

**HAMPSHIRE COUNTY COUNCIL****Report**

<b>Committee:</b>	Children and Young People's Select Committee
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<b>Report From:</b>	Director of Children's Services

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## 1. Purpose of Report

- 1.1. The purpose of this paper is to provide more detailed information about the performance of Hampshire children and of Hampshire schools at Key Stage Two. Hampshire primary education is a success story and schools continue to improve despite national concerns about stalled progress at eleven and a push towards academisation in the belief that this will kick-start improvement. This report analyses performance information which is in addition to published measures in an attempt to throw light on the reasons for the success of Hampshire schools.

## 2. Performance and context

### 2.1 What is being measured?

Statistical measures which allow national comparisons to be made have become increasingly sophisticated and are now used at various points to assess the attainment and progress of pupils and are also used to judge the performance of schools. At Key Stage Two (KS2) the measure used is the attainment of Level 4 or better in both English and mathematics since this is regarded as an indication of a child's ability to access the secondary school curriculum without the need for additional support. Because pupils begin their KS2 curriculum at the age of seven, having already completed the Early Years Foundation Stage and Key Stage One, a measure of progress is now included alongside the measure of attainment to allow schools to assess their effectiveness from the start to the finish of the Key

Stage. Pupils are expected to make two levels of progress (2LP) across the Key Stage, i.e. between the ages of 7 and 11.

## 2.2 The performance of Hampshire schools 2009 to 2012

The following tables show KS2 performance in Hampshire against national averages for the last four years :-

**Table 1**

Year	% L4+ Eng	% L4+ Ma	% L4+ E&M	% Nat Ave	% 2LP Eng	% 2LP Ma
2012	87	87	82	79	87	88
2011	84	83	77	74	83	83
2010	82	82	76	73	84	84
2009	82	81	75	72	82	82

**Table 2**

Year	% L5+ Eng	% L5+ Ma	% L5+ E&M	% Nat Ave
2012	41	45	31	27
2011	33	38	24	21
2010	35	38	25	23
2009	32	37	23	20

The most significant thing about the performance shown in the tables above is that, although there have been steady improvements in both English and mathematics performance over the period, the increase in the percentage of pupils who have achieved L4 in both English and mathematics has shown a far more significant increase in 2012. This is also true for those achieving L5 in both English and mathematics

## 2.3 The concerns of Government

In addition to the national focus on English and maths, the effectiveness of schools in ensuring pupils achieve, regardless of their background, has resulted in the introduction of a national “Floor Standard” as a measure of school effectiveness. For schools at the end of KS2 this Floor has risen from 55% of pupils reaching L4+ in English and maths to 60% reaching that standard and the Floor is set to rise to 65% in 2013. A school is, however, considered to be above this Floor Standard if its pupils make above the national median for progress (2011 92% 2 levels progress in English and 90% 2 levels of progress in mathematics), even if attainment falls below the expected percentage. A school which fails to get sufficient of its pupils to the required standard becomes the focus of Department for Education (DfE) interest and local authority intervention. If improvement cannot be made quickly enough, schools can be forced to accept an academy sponsor or face closure.

In Hampshire, the number of KS2 schools below the floor since 2009 is as follows:

**Table 3**

Year	2009 (55%)	2010 (55%)	2011 (60%)	2012 (60%)
Number of schools	35	27	31 (3) <sup>1</sup>	10 (5) <sup>1</sup>

(n)<sup>1</sup> number where greater than median progress took school above the floor

Clearly, from the data in tables 1 and 2 both in terms of raw attainment and reducing the number of schools which fall below floor standards, significant gains have been made in Hampshire in 2012. In order to explore further what lies behind this improvement, some additional data needs to be considered.

#### 2.4 Other measures of success

Despite pockets of real deprivation, taken as a whole, Hampshire and the South East is a relatively affluent region. The challenges connected with poverty which affect individual families and some schools in Hampshire tend to be lost in the overall picture of a county which educates 2% of the nation's children. It is to be expected that children, and therefore schools, in Hampshire and across our region will perform better than national averages. Therefore, in addition to the measures which concern government, Hampshire needs to compare itself to its neighbours and to look at the performance of the best schools and authorities. The following table shows the percentage of Hampshire schools which have achieved 80% L4+ in English and mathematics from 2009 to 2012 and the comparison with other authorities in the South East region.

**Table 4**

L4+ E & M	2009	2010	2011	2012	SE Ave 2012
Num 80%+	140	130	152	198	N/A
Perc 80%+	46%	43%	50%	66%	57%

In addition to the above, 45% of Hampshire schools improved their L4+ English and maths outcome by more than 5% (percentage points) between 2011 and 2012 and 28% improved on that measure by 10%. Although some schools did decline during this period, that number is small in comparison to those which improved or improved substantially.

#### 2.5 Closing the gap

The achievement of those pupils in relative poverty, as measured by eligibility for free school meals (FSM) is considerably lower than those pupils who are not eligible. There has been a focus on trying to close that gap. The Hampshire Children's and Young Peoples Plan (CYPP) makes it clear that this is a priority for the local authority since an increase in achievement for this group means their chance of breaking out of the

poverty cycle is also increased. Over the past few years there has been an increase in achievement in Hampshire for both for non FSM and FSM pupils and the gap has narrowed from 29% to 23%. Whilst this gap remains higher than national, the downward trend is as a result of the significant improvement for “all children” being exceeded by an even more significant improvement being made by children on FSM. This trend is unfortunately not continued into secondary schools where the FSM gap at both KS3 and KS4 shows an increasing trend.

**Table 5**

<b>% L4+ EM</b>	<b>2009</b>	<b>2010</b>	<b>2011</b>	<b>2012</b>	<b>National 2012</b>
<b>FSM</b>	<b>48</b>	<b>51</b>	<b>55</b>	<b>61</b>	<b>65</b>
<b>Non FSM</b>	<b>77</b>	<b>78</b>	<b>79</b>	<b>84</b>	<b>82</b>
<b>Gap</b>	<b>29</b>	<b>27</b>	<b>24</b>	<b>23</b>	<b>17</b>

### **3 Accounting for the Improvement**

#### **3.1 National influences**

The performance of children in English and mathematics has been a national priority under the last three governments with the introduction of a National Curriculum, standardised testing and “league tables.” These measures have ensured that every school focuses on the key skills that pupils need to progress and have allowed governments, local authorities and, most significantly, the public, to judge the effectiveness of schools against a national standard. Alongside this scrutiny, a number of national programmes have also been put in place to improve the quality of teaching and assessment and support children who fall behind. The most successful of these programmes for primary aged children has been 1-1 tuition which not only brought about measurable gains for all children at KS2 but actually began to close the gap between the attainment of all children and those in relative poverty as measured by the take up of free school meals (FSM).

It is a particular facet of education in the UK that when such national programmes are effective and children do better, the assumption is that testing must be at fault and that children cannot really be better educated than their parents. We find it easy to believe that better training, nutrition and fitness make athletes stronger and faster than they were twenty years ago but cannot believe that better teaching, greater accountability and improved national health make children learn better. This seems perverse, particularly when empirical studies of international IQ data show conclusively that children are more intelligent than their parents’ generation. In his study of IQ tests for different populations over the last sixty years, James. R. Flynn<sup>1</sup> discovered that IQ scores increased from one

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<sup>1</sup> Flynn J.R. (1987) “Massive IQ gains in 14 nations: What IQ tests really measure.”

generation to the next in **all** countries for which data existed (Flynn 1987). In general, countries have seen generational increases between 5 and 25 points and high IQ societies, such as MENSA, reflect this with an annual recalibration of the top 2% in terms of IQ.

In the latter years of the last government and the first three years of this one, a more punitive approach has been taken to those schools which do not improve quickly enough and to those local authorities which do not take seriously their responsibilities in regard to school improvement. There has also been a real focus on improving school leadership in recognition of the impact of good leadership on pupil outcomes. In the light of all of the above, it is not unreasonable to expect that national gains would be made and that the attainment of children at KS2 (and, indeed other Key Stages) would improve. The question is, ***what has happened in Hampshire to add extra value to the national improvement so that our children not only do better than children nationally but improve more rapidly?***

### 3.2 **Local Authority action**

In Hampshire, the role of the local authority as “The Champion of Children and Parents,” is one which is taken seriously and the County Council has retained a substantial School Improvement Service in order to carry out this function on its behalf. The service monitors the performance of all schools and, through locally managed teams, deploys staff to intervene in proportion to the level of need. Schools which fall below required standards, or are in danger of doing so, are subject to far more intensive and focussed statutory intervention than schools which perform well and the impact of that intervention is reported to the elected members of the County Council as the accountable body for the outcomes achieved by children and young people in Hampshire.

In addition to statutory intervention in schools causing concern, Hampshire maintains a varied and responsive sold service which schools can purchase to support their own improvement. In the free-market which has developed for school improvement services over the last two decades, it is a measure of the regard in which Hampshire’s sold service is held that it is still the first choice for the majority of the county’s primary schools. The effectiveness of the service depends on the quality and professionalism of its staff so that they can intervene decisively in schools which are not performing well but also add significant value to the thinking and practice of successful schools which chose to purchase the service.

The six case studies in **Appendix B** detail particularly effective programmes of intervention in Hampshire schools during 2011/2012.

In the academic year 2011/2012 almost all Hampshire primary schools benefitted from work, both statutory and purchased, with the inspection and advisory service. Table 5 shows that the intensive support to schools below the floor had a proportionate impact upon their improvement but also that the high performing schools which made the biggest average

improvement during the academic year were those which had chosen to purchase additional school improvement support.

### 3.3 The deployment of school improvement staff 2011/2012

**Table 6**

	<b>All Hampshire KS2 Schools</b>	<b>Schools Below Floor in 2011</b>	<b>Schools improved by ≥ 20%</b>
<b>Num of days</b>	3,354 (301 schools)	661.3 (31 schools)	384.4 (29 schools)
<b>Ave per sch</b>	11.1 days	21.3 days	13.2 days

- Schools below the floor received nearly twice the average number of days of HIAS support during 2011/2012 and made an average of 20% improvement, four times the county average of 5%.
- Those schools not below the floor which made the greatest improvements in the percentage of pupils achieving L4 in both English and mathematics purchased, on average 2.1 days of additional HIAS time in 2011/2012.

The Children and Young People's Plan (CYPP) with its overt focus on the achievements of all children but its specific focus on the outcomes for vulnerable groups and the need to improve the lot of those in relative poverty is the document which underpins the deployment of school improvement services. It is a relatively unusual feature of Hampshire that this focus is known and shared by schools, colleges and early years settings in the county and that there is the perception of a shared vision and priorities by the authority and providers. This message is carried by local teams into every school and provider and, to a varying degree, is reflected in the individual missions of all, even those which elect to become academies. Schools in Hampshire feel accountable for how well children do, especially the vulnerable, and so does the local authority.

### 3.4 The Hampshire Teaching and Leadership College - professional development opportunities

The Hampshire Teaching and Leadership College (HTLC) organises a range of professional development opportunities delivered by School Improvement staff. Last year there were over 900 courses. These include annual conferences, network meetings and courses for specific topics. In 2011/12 on average each KS2 teacher attended just over one and a half days professional development through HTLC. This service is highly valued by schools, feedback is very positive and is a cost effective way of ensuring continued professional development.

### 3.5 Mathematics

Over the past few years the percentage of pupils achieving Level 4 and above in mathematics has increased year on year as shown in the following table:-

**Table 7**

<b>Maths</b>	<b>2009</b>	<b>2010</b>	<b>2011</b>	<b>2012*</b>	<b>National 2012*</b>
<b>%L4+</b>	81	82	83	87	84
<b>%L5+</b>	37	38	38	45	38

### 3.6 **In school support (mathematics)**

The HIAS mathematics team has provided approximately one third of KS2 schools (primary and junior) with individual in-school support. Of the 22 schools which achieved a percentage increase L4+ greater than 20% in mathematics 68% were supported by the HIAS mathematics team.

### 3.7 **Primary core provision subscription (mathematics)**

Subscription entitles each school to attendance at three half-day network meetings and a whole day annual conference. The subject leader attends all four events and the HT is invited to attend the conference. The maths team operates at least one network group in all eight districts, with most having two groups. Three quarters of primary and junior schools subscribe to core provision.

Of the 22 schools which achieved a percentage increase L4+ greater than 20% in mathematics, 73% were supported by the HIAS mathematics team as were 82% of schools achieving between a 10 and 20 percent improvement but only 69% of those with declining results bought in to the support.

### 3.8 **English**

The following table shows the year on year improvement in the percentage of Hampshire pupils attaining L4+ in English:-

**Table 9**

<b>English</b>	<b>2009</b>	<b>2010</b>	<b>2011</b>	<b>2012*</b>	<b>National 2012*</b>
<b>%L4+</b>	82	82	84	87	85
<b>%L5+</b>	32	35	33	41	38

Approximately a third of primary/junior schools have had English support during 2011/12. 58% of the schools which had a positive percentage increase in English attainment have had detailed support from the HIAS English team.

### 3.9 **Close Support (English)**

The number of days of support ranges from 2 through to 9 and is allocated by the district manager according to need. Many of the schools have

received tailored support for a number of years. Main activities which make up close support are:

- Developing the role of the subject coordinator
- Planning for teaching English according to needs of the pupils
- Leading CPD (twilights or whole/part days) in a range of reading and writing activities
- Developing guided reading and writing
- Assessment for learning
- Moderation of writing (this has also been a large part of MP work to support TA in writing)
- Subject knowledge
- Pupil progress meetings (identifying next steps in learning and supporting teachers to identify pedagogy and resources to achieve them)

### 3.10 **Network groups (core provision : English)**

Approximately 50% of schools take up Core Provision in English which consists of five half day sessions per year; 1 session is open to the headteacher in addition to the coordinator. All sessions follow a similar pattern of national and local updates and always include a bespoke element requested by the coordinators. They focus on high impact measures and, whilst lead led by team members, they encourage a 'sharing' culture and coordinators share expertise and resources.

In addition, project work and bespoke courses e.g. Creating Writers, Knowledge about language are offered as required. This is a relatively new way of working (last 3 years) and is very much bespoke for districts, clusters or school groups. They are written by the English team to link into government developments and initiatives e.g. developing boys as writers; improving grammar knowledge; helping teachers to teach writing etc. Costs are shared between schools, but they are also part -funded by district managers for schools requiring close support.

## 4 **Conclusions – factors in KS2 success**

The case studies in Appendix B and information from schools and LA officers suggest certain activity on the part of schools and the LA contribute to school success at KS2. Without further investigation it isn't possible to draw conclusions about the relative importance of these factors but it is logical to assume that they are most effective when they work as a holistic approach to school improvement.

### 4.1 **School factors**

There are a number of factors which are characteristic of the way in which Hampshire's successful primary and junior schools manage teaching, learning and progress. Whilst not all of these are present in successful

schools, both Ofsted and LA officers have identified the following common features:-

- High quality self-evaluation and analysis of trends in order to prioritise and drive through improvement.
- Close liaison with the LA to make best use of challenge and support in tackling identified issues and energetic follow-up of external interventions to embed changes in practice.
- Working in partnership with other schools is characterised by a small number of focussed and time-limited actions with clear criteria for success.
- A clear focus on quality teaching with good, personalised professional development and a robust approach to tackling underperformance.
- An understanding of the importance of leadership and investment in leadership development including for the headteacher.
- Engagement of the governing body in the business of the school and its attainment priorities.
- Access to high quality training and development for all staff.

#### 4.2 **Local Authority factors**

Hampshire has retained a professional school improvement service which is highly valued by primary phase schools. This has enabled the LA to work effectively with all schools and to focus greatest effort where detailed local knowledge as well as a full and extensive data-set shows that effort is most needed. The intervention which has the most impact has the following characteristics:

- High quality English and mathematics support
- Effective monitoring of the performance of all schools over time to enable focussed intervention according to need.
- Early and decisive intervention in underperformance without the need to establish legitimacy.
- A sound working relationship with headteachers and chairs of governors built-up over many years.
- Credibility and professionalism when providing challenge and support and a reputation for proportionality.
- The ability to call upon high quality staff to deploy into schools at short notice.
- The ability to co-ordinate support from different agencies so that the school does not lose focus and the mandate to refuse support on behalf of the school when it is unhelpful..
- A sense of accountability for school and pupil performance.

### **5 Financial Implications**

5.1 There are no financial implications arising from this report beyond those already explored in the report entitled "Accountability in the School

system,” which was approved by CSDMT and subsequently by the executive Lead Member on 26 September 2012.

**6 Personnel Implications**

6.1 There are no personnel implications arising from this report

**7 Legal Implications**

7.1 There are no legal implications arising from this report

**8 Learning and Development Implications**

8.1 There are considerable learning and development implications arising from this report since the factors which bring about system improvement are the subject of both local and national interest. It is demonstrable that, in Hampshire at least, well-informed local authority teams able to co-ordinate activity and deploy tailored support to schools has a measurable impact.

**CORPORATE OR LEGAL INFORMATION:****Links to the Corporate Strategy**

<b>Hampshire safer and more secure for all:</b>	no
Corporate Improvement plan link number (if appropriate):	
<b>Maximising well-being:</b>	yes
Corporate Improvement plan link number (if appropriate):	
<b>Enhancing our quality of place:</b>	no

**IMPACT ASSESSMENTS:****1. Equalities Impact Assessment:**

1.1. No Equalities Impact Assessment has been completed for this report

**2. Impact on Crime and Disorder:**

2.1. Better educational outcomes have a long-term positive affect on crime and disorder.

**3. Climate Change:**

- a) How does what is being proposed impact on our carbon footprint / energy consumption? N/A
- b) How does what is being proposed consider the need to adapt to climate change, and be resilient to its longer term impacts? N/A

## CASE STUDIES

The six case studies described in this appendix provide detail about the school improvement over the last year

### Case Study 1

Case Study 1	2009	2010	2011	2012
% L4+ maths	74	100	74	100
% L4+ English	86	100	68	95
% L4+ En & ma	74	100	61	95

LA commissioned a monitoring visit which resulted in a clear identification of issues and re-categorisation of the school (Spring 11)

LA attended GB meeting to share concerns about the school.

The GB appointed a National Leader for Education (NLE) as interim HT until the end of 2011/12 with the federation working in collaboration with the NLE's school. This arrangement has subsequently been extended to the end of 2012/13.

LA support 11 / 12 consisted of:

- PPI monitoring alongside the acting HT of both schools, supporting clear identification of issues and holding the school to account for progress
- Leadership support for the acting HTs to develop federation systems for assessment, tracking and improving pupil progress
- Work with the NLE to monitor the impact of the collaboration on the quality of teaching and learning
- Support in preparing for imminent Ofsted inspection
- **District provision** – group of outstanding HTs alongside the NLE, PPI and district manager evaluated the progress the school has made and next steps.
- **District Provision** – school took part in attendance club to support schools with low attendance
- DM meeting to discuss leadership development of Head of school

Subject support was given by the mathematics team.

In order to meet the needs of the school, and the NLE in particular, it has been important that the HIAS staff work flexibly to ensure appropriate support is given.

The improvement in end of KS2 outcomes are the result of a range of contributory factors:

- Re-defined role of the DHT to Head of Teaching and Learning and therefore a clearer focus on securing improved outcomes
- New LLP who is also PPI and therefore better placed to co-ordinate LA support
- Re-categorisation and more clearly identified issues for the school and the NLE to address
- Clearer lines of accountability and expectations both from the governors and from the LA
- Appointment of NLE

### Case Study 2

Case Study 2	2009	2010	2011	2012
% L4+ maths	63	59	68	93
% L4+ English	79	76	65	93
% L4+ En & ma	63	41	52	93

This school has been a high priority school of concern. The LA support and actions reflect this with heavy LA input and a number of accountability measures.

LA support and impact:

- Strategy group to hold the school to account and co-ordinate the high level of LA support effectively
- Regular - half termly meetings between the DM and both the HT and CoG to hold to account for progress and receive updates on pupil progress and attainment
- DM attending GB meetings to discuss the concerns about the school and ensure the GB understand and fulfil their accountability role. DM also discussed leadership options including federation with the GB.
- Mathematics support focused on securing progression.
- English consultant support has been particularly effective in coaching the Year 6 teacher to accurately identify and address weaknesses in pupils writing with the result that these pupils have made significantly accelerated progress. The Year 6 teacher is also now skilled in securing this progress herself.
- Regular meetings between the PPI and DM to discuss the strategies for securing school improvement and adapt plans
- Tailored support from the PPI which led to the HT considering her position and applying for an alternative job
- Staffing support including seconding a teacher to cover a maternity leave and finding a skilled interim headteacher for next term.

This school has also received a high level of personnel and financial management support

### Case Study 3

Case Study 3	2009	2010	2011	2012
% L4+ maths	63	67	64	92
% L4+ English	81	80	86	83
% L4+ En & ma	56	60	57	83

LA attended GB visit to share concerns about the school and advise the GB on action they should take.

### LA support includes

- Governor services – to develop the understanding of the GB monitoring role and ensure the school leadership was being held to account effectively

- PPI monitoring alongside the HT to ensure issues are clearly identified and addressed as well as to judge progress
- PPI leadership support and preparation for Ofsted
- District Provision - middle leadership training for the KS1 leader
- Maths support for the maths manager, focused on identifying issues and ensuring pupils falling behind make accelerated progress
- First Class Number training for Y3/4 teacher and LSA
- EYFS support to improve the quality of teaching for the recently qualified teacher in Year R
- District provision, training the HT to analyse and improve teaching and learning from satisfactory to good through paired observations in other schools supported by a PPI
- ISP programme and termly RAPs

### Impact

- HT now sees through and addresses difficult issues and is more effectively challenged by the GB.
- School now driving improvement themselves
- There is evidence of improved teaching and learning in mathematics in the lower juniors as a consequence of the First Class Number training and the support that the maths manager has received from the maths team.
- Improved end of key stage outcomes and progress through the school

### Case Study 4

Case Study 4	2009	2010	2011	2012
% L4+ maths	57	69	81	86
% L4+ English	70	66	67	86
% L4+ En & ma	51	62	56	81

School's capacity issues were prompted by long term sickness (over two years) of DH/English manager/Y6 teacher. Overwhelmed senior leaders and inexperienced middle leaders, exacerbated by inconsistent or inexperienced teachers in key stage 2, led to school falling below floor standards in 2011. School beset by falling numbers, limited budget at risk of deficit and inability to recruit high quality staff. Governor and parental dissatisfaction and poorly managed inclusion issues surrounding a highly vulnerable cohort of children in year 3 creating volatile and turbulent environment.

DM meeting with HT and Chair of Governors led to identification of a range of interventions and support to prompt rapid improvement despite high vulnerability of school:

- Strengthened involvement of education personnel to prompt urgent resolution of long standing senior staff issue
- Additional governance provided through brokering experienced school improvement officer (retired) onto governing body
- Inclusion team provided support for school to introduce range of appropriate strategies to stabilize vulnerable cohort and minimise impact on lost leadership time
- Experienced secondary school secondment used to add management capacity

- Primary Phase Inspector time increased to strengthen strategic planning to improve attainment of pupils support improvements to quality of teaching and hold school to account
- Direct intervention from subject inspectors and consultants in English and mathematics with inexperienced subject leaders to ensure focus on pedagogic improvements
- Training for teachers and teaching assistants to improve use of assessment, teaching of writing
- Work sampling and curriculum coaching from subject inspectors and consultants
- County funded Advanced Skills Teacher used to provide coaching to improve quality of teaching in Key Stage 2
- DM and PPI in regular contact with HT to ensure that school remained focused on school improvement strategy

### Impact

- Behaviour strategies employed successfully and external support for vulnerable children have created more purposeful learning environment and happier staff and parents
- Quality of teaching improved, especially in Key Stage 2, although support still needed to embed improvements
- Governance improved under new chair of governors. High quality appointment made to Headship vacancy arising out of decision to retire taken by existing HT, (starts September 2012)
- High standards and good progress achieved in all key stages in both English and mathematics in 2012

### Case Study 5

Case Study 5	2009	2010	2011	2012
% L4+ maths	45	59	57	77
% L4+ English	42	46	70	66
% L4+ En & ma	24	32	48	57

The schools serve a community with very high levels of deprivation. Following the appointment of the new Executive Head teacher in June 2011 the LA in partnership with the school continued its relentless pursuit of improving the outcomes for the pupils attending the school through the structural reform created by the federation. The federation had improved outcomes at the end of KS2 in the summer term 2011 but were still below floor targets and the aim for the new Executive HT and LA was to attain the floor targets in the summer term 2012. As an integral part of this driver for improvement there was an essential prerequisite in ensuring that the quality of teaching and learning was being improved across all year groups as quickly as possible.

DM meeting with Executive HT, CoG and PPI/LLP to develop a cohesive plan of action to ensure that a rigorous and robust model for school improvement was adopted from the outset and to build upon the successes already achieved.

- English and Maths teams to support and challenge in conjunction with the SLT bespoke intervention programmes for pupils in Year 6 so that they were on track to achieve L4+ on a half termly basis through Pupil Progress meetings.

- PPI/LLP to support and challenge SLT in ensuring that there were clear roles and responsibilities for the Heads of School and subject leaders so that the capacity of the federation was enhanced.
- Develop a collaborative model of working between the two schools specifically in English and maths in the first instance. Professional development facilitated by English/maths Inspectors and consultants.
- Regular monitoring of teaching and learning across the federation by the SLT and PPI so ensure that a clear baseline was created and a relevant CPD schedule was set up for teachers who needed to improve their practice. This included support from the English and maths teams and a county funded AST.
- Where under performance continued a rigorous and robust approach to addressing this with the support of education personnel was adopted.
- Subject leaders professionally supported to ensure that there is continuity of progression in each year group through highly effective AfL within each classroom.
- Inclusion team provided support for school to introduce a range of appropriate strategies to stabilize vulnerable children and families from a proactive rather than reactive perspective. This included additional Educational Psychology time to develop workable plans in ensuring that there was better engagement with the children and families.
- Strategic engagement with Children and Families branch in reviewing how things could be done differently to ensure that children were given the best possible start to their learning journey.
- Termly Strategy Group meetings continued to meet where Executive HT, Heads of school and CoG were accountable to DM on a termly basis who fed back impact/outcomes of developments to the Area Director.

### **Impact**

- 57% of children attained a L4+ in both English and mathematics which was a major achievement taking into account the context of the cohort
- Behaviour strategies employed successfully and external support for vulnerable children and families have created a more purposeful learning environment. There has been a radical cultural shift since the appointment of the Executive Head teacher which has empowered staff in becoming more effective practitioners and there has been a groundswell of better engagement with parents so that they are beginning to become partners in their children's learning.
- The quality of teaching and learning has been improved over the past year across the federation but there is still much more work to do. Under performance has been tackled in a rigorous and robust way and the Executive Head teacher has a clear plan of action for ensuring that the quality of T+L is of the highest possible standard in the Infant school so the Junior school can then build upon those successes rather than having to play catch up year on year. The data analysis the Executive HT and PPI have undertaken give a clear evidence basis to this hypothesis.
- The Governing Body are now an integral part of the self evaluation cycle and are now holding the Executive Head teacher to account and are beginning to act as a true critical friend.

### Case Study 6

Case Study 6	2009	2010	2011	2012
% L4+ maths	71	68	74	86
% L4+ English	71	69	52	95
% L4+ En & ma	64	60	50	86

The school was last inspected by Ofsted in February 2010 and judged to be satisfactory. The school had experienced instability in staffing due to long term sickness, maternity leave and unsuccessful attempts to recruit staff to the school.

There was a need to improve the quality of teaching, leadership across the school including governance and outcomes for pupils particularly in writing. In 2011 the school fell below the government Key Stage 2 floor target.

#### Advice and support

DM met with the headteacher to discuss the issues and plan a course of action to bring about rapid improvement. The DM also discussed concerns about the school with the Chair of Governors.

LA intervention and support implemented:

- Investigation into unexpected drop in English and in particular writing by DM and English Inspector
- English Inspector led CPD for staff in the teaching of writing and planning for learning
- Maths inspector provided guidance and support to maths manager to develop leadership of the subject
- DM and Governor Service attendance at FGB meeting to inform whole governing body of the degree of concern and the actions they and staff need to take
- Primary Phase inspector time to support senior leaders to compile an effective, focused school raising achievement plan (RAP) with clear success criteria
- Further development of in school monitoring, reporting and evaluation
- Increased Leadership and Learning Partner (LLP) time to develop leadership roles and responsibilities of senior and middle leaders
- Subject inspectors support to develop subject managers skills and understanding in driving for improvement
- LLP guidance to ensure assessment systems were robust and rigorous
- Subject inspector time to provide guidance on scrutiny of work
- SEN inspector time to develop SENCO and advise on appropriate interventions to accurately meet pupils' needs
- Advanced Skilled Teacher time to work one to one with teaching staff and improve pedagogy
- LLP support in deputy head appointment
- Governor Service attendance at FGB meeting and audit of documentation to advise GB on necessary improvements to governance
- GB training on the new Ofsted framework and how the school would stand up to scrutiny
- GB training on pupil data, monitoring and evaluation
- Half termly focused LA monitoring of progress against school improvement plan

- Half termly Strategy Group meeting chaired by the DM to hold the school to account for the progress made and to ensure LA support was well-focused, effective and having the desired impact.

### **Impact**

- Quality of teaching has improved across the school with agreed practice being implemented more consistently
- Middle leaders more proactive and involved in leading their areas of responsibility
- Clear understanding of the focus and steps for improvement through a shared termly RAP
- More rigorous assessment and analysis of pupil attainment and rates progress across the school with wider staff involvement
- Pupils' needs being met more accurately
- Stronger accountability systems in place for all staff
- Improved governance with governors more involved and demonstrating a better understanding of the school, its performance and priorities for further improvement.

Markedly improved standards of attainment and rates of progress such that outcomes at the end of Key Stage 2 in 2012 were well above floor target, with attainment at Level 4+ En & Ma combined being over 80% and the proportion of pupils making at least 2 levels of progress being over 90% in English and also in maths.