

## KEY STAGE 2 ATTAINMENT

### Service Improvement Plan

#### Key Actions to make a difference and secure improvement in 2003

- Identify those schools who are critically under-attaining
- Intervene in those schools with specific clearly targeted additional support \*
- Monitor progress and report monthly to the CEO
- Extend the use of RM Maths in numeracy
- Link ICT specifically to numeracy teaching
- Link under-attaining schools to schools where there is good practice
- Improve teaching in year 6
- Set up neighbourhood “Booster Centres” for Saturday working \*

\* In order to support these actions some additional resource may be necessary. Benchmarking research into LEAs where substantial gains have been made have identified larger teams to deliver national strategies. Estimated costs are shown in the attached plan.

These actions are designed to make a significant difference to performance in Key Stage 2 in the Year 2002-3. Further actions will be developed to have impact in the longer term. These will address issues such as:

- Teacher morale
- Recruitment and retention
- Greater cross-divisional ways of working

and will be developed as part of the operational service plan.

#### PROCEDURES IN PLACE FOR PREDICTING RESULTS AT THIS LEVEL

##### 1. A more rigorous approach to target setting

###### General

The LEA has a key role in helping schools set robust, challenging and ambitious targets. The Annual Review and Target Setting (ARTS) Meeting takes into account not only the targets but also the target setting processes.

###### Developments

- This year, using the work of the Fischer Family Trust, all schools, in consultation with the attached adviser, will be setting targets at one of four levels:
  1. In order to make the same progress made by all pupils nationally ;
  2. In order to make the same progress made by pupils in similar schools;
  3. Consistent with the overall improvement needed to achieve LEA targets;
  4. Similar to the progress made by pupils in the top 20% of schools nationally in the previous year.

Under this process there is also consideration of the use of prior attainment, benchmarks, trends over time and evidence from test and pupil tracking data at school, group and individual level.

- EiC and EAZ managers will be involved in the target setting process. This will mean that targets set for schools involved in these initiatives reflect additional funding and support.
- Schools identified as low attaining or under-performing will have a monthly visit from Link advisers to monitor progress on action plans and to see if the school is on track to meet targets, review actions and restructure support if necessary. The evidence from these

visits will be collated and reported to the client as "spot data" and as a prediction of results to be achieved in the tests.

### **2. A more differentiated approach to schools**

#### **General**

Schools are categorised against a wide range of criteria in order to identify the level of support the school is entitled to or in need of. This leads to an agreed category.

#### **Developments**

This year we have introduced a further framework to identify all under-performing (UP) and low attaining (LA) schools within literacy and numeracy. This uses an extensive range of criteria. Schools in Category A (most vulnerable under-performing and low attaining schools) have specific intervention, support and targets.

- ❑ In all schools, the Annual Review and Target Setting (ARTS) meeting held in the Autumn Term with Link Advisers will focus closely on challenging targets being set for 2004. It will also have a close focus in all schools on whether schools are likely to meet or exceed their targets for 2003.
- ❑ Some schools, identified against a wide range of criteria, will have a more closely focused ARTS visit, which will identify any extra action the school may take, or extra support the school may need to ensure targets are met or exceeded.
- ❑ A number of schools, identified against the same range of criteria, will have a separate visit in addition to the ARTS visit. This will identify investigate a range of approaches to ensure improvement. The actions and outcomes will be rigorously monitored and evaluated.

As a result of the initiatives outlined in 1 and 2 above, the School Improvement Division will be able to make more informed predictions about the results for 2003 and beyond and take remedial action earlier when necessary.

### **3. Procedures in place for sharing these predictions with the Partnership Board.**

To be decided

### **4. Support packages available to schools, their expected effect and any other actions being taken to improve performance in 2003.**

See attached Action Plans

**18<sup>th</sup> November 2002**

SCHOOL IMPROVEMENT: Action Plan to support overall improvement in attainment at Key Stage 2 by 2003

Key Stage:	2
Key Issues:	<ul style="list-style-type: none"> <li>i) That many schools do an excellent job supporting the attainment of their pupils at KS2 and provide a level of performance that is as good or better than similar schools anywhere in the country.</li> <li>ii) That there are considerable variations in the performance of schools even taking into account catchment areas and the social and ethnic profiles of pupils.</li> <li>iii) That there are considerable variations in the value-added by different schools (the range is more than a Level per pupil for each subject).</li> <li>iv) That there are a number of schools where there has been no improvement in recent years and where value added and comparative performance are significantly below other schools.</li> <li>v) That although some progress has been made it is not sufficient to close the gap between the LEA and the national figures.</li> <li>vi) That there is a direct correlation between school success and the support from the headteacher for the effective implementation of the National Strategies.</li> <li>vii) That effective use of LEA advisers by schools has a beneficial impact upon standards.</li> </ul>

What we plan to do:	
	<ol style="list-style-type: none"> <li>1. Enhance the quality of leadership and management</li> <li>2. Improve the quality of teaching and learning</li> <li>3. Enhance the expertise of subject managers.</li> <li>4. Extend opportunities to share good practice.</li> <li>5. Improve standards of attainment at a faster rate than statistical neighbours</li> </ol>

Why we are doing it:	
	<p>The Authority is ranked bottom of the English LEAs for numeracy and science and 5<sup>th</sup> from bottom for English in the National Tests at Key Stage 2. There are significant differences between schools of similar characteristics. Specific, targeted action which includes increased levels of challenge needs to be taken to raise levels of attainment in all under-performing schools. At the same time the challenge agenda needs to be in place for all schools so that under-achievement is seen as not acceptable.</p>

What we expect to achieve (Targets and success		When we will start and	September 2002 to July 2003
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<b>criteria):</b>			<b>finish:</b>							
<ol style="list-style-type: none"> <li>1. All schools set challenging targets for pupil attainment that include appropriate expectations of value-added for each key stage.</li> <li>2. Schools within EAZs or subject to additional funding set targets which reflect additionality</li> <li>3. All schools achieve pupil attainment targets.</li> <li>4. LEA achieves pupil attainment targets.</li> </ol>										
<b>The person responsible for this activity is:</b>			Head of School Improvement			<b>The target group for this activity is:</b>			Primary schools, LEA officers	
<b>The actions we will take to support this activity are:</b>										
Number	Action(s)	Status (New/ Continuing)	Start - End:	Person Responsible/ People Involved	Process Targets (Things we will put in place)	Monitoring: (When, by whom and how)	Evaluation: (When, by whom and how)	Planned Resources	Source of Funding	Links to Other Plans e.g.
<b>KS2.1</b>	Comprehensive analysis of KS2 results, focused on pupil performance in numeracy and literacy.	Cont	Start: Aug 02 End: Oct 02	Virginia Bridge Madeleine Danaher MIA Team	Analysis of results against attainment, trends, value added, targets.	Monthly with Head of School Improvement at Line Management meetings	Annually by Head of School Improvement as part of Annual Report on Standards.	6 days adviser time	Core	EDP
<b>KS2.2</b>	Further develop our 'Categorisation for Support' system to focus support more effectively according to need.	New	Start: Sept 02 End: Cont	Terry Rollings Geoff Conway	More precise criteria and grade descriptors. Greater number of categories, more effective targeting of support.	Monthly with Head of School Improvement at Line Management meetings	Annually by Head of School Improvement as part of Annual Review of EDP.	4 days adviser time	Core	EDP
<b>KS2.3</b>	Introduce new framework to identify all under-performing (UP) and low attaining (LA) schools using a more extensive range of criteria. (see attached appendix 1) Schools in Category A (most vulnerable under- performing and low attaining schools) have specific intervention, support and targets.	New	Start: Sept 02 End: Cont	Terry Rollings Geoff Conway Strategy Managers	List of schools identified as UP and LA	Termly review by Link Advisers	Termly by head of school improvement. Annually by Head of School Imp. as part of Annual Review of EDP	2 days adviser time	Core	EDP
<b>KS2.4</b>	Recruit 2 further consultants for both literacy and for numeracy.	New	ASAP	Heads of school improvem't.	extended time spent in KS 2 classes giving direct support through demonstration lessons and working alongside teachers to increase knowledge/ expertise.	Monthly with strategy managers	Termly by head of school improvement	4 FTE consultants		

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<b>KS2.5</b>	Develop a range of differentiated strategies to support schools according to categorisation from 3.	Cont	Start: Oct 02 End: July 03	Terry Rollings Geoff Conway Link Adv	Support to schools targeted more effectively according to need.	Monthly with Head of School Improvement at Line Management meetings	Annually by Head of School Improvement as part of Annual Review of EDP	10 days adviser time	Core	EDP
<b>KS2.6a</b>	Implement differentiated strategies: <b>Category A (UP and LA) schools</b> <b>i) additional visit from Link Adviser to carry out an audit of school systems and procedures to support pupil attainment in KS2 SATs;</b> <b>ii) ARTS (annual review and target setting meeting) held and schools encouraged to set challenging targets</b> iii) develop an action plan to deal with issues identified; iv) link advisers observe all Year 6 teachers, give critical feedback and co-ordinate specific support where necessary; v) schools to have robust tracking system to enable judgements about progress to be made; vi) monthly visit from Link advisers to monitor progress on action plans and to see if school on track to meet targets. Review actions and support if necessary.	Cont and New	Start: Oct 02 End: July 02	Link Advisers	a) Audit completed with action plan agreed for all UP and LA schools. b) Action Plan monitored monthly to establish if progress is sufficient to meet targets; c) actions/support reviewed and revised where necessary.	Monthly with Head of School Improvement at Line management meetings.  Report to client monitoring team	Termly by head of school improvement  Termly by client monitoring team  Annually by Head of School Improvement as part of Annual Review of EDP	12 Link Adviser Days	Core	EDP
<b>KS2.6b</b>	<b>i) Category C</b> (High performing/High attaining schools) recommended to use literacy and numeracy audit tools. Issues discussed at Annual Review and Target Setting (ARTS) meeting. <b>ii) ARTS (annual review and target setting meeting) held and schools encouraged to set aspirational targets</b>	New	Start: Oct 02 End: Dec 02	Link Advisers	a)ARTS meeting held for all schools. b) all schools use audit tools	Termly review by Link Advisers	End of Spring Term by Strategy managers	5 Link Adviser days	Core	EDP
<b>KS2.6c</b>	<b>i) Category B</b> schools have specific part of the ARTS meeting focused on those issues arising from the analysis of KS2 results and the framework to identify UP and LA schools. <b>ii) ARTS (annual review and target setting meeting) held and schools encouraged to set aspirational targets</b>	New	Start: Oct 02 End: Dec02	Link Advisers	a)ARTS meeting held for all schools. b) all schools use audit tools	Monthly with Head of School Improvement at Line Management meetings	End of Spring Term by Strategy managers	5 Link Adviser days	Core	EDP
<b>KS2.7</b>	Review Numeracy and Literacy Action Plans and make adjustments in response to the identification of UP and LA schools.	New	Start: Oct 02 End: Cont	Virginia Bridge Madeleine Danaher	Action Plans reflect latest intelligence from school visits.	Monthly with Head of School Improvement at Line Management meetings	End of Spring Term by Strategy managers	5 days adviser time	Core	EDP

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<b>KS2.8</b>	Extend the use of the Fischer Family Trust data for target setting through integrating work with the EiC team	Cont	Start: Oct 02 End: Cont	Terry Rollings Geoff Conway David Newson MIA service	New target setting system in place by November 2002.	Monthly with Head of School Improvement at Line Management meetings	Annually, EiC co-ordinator as part of EiC annual report	6 days link adviser time	EiC/ Core	EDP
<b>KS2.9</b>	By December collect and collate targets from schools.	Cont	Dec 02	Terry Rollings Geoff Conway	Aggregate against Borough targets and check if targets exceeded or if there is shortfall. Revisit individual school targets where increase may be possible.	Monthly with Head of School Improvement at Line Management meetings	Termly by head of school improvement  Termly by client monitoring team	4 days adviser time	Core	EDP
<b>KS2.10</b>	Hold series of meetings to cover all borough primary heads to: i) raise concerns about current attainment in KS2 and; ii) develop a joint strategy for raising attainment in all borough schools.	New	Start: 21/11/ 02 End: Cont	Terry Rollings Geoff Conway	a) All HTs have clear idea of Borough attainment issues. b) All schools follow LEA guidance.	Head of School Improvement Termly	Annually by head of School Improvement as part of Annual Review of EDP	5 days Adviser time	Core	EDP
<b>KS2.11</b>	Extend the use of RM Maths to support the development of numeracy in KS2.	Cont	Start: Oct 02 End: Cont	Paul Morgan	20 more schools now use RM maths	Termly by Link Advisers	Annual report by ICT Adviser	2 days adviser time. £12k for prog.	SF 101	EDP
<b>KS2.12</b>	Develop a joint strategy with EiC and North Southwark EAZ to deliver 'additional' attainment in targeted schools.	New	Start: Oct 02 End: Cont	Terry Rollings Geoff Conway David Newson	a) EiC and EAZ managers contribute towards target setting process. b) targets set take account of additional funding and support	Monthly with Head of School Improvement at Line Management meetings	Annually by head of School Improvement as part of Annual Review of EDP	5 days adviser time	EiC	EDP
<b>KS2.13</b>	Identify and disseminate good practice in teaching methods, curriculum organisation, use of support staff, booster classes etc..	New	Start Oct 02 End: Cont	Strategy Managers through link advisers	All schools made aware of strategies in use across the Borough and elsewhere and encouraged to use appropriately.	Monthly with Head of School Improvement at Line Management meetings	Termly by head of school improvement  Termly by client monitoring team	5 days adviser time	Core	EDP
<b>KS2.14</b>	Form federations which contain variety of schools. Initially geographic or based on existing cluster arrangements.	New	Start Dec	Terry Rollings	Schools will work together to identify and	Head of School Improvement	Termly by head of school	5 days adviser	Core	EDP

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			02 End: Cont	Geoff Conway David Newson	share successful outcomes and develop models for collaborative practice.	Termly	improvement  Termly by client monitoring team  Annually by Head of School Improvement as part of Annual Review of EDP	time		
<b>KS2.15</b>	Set up 4 neighbourhood booster centres, based in schools, for Saturday working during Spring term	New	Start: Jan 03 End: April 03	Strategy Managers	i) Schools will identify children who would most benefit from programme  ii) 240 children will have access to extra, focused tuition for literacy and numeracy	Strategy Managers termly  Report to Client monitoring team	Termly by head of school improvement  Termly by client monitoring team  Annually by Head of School Improvement as part of Annual Review of service	£40K,		
<b>KS2.16</b>	Identify overall Primary Strategy Manager to oversee and co-ordinate literacy and numeracy support within the Primary phase.	New	Start: Dec 02 End: cont	Terry Rollings Geoff Conway	i) develop job profile for Primary Strategy Manager. ii) interview and appoint	Head of School Improvement Termly	Annually by Head of School Improvement as part of Annual Review of service	3 adviser days		
<b>KS2.17</b>	Ensure schools use the links between ICT and numeracy to enhance teaching and learning and raise standards in mathematics	New	Start: Dec 02 End: cont	Numeracy consultants	Implement booklet that links the programs available on <i>Using ICT to support mathematic</i> and the NNS sample medium term plans.. The booklet is intended to support planning and facilitate using ICT to enhance teaching and learning.	Strategy Managers termly  Report to Client monitoring team	Annually by Head of School Improvement as part of Annual Review of service	8 days adviser time	Core	EDP