

## Report of Corporate Director of Children & Learning

to  
**Cabinet**  
on  
8<sup>th</sup> January 2013

Report prepared by: Jane Theadom, Head of School Support  
and Preventative Services

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**Report on Early Years and School Standards  
Children & Lifelong Learning Scrutiny Committee – Executive Councillor:  
Councillor James Courtenay  
*Part 1 Public Agenda Item***

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### 1. Purpose of Report

- 1.1 To advise Members of the educational standards achieved by Southend's children and young people at the end of the academic year 2011-2012 and in the following key stages:
- Early Years Foundation Stage (age 5)
  - Key Stage 1 (age 7)
  - Key Stage 2 (age 11)
  - Key Stage 4 (age 16)
- 1.2 To advise Members of the rate of exclusions from school.
- 1.3 To advise Members of the rate of attendance at school.
- 1.4 To provide a summary of judgements relating to the quality of Southend's schools.

### 2. Recommendation

- 2.1 That the report be noted.

### 3. Background

- 3.1 This is the second year of reporting outcomes measuring the impact of '**Improving Learning Together**', Southend's three year School Improvement Strategy.

The aims of the Strategy are that by July 2014, there will be:

1. An overall improvement against the following measures

- At least a score of 78 with 6+ in Communication, Language and Literacy Development (CLLD) and in Personal, Social and Emotional Development (PSED) for the Early Years Foundation Stage (EYFS)
  - At least 2 levels of progress from Key Stage 1 to Key Stage 2
  - At least 3 levels of progress from Key Stage 2 to Key Stage 4
2. No schools below the national floor standards (currently 60% Primary and 40% Secondary)
  3. Overall attainment of Southend's primary schools to be above the national average and in the top quartile of performance
  4. Overall attainment of Southend's secondary schools to be above the national average and in the top quartile of performance
  5. A three year trend of good progress from 2011 baselines for special school pupils
  6. A three year trend of good progress from 2011 baselines for PRU pupils which continues on re-entry to school and/or alternative provision
  7. A narrowing of the attainment gap for pupils at each key stage and particularly in the following groups:
    - Free School Meals
    - Looked After Children
    - SEN
  8. An increase in the proportion of schools judged as good and outstanding with no schools in an Ofsted category
  9. A school system which performs above the national average on all performance measures

An evaluation of the impact of the strategy was held in May 2012 and the following recommendations to amend the strategy were agreed:

- A Headteacher will agree with the School Support Partner (SSP) the school's self evaluation priorities based on the Ofsted criteria
- The Southend categorisation criteria is replaced by an expectation that Headteachers, in discussion with SSPs, will produce a self-evaluation summary profile based on Ofsted's judgement grades
- Remove the aim for 100% of Southend sixth form provision to be judged good or outstanding as sixth forms are no longer judged separately under the new Ofsted framework

In addition to these amendments the *Models of Support* section has been re-written to include support offered by National, Local and Specialist Leaders of Education and to recognise the partnership between the Local Authority and the Teaching School Alliance in delivering school-to-school support and fulfilling statutory school improvement duties. (Appendix 1)

#### 4. Other Options

None

#### 5. Reasons for Recommendations

- 5.1 This is an annual report on the academic progress of children and young people which is being monitored in accordance with '*Improving Learning Together.*' There are two more academic years within which to secure improvement. In noting the key findings, Members have the opportunity to endorse or challenge the strategy and in support further improvements as required to meet the stated

aims.

## **6. Southend's Results 2011-2012**

### **6.1 The Headlines**

6.1.1 More Reception children achieved 78 points or above in the Early Years foundation Stage than in previous years. The percentage of Reception children from deprived parts of the Borough, achieving six or more points in Communication, Language and Literacy at 46.6% was slightly lower than the previous year (49.6%). The percentage of Reception children from deprived parts of the Borough achieving six or more points in Personal, Social and Emotional Development was the same as for 2011 (70.7%). The percentage of Key Stage 2 pupils making two levels of progress was higher in 2012 than in any previous year in both English and mathematics. The percentage of Key Stage 4 pupils making three levels of progress in English was 68% in 2012 – 7% higher than in 2011 and in line with national figures. The percentage of Key Stage 4 pupils making three levels of progress in maths was 70% in 2012 – 19% higher than in 2011 and 1% higher than national.

6.1.2 In 2011 three primary schools were below the government floor target of 60% of pupils achieving Level 4 or above in English and mathematics and making two levels of progress from Key Stage 1 to Key Stage 2. In 2012 all three schools performed above the floor but a fourth school, due to cohort specific issues dipped below. In 2011 there were no secondary schools below the government floor target of 35% but in 2012 two schools dipped slightly below the new raised floor target of 40%

Pupils in Southend's special schools made good progress in comparison with 2011. School self-evaluation highlights priorities such as 'continuing to develop everyone's learning' (Kingsdown) and continuing to work in partnership with the Local Authority and local provision, (The St Christopher Academy School).

Pupils in Southend's PRU made good progress in comparison with 2011

6.1.3 As at December 2012, 64% of Southend's sixth forms were judged good or outstanding. From January 2012 (under the new Ofsted framework secondary school sixth forms will no longer be judged separately from the whole school.

6.1.4 The Free School Meal Gap narrowed at both Key Stages 1 and 2 but increased at Key Stage 4. The SEN Gap narrowed at both Key Stages 1 and 2; whilst it has also narrowed in mathematics and science at Key Stage 3 the gap in English is still above the 2010 level

6.1.5 At the end of the academic year 2011-2012, 33 out of 54 schools were judged good or outstanding in their most recent Ofsted inspection and 21 were judged satisfactory. This represents an improvement on the previous year when there were two schools in special measures and one school with a notice to improve.

6.1.6 87% of early years settings are judged good or outstanding exceeding the national average of 77% (as at December 2011). Having no schools in a category placed Southend amongst the top 20% of local authorities for 2011-

2012. Southend was the only Local Authority in the Eastern Region with no schools in a category.

## 6.2 Early Years Foundation Stage

	2008	2009	2010	2011	2012
% 78 pts+* across the foundation stage	70.6	75.9	75.8	79.1	79.6
% Good level of development**	49.6	54.9	53.3	57.8	58.3
% Gap between median & bottom 20%	31.1	32.9	30.2	29.0	29.1

\*78 points is the expected level of achievement for five year olds. It equates to 6 points in all 13 areas of learning.

\*\*Includes Personal, Social and Emotional Development and Communication, Language and Literacy Development.

These results reflect the continued efforts of early years' practitioners to ensure that the curriculum provided is of high quality, relevant and accessible. Targeted guidance, advice and training for childminders, nurseries and children's centres have contributed to the overall improvement in performance.

### Early Years Foundation Stage – Priority Actions for 2012-2013

The EYFS Profile is set to change and 2012 was the last year of reporting against the current framework. A key priority is to support settings and schools in the effective implementation of the new EYFS Profile and to develop accurate and consistent assessment practice. In addition, the second key priority is to continue to focus on raising the achievement of children living in the most deprived areas, especially in Communication, Language and Literacy.

### Year 1 Phonics Screening Check

2012 saw the introduction of the Year 1 Phonics Screening check. In Southend 52% of pupils met the expected level compared to a national figure of 58%. Feedback from schools and observations from LA staff during statutory monitoring visits highlighted that many able children had difficulties reading so called 'non-words', (i.e. groups of phonetically pronounceable sounds which do not make a 'real word' but can be spoken). In addition, children also substituted real words for non-words e.g. reading 'strom' as 'storm'.

### Phonics Screening Check – Priority Actions

Schools are advised to help children access the check through activities introducing them to 'non-words' in a way that helps them distinguish them from 'real words'.

## 6.3 Key Stage 1

### 2010

	Level 2+%		Level 2b+%		Level 3+%	
	ALL	FSM	ALL	FSM	ALL	FSM
Reading	86.9	77.8	75.2	61.0	32.8	19.5
Writing	81.9	71.5	64.0	47.1	15.2	6.3

<b>Maths</b>	90.8	85.0	76.1	65.8	26.9	14.1
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### 2011

	Level 2+%		Level 2b+%		Level 3+%	
	ALL	FSM	ALL	FSM	ALL	FSM
Reading	85.1	75.0	75.3	58.7	30.2	13.5
Writing	82.0	70.4	63.0	42.6	14.1	4.3
Maths	89.9	83.7	76.0	61.0	25.1	11.5

### 2012

	Level 2+%		Level 2b+%		Level 3+%	
	ALL	FSM	ALL	FSM	ALL	FSM
Reading	86.6	75.9	75.7	60.1	31.7	15.8
Writing	84.5	72.4	64.4	45.2	15.1	6.2
Maths	88.9	78.6	75.2	60.4	23.9	11.1

The performance of children eligible for free school meals has improved at all levels in reading and writing and the gap has narrowed at level 2b+ and level 3+ for reading, writing and maths. There has been a fall in the percentage of children achieving level 2 or above in mathematics.

### Key Stage 1 – Priority Actions for 2012-2013

- Ensure that schools are challenged over their use of the pupil premium to improve outcomes for children eligible for free school meals
- Further develop the teaching and learning of mathematics alongside accurate assessment practice

### 6.4 Key Stage 2

The percentage of pupils attaining level 4 in both English & Maths has increased by 2% in 2012. The percentage of children making at least 2 levels of progress has also risen to Southend's highest ever levels.

	2009	2010*	2011	2012
%L4+English and maths	71	n/a	74	76
% 2 levels+ progress in English	77	n/a	81	87
% 2 levels+ progress in maths	78	n/a	82	85

\*Some Southend schools boycotted the tests in 2010

Last year, three schools were below the government floor target of at least 60% achieving L4+ in English and maths and making 2 levels of progress in-line with national figures. This was in-line with the national average of 10%. All three schools made considerable improvements and were above floor target in 2012. This year one school has dipped below the floor.

### The performance of children eligible for Free School Meals

Attainment of FSM pupils achieving Level 4 and above has continued to improve and the Gap between these pupils and their peers has continued to narrow.

FSM L4+	2009	2010*	2011	2012
English	59.1	67.2	62.3	69.0
Maths	62.2	63.3	61.7	68.3
English & Maths	48.2	57.6	51.5	60.4

\*In 2010 some school boycotted tests

Progress levels for vulnerable groups, FSM and SEN pupils, improved from 2011. The percentage of FSM pupils making expected progress in each subject of English; Maths and Science was slightly below the national averages for similar pupils.

FSM 2 Levels Progress	2009	2010	2011	2012
English	69.6	78.2	76.5	85.0
Maths	68.3	73.5	80.2	80.0
Science	92.8	90.8	78.9	79.0

### The performance of children with special educational needs

Progress levels continue to improve for our SEN children from Key Stage 1 to Key Stage 2 and are only slightly below the National average. Work continues to be undertaken with individual schools to understand any significant gaps between genders and vulnerable groups and address any outstanding issues.

SEN 2 Levels progress	2009	2010	2011	2012
English	63.5	67.8	68.2	77.0
Maths	56.5	60.2	57.2	70.0
Science	90.7	88.1	65.7	71.0

### The performance of looked after children at all key stages

The table below shows the percentage of our LAC attaining expected levels from EYFSP to Key Stage 4 in 2012 against Southend and National averages for 2012. EYFSP results are not a percentage but the total average point score achieved across 6 areas of learning. The number of LAC at each Key Stage is very small therefore there is a lot of variance from year to year.

	EYFSP	Key Stage 1			Key Stage 2	Key Stage 4
	Total Average Points Score	L2B in Reading	L2B in Writing	L2B in Maths	L4+ Eng & Maths	5 A*-C GCSE at KS4 inc Eng & Maths
2011	70.7	33.3	0.0	33.3	87.5	11.8
2012	*Data suppressed	33.3	22.2	33.3	50.0	17.6
Southend All 2012	87.1	76.0	64.0	75.0	82.0	61.4

National All 2012	88.6	76.0	64.0	76.0	n/a	58.3
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\*cohort is less than 3.

In 2011/12 there was a cohort of 8 looked after children in Key Stage 2. 50% percent of the cohort reached Level 4 in English. Three of the four children who did not reach L4 made at least 2 levels of progress from their starting points at the end of KS1 (generally considered 'good' progress). The fourth child has moderate learning difficulties which resulted in smaller progress steps.

75% percent of the 2011/12 cohort reached Level 4 in maths. The two children who did not reach L4 have a Statement of SEN. One of them made 2 levels of progress from their starting point at KS1. The other has moderate learning difficulties which resulted in smaller progress steps

In 2011/12 there was a cohort of 17 looked after children in Key Stage 4. 17.6% of the cohort achieved 5 A\*-C GCSE's or equivalent. This was an improvement on the previous year and is likely to be better than the national average for looked after children. Two young people who were predicted to meet this threshold just missed grade C in English and may have been affected by grade boundary changes. (59% achieved 5+ GCSEs at A\*-C which is the best ever result on this measure).

## 6.5 Key Stage 4

The 5A\*-C GCSE with English and maths threshold was raised to 40% this year. Two schools fell below this raised threshold. 6 Out of 12 schools percentages on this measure fell but are still above the threshold. 2 schools did show an increase in the percentage of students reaching this threshold.

Overall Southend LA is still 2.1% above the national average, although there was a slight reduction from last year (some schools are appealing the English GCSE results following the changes in the C boundary in the summer exam).

The percentage of students gaining at least one A\*-C GCSE is 98.5% which compares with 98% in 2008 and has held around this percentage since that time. The average point score (points achieved from all exams) has continued to increase this year to 504.3 and is 24 points above national figures for Southend and has been steadily increasing over the past 5 years, with 9 out of 12 schools showing increases this year.

The percentage of students achieving a GCSE grade A\*-C in English and maths is about a percentage point above national figures for students in Southend schools. The percentage of students achieving 5A\*-A in GCSE is 8% above national figures and 10% above for those achieving 3A\*-A.

## 6.6 Exclusions

A decision to exclude a pupil is never taken lightly and only as a last resort. Fixed term exclusions are an integral part of most schools' behaviour policies and are often used as a reminder of the consequences of a breach of school rules. Many schools operate a zero tolerance policy for specific misdemeanours.

## Fixed Term Exclusions

Academic year	Primary	Secondary	Special	Total
2008/9*	111	635	49	800
2009/10*	113	1026	119	1260
2010/11*	97	1301	44	1440
2011/12**	82	876	21	979

\*DfE published statistics

\*\*It should be noted that the figures for 2011/12 are locally collected and remain provisional until the official DfE figures are published in February 2013

After a rise in 2010/11, 2011/12 is provisionally showing a reduction in fixed term exclusions. This reduction reflects the national picture of a downward trend. Of the 11 Primary schools reporting fixed term exclusions 82 incidences of exclusion resulted in a loss of 185 days. Analysis of the reasons for exclusion indicates that the majority were for physical assault against a pupil or an adult or for persistent disruptive behaviour. Many of these exclusions are for short periods with speedy reintegration. It should be noted that when a fixed period of exclusion is for longer than 5 days schools are required to provide full time education off site. In Secondary there is also a reduction in fixed term exclusions and the 876 incidences of exclusion resulted in 1922 days lost. 709 of these exclusions are attributable to 4 schools. Analysis of the reasons shows that schools have marked the category "other" as the top reason listed. This will be followed up with schools with guidance about the importance of the use of relevant categories so that schools can identify patterns of behaviour through their data. The other main reasons given were persistent disruptive behaviour, physical assault against a pupil and verbal abuse/ threats against an adult

## Permanent Exclusions

Academic year	Primary	Secondary	Special	Total
2008/9	0	7	0	7
2009/10	0	5	0	5
2010/11	0	4	0	4
2011/12	1	6	0	7

Permanent exclusions continue to be low in Southend indicating that there is a strong commitment by schools to inclusion and to finding alternative solutions to a Permanent exclusion. These strategies can include looking at different pathways and potential alternative education programmes as well as working in close partnership with the Renown Centre for Learning.

## Next steps

The Behaviour Support Service has been reviewed and a new offer of support for schools has been issued. All schools will be entitled to have a visit by a behaviour support teacher to discuss what support the school needs. This will include a review of policies and behaviour strategies in school and training for staff at all levels. The service will offer consultation about pupils with challenging behaviour



who may be at risk of permanent exclusion, or a pupil who has repeated fixed term exclusion. Schools will be encouraged to analyse their own data and consider trends and patterns, year groups, subjects etc and take follow up action to address the needs. Early identification and intervention is key to addressing issues before they escalate. Schools with particularly high levels of exclusion will be prioritised for support.

## 6.7 Absence from Southend Schools (2011-2012)

Parameter	Primary				Secondary			
	% Auth Absence	% Un/auth Absence	% Overall Absence	% PA	% Auth Absence	% Un/auth Absence	% Overall Absence	% PA
Southend	3.8	0.7	4.6	*	4.1	1.6	5.8	*
Statistical Neighbours	3.8	0.6	4.5	*	4.8	1.3	6.3	*
England	3.7	0.6	4.4	*	4.0	0.8	4.8	*

Data Source: DfE sfr07\_2012\_UD and sfr18\_2012\_UD

\*PA data was not reported in the DfE statistical first releases in this academic year

The absence rate has reduced from the previous year, in both the Primary and Secondary sectors. The Primary overall absence has reduced from 5.1% to 4.6%, which is in line with the improvements made Nationally and by our statistical neighbours. The Secondary sector shows a similar reduction from 6.4% in 2010/11 to 5.8% in 2011/12. However, the Secondary school National average has improved markedly over the 2011/12 academic year, which means that the Authority has a slightly higher absence than the National average. The Southend average Secondary absence is still lower than our statistical neighbour average. The DfE did not report any persistent absence data in the Spring statistical release, which means that no comparison can be made with last year.

## 7. Corporate Implications

### 7.1 Contribution to the Council's Vision and Corporate Priorities

This report provides evidence to show how Southend Council in partnership with Southend's early years settings and schools is continuing to improve outcomes for all children and young people especially those who are vulnerable. It also enables Members to consider and evaluate the impact of early intervention to address vulnerability and underperformance in schools.

### 7.2 Financial Implications

The improvements evidenced in this report have been achieved through strengthening efficiency within the service areas, greater integration of intervention and improved targeting of resources.

### 7.3 Legal Implications

The Local Authority has a statutory duty to address underperformance and provide for vulnerable children in order to improve their outcomes. This report provides evidence of the extent to which these duties are being fulfilled.

### 7.4 People Implications

None

7.5 Property Implications  
None

7.6 Consultation  
Not applicable

7.7 Equalities and Diversity Implications  
All equality and diversity requirements are addressed in partnership with schools. The standards attained by pupils from different socio-economic groups are assessed and evaluated. The data is shared with schools to review the impact of interventions at LA and school level in order for appropriate steps to be taken to address future needs.

7.8 Risk Assessment  
The key risks relate to quality and standards, i.e. that pupils' standards of achievement do not improve and that schools are not judged to be of sufficient quality to achieve a positive inspection outcome. The dual approaches of universal school risk management and targeted support and intervention for underperforming schools together with promoting school to school support underpin the Strategy and are proving to be effective in mitigating these risks.

7.9 Value for Money  
The service operates at approximately 50% of its 2010 level whilst achieving improved results.

7.8 Community Safety Implications  
Not applicable

7.10 Environmental Impact  
None

7. **Background Papers**  
*Improving Learning Together*, Southend's School Improvement Strategy 2011-2014

8. **Appendices**

8.1 Appendix 1 – revised *Improving Learning Together*, Southend's School Improvement Strategy

# **Improving Learning Together Southend-on-Sea's School Improvement Strategy**

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A three year plan for improving schools in  
partnership

September 2011 – July 2014

Revised May 2012

This document sets out the framework through which the Local Authority in partnership with schools will discharge its duties to address underperformance and ensure continuous improvement in all Southend's schools.

# IMPROVING LEARNING TOGETHER

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# IMPROVING LEARNING TOGETHER

## Introduction

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School Improvement is about making sure that high quality learning is pupils' consistent experience. Schools are responsible for school improvement and the LA Learning and Improvement Service, in partnership with other teams across Children and Learning, is the team that fulfils the Council's statutory school improvement duties. These are:

- to promote early action to tackle school underperformance so that it does not become entrenched and lead to formal school failure;
- to ensure that effective support and challenge is provided immediately when an unacceptable standard of education is identified, so that improvements can be made quickly;
- to secure decisive action if a school in special measures fails to make sufficient improvements, so that the education and life chances of pupils are protected.

Under the proposed 2011 Legislation, (The Education Bill), there is no intention to change these duties. However, there is an expectation that schools themselves will play a greater role in school improvement, with '*school to school support*' being the preferred model. A strong start has already been made to implement this model of school support and networking in partnership with the Southend Education Trust, (SET).

Since the implementation of **Improving Learning Together** (ILT), the Education Act has been passed with confirmation of the role of Local Authorities in promoting educational excellence.

ILT provides the Framework for this new partnership approach, designed to draw on the best of Southend School Practice in order to secure continuous improvement for all Southend's schools.



# IMPROVING LEARNING TOGETHER

## A Three Year Plan

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By July 2014 we aim to achieve:

1. an overall improvement against the following measures:
  - At least a score of 78 with 6+ in CLLD & PSED for the Early Years Foundation Stage (EYFS) – (to be reviewed following implementation of the new framework in 2012)
  - At least 2 levels of progress from KS1 to KS2
  - At least 3 levels of progress KS2 to KS4
2. no schools below the national floor standards
3. overall attainment of Southend's primary schools to above the national average and to top quartile performance
4. overall attainment of Southend's secondary schools to consistently above the national average and to top ten performance
5. a three year trend of good progress from 2011 baselines for special school pupils
6. a three year trend of good progress from 2011 baselines for PRU pupils, which continues on re-entry to school and/or alternative education
7. a narrowing of the attainment gap for pupils at each key stage and particularly in the following groups
  - Free School Meals
  - Looked After Children
  - SEN
8. an increase in the proportion of schools judged as good and outstanding with no schools in an Ofsted category
9. a school system which performs above the national average on all performance measures



# IMPROVING LEARNING TOGETHER

## Our Principles

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We use an evidence based approach, drawing on the school's self evaluation, the performance data and our knowledge of each school in order to identify which schools are underperforming and which are vulnerable.

We make use of the OfSTED framework to evaluate on each of the key judgements. This is a process designed to support not impede improvement.

We plan for improvement in an open and transparent way in partnership with headteachers and chairs of governors.

We re-evaluate all schools each term so that no school is left unsupported, and no school is evaluated inappropriately and improvements are acknowledged and celebrated.



# IMPROVING LEARNING TOGETHER

## Annual cycle of review, evaluation, support and challenge

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### Autumn Term

#### September: School Review Group Meeting 1

##### Main purpose:

To accurately assess each school's end of year performance, taking account of the school's Self Evaluation and performance data, using this information to grade the school for overall effectiveness and for each of the four judgements. To agree the main elements of a Raising Achievement Plan (RAP), for each school with a judgement of 3 or 4 for any of the four judgements.

#### October and November: School Visit 1

##### Visit focus: The Achievement of Pupils

##### Main purpose:

- Review of self evaluation
- Agree priorities
- Focus on the achievement of specific groups and/or cohorts
- Review progress against the targets set in the Raising Achievement Plan (RAP) where appropriate
- Gather information and assess any changes in relation to risk.

***Outcomes of SV1 for schools judged 3 or 4 for achievement to be reported to Children and Learning DMT in October and November. Summary report for all schools submitted to Children and Learning DMT in December and to the School Review Group in January.***

### Spring Term

#### January: School Review Group Meeting 2

##### Main purpose:

To accurately review risk in relation to schools with judgements of 3 or 4, taking account of progress reported against the targets set in the Raising Achievement Plan (RAP); to note any changes for schools with judgements of 1 or 2, recommending support where required and adjusting overall effectiveness judgement if deemed necessary.

*Cabinet Annual Report on School Standards and Quality - January*





# IMPROVING LEARNING TOGETHER

## **February and March School Visit 2 (for all maintained schools)**

### **Visit Focus: Review of self evaluation priorities**

#### Main purpose:

- For schools with judgements of 3 or 4, review progress against the targets set in the Raising Achievement Plan (RAP)
- For all schools, gathering information and assessing any changes in relation to risk.

***Outcomes of SV2 for schools with judgements of 3 or 4 reported to Children and Learning DMT in February and March. Summary report for all maintained schools submitted to Children and Learning DMT in April and to the School Review Group also in April.***

## **Summer Term**

### **April: School Review Group Meeting 3**

#### Main purpose:

To accurately review risk in relation to schools with judgements of 3 or 4, taking account of progress reported against the targets set in the Raising Achievement Plan (RAP); to note any changes for schools with judgements of 1 or 2, recommending support where required and adjusting overall effectiveness judgement if deemed necessary.

## **May and June School Visit 3 (for all maintained schools)**

### **Visit Focus: Review of self evaluation priorities**

#### Main purpose:

- For schools with judgements of 3 or 4, review progress against the targets set in the Raising Achievement Plan (RAP)
- For all schools, gathering information and assessing any changes in relation to risk.

***Outcomes of SV3 for schools with judgements of 3 or 4 reported to Children and Learning DMT in May and June. Summary report for all maintained schools submitted to Children and Learning DMT in July and to the School Review Group also in July.***

### **July: School Review Group Meeting 4**

#### Main purpose:

To accurately review risk in relation to schools in with judgements of 3 or 4, taking account of progress reported against the targets set in the Raising Achievement Plan (RAP); to note any charges for schools with judgements of 1 or 2, recommending support where required and adjusting overall effectiveness judgement if deemed necessary.

## **August: Analysis of results, preparation of School Data Profiles**



# IMPROVING LEARNING TOGETHER

## Dataset to inform the evaluation of schools

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### The Dataset will include:

- Ofsted Inspection outcomes
- Attainment
- Attendance
- EYFSP (where applicable)
- Progress for two and three levels at KS2 and KS4 respectively
- Attainment and progress of vulnerable groups – FSM, LAC, SEN

### The Data for each school will be compared with the performance of:

- All LA schools
- Those with similar contexts
- National

This data will then form an overall LA Profile which together with each school's self-evaluation will be used to support school performance review and overall effectiveness grade.



# IMPROVING LEARNING TOGETHER

## Self evaluation and judgement grading

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Of all the elements of **Improving Learning Together**, the section: Criteria for Categorisation, caused the most debate. It was easy to see why; no school fell neatly into a single category, the larger the school the greater the likelihood of 'shades of grey' when making judgements of different aspects such as the quality of teaching.

At the end of the first year of the implementation of Improving Learning Together an evaluation of the Criteria for Categorisation made the following findings:

- In some cases School Support Partners and Heads focussed too much on the categorisation detail resulting in too much discussion around categorisation
- In some cases the categorisation was not referred to at all
- Some Heads were unwilling to agree an overall categorisation
- The process was similar to the School Improvement Partner programme and in some cases was delivered in the same way

The judgements schools make through their own self-evaluation should be the starting point for this process. The judgement grading should then be used to facilitate discussion with the School Support Partner about where a school places itself and where appropriate to seek the evidence to substantiate this.

Schools are expected to self-evaluate to inform themselves about how well they are doing. The newly revised process will provide:

1. **External validation** of that self-evaluation from an experienced professional School Support Partner
2. An opportunity to **celebrate strengths** and use those areas of strength to further improvement in-house as well as for support to other schools
3. A **termly review of concerns and risks** for schools to act on and where appropriate for the Local Authority and other schools to work in partnership to address (as will automatically be the case with schools with judgements of 3 or 4)
4. **External termly audit** of each school's improvement journey
5. A strong indication of how each school will be judged through the **Ofsted inspection process**



# IMPROVING LEARNING TOGETHER

## School Support Partner Visit Template

Template to be used as a working document updated at each visit

### Part One: Development Plan priorities and impact of actions taken

<b>Priority One</b>	<b>Impact of action taken</b>
<b>Priority Two</b>	<b>Impact of action taken</b>
<b>Priority Three</b>	<b>Impact of action taken</b>
<b>Priority Four</b>	<b>Impact of action taken</b>

### Part Two: School Self-Evaluation Summary Profile

Grades: 1 is outstanding; 2 is good; 3 is satisfactory; 4 is inadequate	Grade
<b>Overall effectiveness</b>	
Achievement of pupils at the school	
Quality of teaching in the school	
Behaviour and safety of pupils at the school	
Quality of leadership in and management of the school	

When grading judgements consider if the following characteristics are present:

- New and/or inexperienced headteacher
- Significant staff changes at senior level
- Budget deficit
- Falling roll over a period of three years
- Building(s) in poor condition
- Performance has only recently shown improvement



# IMPROVING LEARNING TOGETHER

## Models of Support

JUDGEMENT STRAND	TEAM DEPLOYING SUPPORT	DETAIL OF SUPPORT
<b>Achievement of Pupils at the School</b>	Learning and Improvement	Learning and Improvement Advisers Learning and Improvement Advisory Teachers SLE (support of middle leaders) SSP AST School to School Support Partner School
<b>Quality of Teaching at the School</b>	Learning and Improvement	Learning and Improvement Advisers Learning and Improvement Advisory Teachers SLE (support of middle leaders) SSP AST School to School Support Partner School
<b>Behaviour and Safety of Pupils at the School</b>	Integrated Locality Services  Inclusion Services	Early Intervention (CAF) Child and Family Early Intervention Team (Attendance)  SSP  Behaviour Support Team Renown School to School Support Partner School
<b>Quality of Leadership and Management of the School</b>	Learning and Improvement	NLE/LLE/SLE Learning and Improvement Advisers SSP Governor Services Federation School to School Support Partner School

**NB:**

- Clear objectives and actions for improvement need to be within self evaluation for areas judged as 3
- A Raising Achievement Plan (RAP) should be developed for areas judged as 4
- The RAP may be separate or presented as part of the School Development Plan
- A four weekly School/LA progress meeting should be held to review the RAP



# IMPROVING LEARNING TOGETHER

## Consideration of Structural Solutions

Our approach to the consideration of structural solutions is underpinned by our principles of:

- An evidence based approach
- Support for improvement
- Openness and transparency
- Continuous review

Structural solutions are considered as a matter of course for both vulnerable and underperforming schools. Building on our successful track record of implementing structural solutions, we have devised a framework within which dialogue takes place.

Structural solutions	Factors to consider
Securing improvement through formal school to school partnership agreement	<ul style="list-style-type: none"> <li>• Identification of partner school</li> <li>• Appointment of executive headteacher (headteacher of partner school)</li> <li>• Clarification and agreement of activities supported by the partnership</li> <li>• Roles and responsibilities for the RAP</li> <li>• Clarification of accountabilities in respect of each school's governing body</li> </ul>
Securing improvement through a hard federation	<ul style="list-style-type: none"> <li>• Identification of federation partner</li> <li>• Appointment of executive headteacher (headteacher of partner school)</li> <li>• Clarification and agreement of activities supported through the federation</li> <li>• Roles and responsibilities for the RAP</li> <li>• Management and oversight of the legal process for federation</li> </ul>
Securing improvement through conversion to Trust or Academy status	<ul style="list-style-type: none"> <li>• Identification of Trust partners or Academy sponsor</li> <li>• Confirmation of existing leadership or appointment of executive headteacher</li> <li>• Clarification and agreement of aims and objectives of proposed new status</li> <li>• Roles and responsibilities for the</li> </ul>



# IMPROVING LEARNING TOGETHER

	<p>RAP</p> <ul style="list-style-type: none"><li>• Clarification of accountabilities for governance</li><li>• Management and oversight of legal processes for conversion</li></ul>
Invoking the power to establish an Interim Executive Board (IEB)	<ul style="list-style-type: none"><li>• Evaluation of overall effectiveness of school's governing body (including external verification)</li><li>• Management and oversight of legal process for removal of governing body and transfer of accountable body status to the LA</li></ul>

## Sustainable Solutions

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We are committed to finding sustainable solutions to securing school improvement and we are achieving this through the following approaches.

Working in collaboration with the South Essex Teaching School Alliance, we are:

- building a culture of zero tolerance for long held assumptions linking social disadvantage with underachievement
- brokering school to school collaboration wherever and whenever possible
- building headteacher skills and expertise through positive engagement with the LLE and NLE programmes
- promoting and supporting partnerships across phases and geographical localities
- delivering a thriving NQT programme and good track record for recruitment and retention of strong senior school leaders
- committed to the use of data to inform school improvement conversations achieving comparator information locally and nationally



# IMPROVING LEARNING TOGETHER

## Different Players, Complementary Roles

### The responsibilities of different partnership groups

1. School Review Group
2. Southend Secondary Headteachers' Association
3. Southend Primary Headteachers' Association
4. Southend Special School Headteachers' Group
5. Local Leaders of Education

#### **School Review Group**

##### Responsibilities

- Progress review of all schools
- Risk assessment for all schools
- Accurately assessing the performance of all schools
- In-depth assessment of the performance of vulnerable and underperforming schools with reference to their Raising Achievement Plans (RAPs)

#### **Southend Secondary Headteachers' Association (SOSHA)**

##### Responsibilities

- Consideration of the performance of all Southend Secondary Schools
- Support for individual and common areas for development across all schools
- Contribute to support for vulnerable and underperforming schools in relation to their Raising Achievement Plans (RAPs)
- Responding to local and national consultation requests on matters relating to school improvement

#### **Southend Primary Headteachers' Association (SOPHA)**

##### Responsibilities

- Consideration of the performance of all Southend Primary Schools
- Support for individual and common areas for development across all schools
- Contribute to support for vulnerable and underperforming schools in relation to their Raising Achievement Plans (RAPs)
- Responding to local and national consultation requests on matters relating to school improvement

#### **Southend Special School Headteachers' Group (SSSHG)**

##### Responsibilities





# IMPROVING LEARNING TOGETHER

- Consideration of the performance of all Southend Special Schools
- Support for individual and common areas for development across all schools
- Contribute to support for vulnerable and underperforming schools in relation to their Raising Achievement Plans (RAPs)
- Responding to local and national consultation requests on matters relating to school improvement

## **Local Leaders of Education (LLEs)**

### Responsibilities

- Support for all headteachers to assist in securing improvement or in developing a fresh perspective on issues presenting considerable challenge
- Contribute to the support for the headteachers of vulnerable and underperforming schools in relation to their Raising Achievement Plans (RAPs)
- As NCSL Professional Partners mentoring for new headteachers to assist during the transition period



