

Meeting: Children's Trust

Date: 19 May 2009

Report Title: Report on Key Stage Two Results

Report of: Director of the Children and Young People's Service

Purpose

To update members of the Children's Trust on work at Key Stage 2 and also to help them to consider how they could further support improvements.

Equalities Implications

A detailed analysis is made of ethnicity, gender and free school meals from the school results data. This enables the service to target support more effectively and to ensure that all groups make good progress.

Recommendations

To note the report on Key Stage 2.

To contact Barbara Breed, Head of Primary Standards with any ideas for further support or approaches to joint working.

For more information contact:

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Background

- 1 Since 2003 there has been an overall improving trend in Key Stage 2 standards. However, in 2008 the results were disappointing and the percentage of pupils achieving level 4+ at Key stage 2 in English declined slightly from 76% to 75%. Mathematics results also declined slightly from 74% to 72% and science results declined from 84% to 81%. The percentage of schools that achieved the Department for Children, Schools and Families (DCSF) floor target in either English or mathematics was 65%. This means that in 2008 25 of our schools did not reach the floor target in either English or mathematics.

2. The Head of Primary Standards and her team established immediate measures to understand what caused this decline and took action to address it. The decline was all the more disappointing as in 2007 we had been congratulated by the DCSF for the progress we had made at Key Stage 2, and named as a 'top performing' Local Authority over the previous three years. The targets for 2009 nationally are changing and the emphasis will be on attainment in both English and mathematics at Key Stage 2.
3. The information that follows outlines some of the measures that have been taken to provide support to schools.

Universal Support

4. There is a programme of universal support available to all schools. In 2008 it was schools across the borough that experienced declines in standards, although the schools in the west continued to be well above the floor targets.

This universal support consists of:

School Improvement Partner (SIP) Programme

5. Each school has a SIP, who knows the context of the school and Haringey. A SIP manager is in place to coordinate the work, run training programmes and briefings, manage continuous professional development (CPD) and be the conduit for information gathering, brokering of support and sharing of good practice across the Local Authority (LA). SIPs visit the school five times over the academic year with a brief to support and challenge the head teacher and senior leadership team. They also work with governing bodies to support the performance management of the head teacher. It is expected that each SIP report is shared with the governing body and that the governing body acts on recommendations alongside the head teacher and school.

Training for schools from the National Strategies and consultants

6. All training from the National Strategies is funded and we strongly encourage all teachers of focussed year groups to attend. There is also training for head teachers and senior leaders in order to keep abreast of new initiatives. These initiatives include Assessment of Pupil Progress (APP), lesson study, and the new frameworks for maths and English. Universal training for subject leaders is also provided in order to build capacity and expertise in our schools. Subject leaders are supported in moving their subject forward in their schools and leading training in their schools.

Analysis of data

7. All schools are provided with a detailed analysis of data and support to enable them to make the best use of the data sets and tools available to them. The data is analysed and prepared into a comprehensive annual pack of information which is shared with schools and settings. The data gives comparisons over time and analyses the data against a wide range of factors like ethnicity, free school meals, high attainers, low attainers etc. The

analysis of school performance data is used to identify and support any underperforming groups.

Access to training and a comprehensive programme of training and development

8. All schools are able to access a range of training and development provided centrally and also access to a range of programmes of development linked with higher education and future career progression.

Attendance

9. All schools are provided with support through the Education Welfare Service to address absence and to encourage good attendance habits. This is on the basis that children are safest in school but also to ensure

Targeted support Progress Reviews

10. At the end of the autumn term we ask all schools to make predictions for the following summer tests so that we have an informed view of the overall picture and can intervene in schools where there are concerns. This year we held a very well received conference for year 5 and 6 class teachers in order to support them with barriers to progress and share good practice.
11. There is also a programme of **support and challenge** for targeted schools where there have been concerns about standards. These schools meet with the Head of Primary Standards and school improvement managers towards the end of the summer term and an agreed schedule of support and challenge is put into place from the autumn with measurable outcomes agreed. Support with intervention strategies and support for first class teaching is then put into place. Pupil progress is tracked in order to meet the needs of all children and data is analysed to see trends across the schools in terms of gender, free schools meals and ethnic groupings. Twenty five schools are receiving agreed schedules of support and challenge this year.
12. There are subsequent reviews in the autumn and spring term to monitor progress and ensure that appropriate support and intervention is taking place and agree any other support needed. It is important to note that each school is ultimately responsible for its progress.

The main **targeted support and intervention programmes** include:

13. **Communication, Language and Literacy Development Programme** for Early Years and now moving in to Key Stage 1. This will be a universal programme from September 2009. It has been very well received and has made an impact on language acquisition at all levels for the younger children. The first children to have experienced CLLD will be taking Key Stage 1 SATs this year and we are confident that it will have made a difference in terms of achievement at Key Stage 1.
14. **Improving Schools Programme**, including Ethnic Minority Achievement and Black Children's Achievement. This programme supports head teachers and

the senior leadership team with lesson observations, tracking pupil progress, pupil progress reviews with the class teachers, very detailed school improvement planning and support for excellent quality first teaching – class teaching. It also supports schools with scrutinising and reacting to data.

Support from National Strategy materials include

- Consultants supporting with modelling teaching, helping with planning, book scrutinies, staff meetings training.
- Nrich project for Maths which supports maths teaching and learning in a creative way
- Book power for reading
- Science support – particularly in terms of problem solving and investigation

Support for leadership

15. We give support to all new head teachers in terms of leadership and management and mentoring and each new head teacher is assigned a mentor who is a serving head teacher in the LA. The SIP manager also works with new and inexperienced HTs supporting them with self evaluation, and Ofsted preparation. She is also available to any head teacher who needs advice or an opportunity to discuss issues and concerns.

New developments

16. We have introduced **one to one tuition** for children in year 6 to support them with maths. This started in January 2009 – 205 pupils are receiving this support. One to one tuition for writing started in February 2009. After May this tuition will be for year 5 pupils and from September 2009 there will be opportunities for pupils in Key Stage 2 to access 10 hours one to one tuition in order to fill gaps in their learning either mathematics or English.
17. We work closely with **City Challenge** and eleven of our targeted schools are benefiting from focussed support in working together to support sustained improvement. One school is a Key to Success school being supported by a successful school in Hackney.
18. At present we are exploring capacity building approaches in our schools so that schools are more able to be self sustaining. We will be working with clusters of schools with similar issues supporting them to explore and embed solutions. These will then be shared across the LA.
19. We also work with schools in encouraging them to improve **parental participation** and run training sessions for parents and updates for parents and governors.
20. Running alongside all of these developments we are supporting schools in planning an engaging, creative, **relevant curriculum** so that children are stimulated and enthusiastic about their learning.

Conclusion

- 20 It can be seen from the summary of activities outlined above that we have a proactive approach to improving standards. We are always keen to work with partners and to hear of ideas they may have for further improvement or partnership approaches.

Appendices

21. If colleagues would like to have a copy of the full analyses of school performance data this can be provided by contacting Avi Becker. Please email avi.becker@haringey.gov.uk