rural deprivation which is reflected in the on-entry to Early Years Foundation Stage often reported to be below national expectations for children at that stage of their education ○ School leadership which had, historically, been slow to identify and tackle underperformance and drive rapid improvement ○ Issues with recruitment and retention, particularly with small schools, often resulting in poor appointments. Where strong appointments had been made, good teachers and leaders are likely to move on within a short space of time; implications for continuity and stability ○ Schools working in isolation from each other, often inward thinking and not working together to share expertise and resources ○ Issues with recruitment and retention of strong governors who bring sufficient challenge to drive forward school improvement ○ An historic perceived culture of low expectation, particularly for the more able children 						
F3. Actions taken:						
F3.1 Programmes of support within the South Holland Project included:						
<ul style="list-style-type: none"> ○ Enhanced Education Adviser allocation to offer additional support and challenge for all schools judged as Requiring Improvement (RI) or Satisfactory from Ofsted inspection, or identified as potentially RI by Education Adviser; tightly focused on regularly monitoring and evaluating the impact of actions taken by school leaders to accelerate pupil progress and improve overall effectiveness of the school ○ Targeted formalising of collaborative partnerships and brokering of school to school support to strengthen leadership and to tackle the issue of isolation and inward thinking ○ Facilitating school partnership work to promote joint practice development to develop 						

- middle leaders as well as senior leaders and thereby build capacity
- Brokering of Senior HMI to deliver ‘Getting to Good’ seminar to Headteachers and Chairs of Governors to provide an external perspective tightly aligned to Ofsted expectations
- Targeted support for school leaders in developing robust self evaluation to enable them to have an accurate understanding of the effectiveness of their own school through a range of monitoring activities, and through comparison with national and local expectations. As an outcome developing more precise action plans with milestones for measuring impact
- Regular Review and Planning meetings led by Strategic Lead for Primary Schools with the Headteacher, Chair of Governors and the Education Adviser to further challenge school leaders and to ensure that the external support provided, which included CfBT, NLE, TSA, etc was impacting as expected and to identify, and tackle, any potential barriers to further improvement
- Brokering of Supported Self Reviews within schools so that school leaders, including Governors, could work alongside Education Advisers and Teaching and Learning Consultants to undertake paired monitoring activities within their own school. This offered targeted CPD in school self-evaluation as well as providing external validation of school self-review judgments
- Brokering of SEND Health Checks undertaken by SEN specialist to ensure provision was meeting statutory requirements, and that accurate identification was resulting in targeted intervention which were leading to accelerated progress
- Brokering of EYFS Health Checks to validate EYFS assessment and to ensure provision was setting sufficiently high expectation for all groups of children regardless of their starting points
- Training for literacy subject leads within local clusters to strengthen individual leadership and further promote collaborative working for middle leaders
- Teaching & Learning Consultant support in driving improvement in classroom practice, assessment, planning and delivery – particular emphasis on the Developing Teacher programme
- Governor support including the brokering of External Reviews of Governance prior to these being requested by Ofsted and targeted Governor training for locality clusters. Additional Governors were recruited to some Governing Bodies

F3.2 Additional Actions Undertaken

- Assistant Director School Improvement held meeting for the Headteachers of RI schools to ascertain their views on the support required to improve outcomes for South Holland pupils; this informed the South Holland Project.
- Education Advisers’ updated training in Headteacher Recruitment improving the quality of advice on the recruitment process and enabling Governors to consider alternative options for their school’s future leadership to include their own substantive Headteacher, Federation, Executive Headteacher, Shared Headteacher, etc to widen the scope for recruitment.
- Brokering of Executive Headteachers for new appointments, or for interim arrangements, where requested.
- Intensive support package for newly appointed Headteachers.
- Natural changes in Headship, in addition to more formalised arrangements which have been necessary to address insufficiently strong leadership, has resulted in over a third of Headteachers being recently appointed – more frequently within federation arrangements
- Targeted deployment of the Consultant Headteacher team to provide high quality interim leadership where the schools have not been able to find their own solutions within the necessary time-frames

F4. Impact to date (11/08/14):

- F4.1 This is an interim evaluation of impact of the two-year project, taking into account that this Project has only run for just over two full terms when the data for this report was

collated. It is recognised that there is still further intensive support required to further improve pupil performance and Ofsted outcomes, but improvements can already be measured

F4.2 2014 KS2 outcomes

KS2 outcomes 2013 District	Number of Schools	Number of Pupils	% Level 4+ R, W & M	% Level 4B+ R, W & M	% Level 5+ R, W & M	% Level 6+ R, W & M
South Holland District Council	35	822	74.7%	60.9%	19.8%	0.4%
Lincolnshire	261	6,674	77.6%	65.1%	22.5%	0.2%

2014 KS2 outcomes District	Number of Schools	Number of Pupils	% Level 4+ R, W & M	% Level 4B+ R, W & M	% Level 5+ R, W & M	% Level 6+ R, W & M
South Holland District Council	35	815	76.9%	63.7%	21.2%	0.0%
Lincolnshire (Locally Calculated)	260	7,054	78.2%	66.8%	22.4%	0.1%

- There is a noticeable improvement in the KS2 data for South Holland schools. The floor standard threshold attainment measurement is Level 4+ combined reading, writing and mathematics. This has improved by 2.2% in South Holland and has addressed the decline from the previous year. Lincolnshire L4+ combined data overall has only improved by 0.6%.
- A similar rate of improvement in excess of the rate in Lincolnshire overall is evident at Level 4b+ and L5+. Attainment at the highest level, L6+ will be a focus within the Project for 2015
- Three primary schools failed to achieve the floor standard threshold i.e. schools with more than 10 pupils in Year 6 in which fewer than 65% of pupils achieve L4+ in reading, writing and mathematics and achieve less than the progression median in reading, in writing and in mathematics. These schools will be of specific focus in the coming year

F4.3 2013/14 Ofsted inspections:

- Of the 17 inspections of South Holland primary schools undertaken by Ofsted within the academic year, 2013/14, 4 that had been judged RI received an overall effectiveness judgement of Good, and a judgement of Good leadership was made in one of the schools remaining RI.
- See Appendix at end of report for excerpts taken from Ofsted inspection reports and HMI letters for the academic year 2013/14 for evidence of impact of CfBT actions.

F4.4 CfBT Education Adviser judgements:

- Schools judged by Education Advisers within their Annual Summary Report as Good or better for Achievement have increased from 50% to 71%; for Teaching and Learning it has increased from 50% to 65%. The percentages of schools that have improved by at least one grade are 38% in Achievement and 26% in Teaching and Learning, which is an impact of focussed support within the classroom, including one-to-one enhanced support through the Developing Teacher Programme.
- 38% of the South Holland schools have improved in Behaviour and Safety; however, 18% now have a lower grade (mainly moving from Outstanding to Good) and this may be attributed to the change in the Ofsted framework which now places more emphasis on attitudes to learning and impact on pupil performance within this judgement.
- The percentage of all SHDC schools judged by the Education Advisers as Good or

- better for Effective Governance increased significantly from 35% (2013) to 88% (2014). 62% of the schools improved their judgement on governance and this has been an impact of facilitated school-to-school support, collaborative working and bespoke governor and clerking training.
- CfBT has provided enhanced challenge and support, working particularly closely with the RI schools, which has also impacted on the percentage of schools that have had their Leadership and Management judged as Good or better, which has doubled from 41% (2013) to 83% (2014). 53% have improved on their 2013 grade.
 - By the end of 2014, the percentage of schools judged by the Education Advisers within the Annual Summary Reports as Good or better for Overall Effectiveness is 62%, an increase of 12%; 29% improved on their overall grade.
 - Stronger leadership in South Holland schools as recognised by Ofsted inspection, HMI visits and Education Adviser reports.
 - Stronger governance as an impact of bespoke training for full Governing Bodies, again as recognised by Ofsted inspection, HMI visits and Education Adviser reports. Increasing evidence also in Governing Body minutes of Governors holding Senior Leaders to account.
 - Collaborative partnerships strengthened; early feedback indicates this is effective where this is brokered and facilitated by an external party (currently Education Advisers).
 - Awaiting outcomes of end of KS data, Ofsted reports and HMI letters for the full academic year, and outcomes as reported in Education Adviser Annual Summary Reports to measure impact, however 14/17 schools judged as RI are now reported to be making good progress.

F5. Issues remaining at the end of the first year of the Project:

- One school at risk of category and three yet to have made necessary progress to be judged good or better.
- Weak leadership still identified in a minority of schools which require further packages of support.
- Partnerships or Federations using existing South Holland Headteachers is becoming more difficult with strongest leaders already undertaking executive Headteacher roles, sometimes in more than one school. At risk of burdening these Headteachers and impacting on their well being and effectiveness.
- Requiring Improvement schools being inspected just within time frame of four terms; issue for those inspected late spring 2013 unable to demonstrate impact through published SATs outcomes; requires schools to ensure internal data is robust and externally moderated and inspection team to reflect on this. Ofsted has noted this as an issue nationally and has changed Inspector Guidance Briefings to reflect this.
- Recruitment and retention of high quality teachers and middle leaders.
- Continuing the rate of improvement so that Good schools are on the journey to becoming Outstanding.

F6. Next steps:

- Evaluation of impact of actions; use outcomes to inform plan for 2014-15; identify successful practices in schools and facilitate joint practice development utilising expertise from within locality schools and from schools across Lincolnshire.
- Target slow moving schools and any school vulnerable to category; precise programme of support developed to reflect context; intensified monitoring and challenge from Assistant Director School Improvement including formal identification as School Causing Concern.
- Utilise Intervention Funding for any maintained Primary School identified as requiring additional support to prevent becoming vulnerable to remaining stuck at RI or being judged inadequate to enable purchase of additional external CPD and/ or resources, or to cover staff-release time to engage in practice development.
- Further develop cluster arrangements to focus on continued improvement of specific curriculum areas and to further accelerate progress and attainment in Grammar,

- Punctuation and Spelling (particularly Grammar and Spelling), writing and mathematics.
- Target Academies to promote engagement in collaborative work and joint practice development where desk-top analysis, or Adviser intelligence, identifies requirement.
 - Further develop rigorous peer evaluation through structured facilitation model to build expertise in specific leadership areas across the partnerships.
 - Further develop cluster arrangements for localised, and context driven, CPD programmes for newly appointed teachers and for those new to middle leadership (subject specific) – again, also target Academies.
 - Promote opportunities for retention of middle and senior leaders through collaborative models.
 - Targeted programme of Governor training for Governors in good or better maintained schools and Academies to further develop awareness and recognition of positive impact on their own school of their leaders engaging in school to school support.
 - Explore options to develop localised ITT and other opportunities for recruiting high calibre teachers and leaders.

F7. Excerpts from inspection reports and HMI letters for the academic year 2013/14

Cowbit: *The local authority has increased its support for the school following the appointment of the new headteacher. The local authority officer provides good advice on specific issues identified by the headteacher and governors. Previously, it has provided training for governors and funding to support school improvement through a collaborative partnership with other local schools. (Ofsted May 2013)*

The headteacher has been very creative in calling upon a wide range of sources for additional and highly effective external support. Former colleagues and professional associates as well as the local authority education adviser have provided training for staff and the governing body and assisted with evaluating the progress that the school is making. (HMI, Nov 2013)

Deeping St Nicholas: *The local authority has provided support for the school's own evaluation of itself and for developing the quality of teaching and this is starting to improve. (Ofsted, Nov 2013)*

The school has drawn upon three sources of additional support. A local leader of education from a Grantham school worked with the headteacher and governing body for a period last year. The school is an active member of a rural schools partnership with five other local schools. The local authority has been able to offer additional support including providing some additional training for the governing body and supporting the headteacher in checking the quality of teaching. Good use has been made of all of these. (HMI, Dec 2013)

Gedney Church End: *The local authority has produced a well-founded analysis of the school's effectiveness and provided strong support. Organised training programmes and consultants' regular visits have underpinned the school's steady improvement over the last year. The good links with neighbouring schools in the form of the South Holland Collaborative Partnership is also helping to improve provision and staff expertise. (Ofsted, June 2014)*

Gedney Hill: *The local authority has provided support for governors for a long-term leadership solution for the school. They have supported the development of the provision for the Early Years Foundation Stage and the development of teaching throughout the school. (Ofsted, Oct 2013)*

The school has made good use of the additional support provided by CfBT on behalf of the local authority. The resources of the collaborative partnership of six local schools have also been an extremely useful source of support and professional development. (HMI, Dec 2013)

Gosberton Clough Risegate: *The local authority has provided good support for the school. This includes checking that the school's assessments are accurate, training for staff and help in developing the skills of subject leaders.* (Ofsted, April 2014)

Holbeach Bank: *The headteacher and governors have drawn on external support from a range of sources. The local authority support contractor has regular links with the school to check on progress. Work with the local collaboration of schools and with the partner school in the federation is helping to strengthen teaching. Teachers work with and learn from colleagues whose teaching is good and outstanding from these other schools.*

Holbeach Primary: *The local authority has supported the school well in recent times. It has provided consultants to help the school strengthen several of its systems during recent staffing difficulties. However, it has not challenged the school with sufficient rigour to clarify anomalies in data.* (Ofsted, Sept 2013)

The local authority has deployed teaching and learning consultants to advise staff on improving their practice. This has been effective in developing teachers' skills in assessing pupils' learning more accurately and providing work which meets the needs of pupils of different abilities.

The local authority advisor has helped senior leaders to improve their skills in evaluating the quality of teaching by honing their skills in undertaking scrutiny of pupils' work. This has helped senior leaders to provide more detailed feedback to staff on how to improve their practice, particularly in the teaching of writing and mathematics. (HMI, Nov. 2013)

Holbeach William Stukeley: *The school improvement adviser has supported the school very well in evaluating the quality of teaching and checking that teachers' assessments are thorough. She has provided several training sessions and is continuing to help leaders develop the use of assessment systems.* (Ofsted, June 2014)

Long Sutton: *Governors.... have attended appropriate training to improve their role and this enables them to ask challenging questions to help the school improve further. Governors have a good understanding of national and school information about pupils' progress, especially regarding the use and impact of pupil premium and sports funding. They set rigorous objectives for the headteacher's performance with the help of an external adviser and have received and agreed information about teachers' performance and pay progression. They carry out their statutory duties diligently.* (Ofsted, June 2014)

Lutton St. Nicholas: *The school is well supported by the local authority and external consultants. The education adviser has been involved in helping leaders with long-term planning and developing strategies to improve the quality of teaching. The school has good links with neighbouring schools through South Holland Collaborative Partnership.* (Ofsted, June 2014)

Moulton Chapel: *The local authority has provided good support for the school which has included leadership training, governor training and individual support for teachers. A Local Leader in Education has been working with the school and has supported the headteacher in developing teachers' leadership skills.* (Ofsted, Jan 2014)

The local authority school improvement adviser has also been providing an enhanced level of support to the school. Particularly good use is being made of the links with the other schools in the collaborative partnership, and there is real strength being gained from the joint work undertaken by the headteachers and the staff across all five schools. (HMI, Mar 2014)

Moulton John Harrox: *The local authority is providing appropriate advice, support and training, which is valued by the school.* (Ofsted, Nov 2013)

The local authority has acted quickly to support the school to improve its development plan. It has also provided effective support in checking the improvements in the quality of teaching. It has brokered a partnership between two other local schools to share training

and good practice in teaching, and school leadership and management. It has carried out an external review of governance. (HMI, Dec 2013)

Spalding Monkhouse: *The local authority has supported the school effectively over time, helping to make teaching more consistently good. This has resulted in most pupils being well prepared for the next stage in their education. Governors have also benefited from the relevant range of training programmes provided for them and these have helped them to develop their skills and expertise. (Ofsted, Nov 2013)*

Spalding Primary: *Good partnerships with other schools are used to share expertise and working practices. The local authority has been instrumental in helping the school to improve. A good level of support has helped to develop leadership and teaching skills, leading to improvements in the teaching of mathematics and the outside areas in the Reception classes. (Ofsted, Jan 2014)*

Surfleet: *Teachers' performance targets are appropriate and relate to what the school needs to do to improve. The staff feel that they have been provided with appropriate support to help them develop their practice, particularly through working with other teachers in the school and with local authority consultants.*

The local authority has provided good support for the school. It has enabled teachers to develop their skills, provided support for senior leaders and trained governors. The local authority has also provided an interim headteacher to lead the federation until a substantive executive headteacher is appointed. (Ofsted, Oct 2013)

The local authority has provided effective support to the school. Teaching and learning consultants have helped to improve teachers' skills in assessing accurately the attainment of individual pupils. This information is then used to help plan activities which more closely meet the needs of pupils. The local authority officer has provided effective support to the governing body. She has helped them to put in place a clearer leadership structure across the federation and ensure that all members of staff are aware of their roles and responsibilities. (HMI, Dec 2013)

Sutton St. James: *The rate of school improvement has been too slow since the last monitoring inspection... despite considerable and appropriate support from the local authority and the support of another local headteacher.*

Members of the governing body have ... undertaken training with the local authority to help them be more effective in their role.

The local authority offers either direct or brokered support which is appropriate to the needs of the school. Leadership of the school is currently dependent on this external support. The impact of this support has been weakened when it has been used or applied too slowly or selectively by school leaders. The local authority has responded swiftly to the findings of this monitoring visit and plans to carry out a review of the school's effectiveness. There will also be a full review of the effectiveness of the Governing Body. (HMI, Nov. 2013)

The local authority has worked to support the school through a period of upheaval and uncertainty with staffing and governance. The local authority brokered the support of an interim headteacher for the first three weeks of the spring term.

With the support of the local authority, and in partnership with the governing body, you have carried out an audit of the school's finances and produced a suitable plan to place the school on a secure financial footing.

The local authority has worked to support the school through a period of upheaval and uncertainty with staffing and governance. You report that you have valued highly the support you have been given by the local authority to strengthen leadership and management systems and particularly the support it has brokered through a consultant to improve the quality of teaching and learning. (HMI, May 2014)

Weston St. Mary's: *The local authority has provided good support for the school, once it identified that there were weaknesses across the federation. It has provided governor training, support for senior leaders and provided an interim headteacher to lead the*

federation until a substantive headteacher is appointed. (Ofsted, Oct. 2013)
The local authority has funded the temporary appointment of a teacher to provide support for Key Stage 2 in the absence of the substantive teacher. Appropriate checks have been carried out in relation to new staff. The school has begun the process of becoming an academy.
The governing body is now much more aware of the school's strengths and weaknesses and, with good local authority support and training, is becoming better at challenging the school on key aspects of its performance. It is fully aware of what is needed for the school to improve more rapidly.
The local authority is committed to providing support to the school. It has funded a number of the staff changes and provides ongoing advice for the leadership team. It intends to review and monitor the progress made by the school carefully, as is reflected well in its statement of action and related plans. The local authority's statement of action is fit for purpose. (HMI, Jan 2014)