Wolverhampton City Council

Response to Request for Information

Reference   FOI 091594
Date   23 September 2015

School Performance

Request:

School Performance information to council members

(1) Please could you provide me with a copy of the last Three (3) reports on school standards or performance submitted by the education department, school improvement service to council members?
Following careful consideration, the information you requested concerning two of the three reports you requested above falls under the exemption(s) in section 21 of the Freedom of Information Act 2000 ("The Act"), which relates to 'information reasonably accessible to the applicant by other means'.

The exemption applies as the information is published and publicly-available to view by accessing the following links:
https://wolverhamptonintranet.moderngov.co.uk/ieListDocuments.aspx?CId=147&MId=229&Ver=4

https://wolverhamptonintranet.moderngov.co.uk/ieListDocuments.aspx?CId=147&MId=227&Ver=4

With reference to the third report, the information requested is exempt under Section 44(1) (a) of the FOI Act which provides an absolute exemption from disclosure of information where the Public Authority holding it is prohibited by or under any other enactment. The report concerned is exempt from publication under Schedule 12A of the Local Government Act 1972 (as amended), Part 1, Paragraph 1 – Information is exempt to the extent that, in all circumstances of the case, the public interest in maintaining the exemption outweighs the public interest in disclosing the information.

Information is not exempt if it relates to a proposed development for which the local planning authority may grant itself planning permission pursuant to Regulation 3 of the Town & Country Planning General Regulations 1992(a).

(2) The Three (3)copies of strategic plans for school improvement, or matters related to raising, increasing or maintaining   schools standards issued by the education department

School Improvement and Governance Strategy

1. Introduction

1.1 The council's vision is to create an education system in Wolverhampton that promotes the very highest standards for all children and young people, closes the attainment gap and allows every pupil in Wolverhampton to reach their full potential. The council celebrates school autonomy and supports school leaders and teachers in leading City wide collaboration and school improvement.

1.2 We believe that all families in Wolverhampton want their children and young people to succeed in education. We believe they want an education system that values and celebrates high standards, and where no child is left behind as they learn and achieve through a broad and balanced curriculum.

1.3 We will ensure that our education system prepares all children and young people to become confident and responsible adult citizens. We will equip them with the skills they need for their own future economic prosperity, and that of the City.

1.4 We will build a school system where the highest quality education is delivered in all Wolverhampton schools. Where all schools work together in a self-improving, self-sustaining school to school support system; working together schools can develop partnerships which, together with the council, will act as the champion of pupils and families, particularly our most vulnerable.

1.5 The City of Wolverhampton will:
- Ensure it is well informed about the quality of schools' provision and can assess the risk of schools underperforming or facing a serious decline in performance;
- Develop and maintain an excellent working relationship with all schools, including academies, so that early support and advice can be offered when required;
- Identify potential weaknesses in maintained schools and ensures that arrangements are in place for differentiated support, timely intervention, or direction where needed;
- Develop a school to school self-improving system to ensure rapid improvements in the context of current national education policy;
- Ensure that school performance data is analysed to show strengths and areas for development, and that these are transparently shared with schools and their Governing Bodies;
- Strengthen its Governance Strategy (see Annex 4) to support the development of effective Governing Bodies in all Wolverhampton schools;
- Ensure that safeguarding is accorded with the highest priority in all Wolverhampton schools; and
- Establish an Education Board with the remit to (a) hold the Director of Education accountable for educational performance in Wolverhampton through a corporate, cross-directorate monitoring and review of the performance in all schools and settings; and (b) remove barriers to attainment by mobilising the assets and resources of the City Council (see Annex 5)

2. Statutory Context

2.1 A local authority's statutory responsibilities for educational excellence are set out in section 13a of the Education Act 1996. That duty states that a local authority must exercise its education functions with a view to promoting high standards. Local authorities must discharge this duty within the context of increasing autonomy and changing accountability for schools, alongside an expectation that improvement should be led by schools themselves.

2.2 In the context of this new relationship between the local authority and schools, the Education and Inspections Act 2006 defined the strategic role of the local authority in the school improvement process:

- As 'champion' of the needs of children and young people and their families;
- In the planning, commissioning and quality assurance of educational services;
- In challenging schools and, where appropriate, to commission support and, if necessary, to intervene in the management and governance of the school; and
- Where a local authority has concerns about academy performance it must raise them directly with the Department for Education.

2.3 The 2006 Act requires local authorities to respond to parental concerns about the quality of local schools and grants new powers to intervene earlier, in maintained schools, where performance is poor. Part 4 of the Act sets out measures for tackling school underperformance by:
- Enabling early action to tackle school underperformance so that it does not become entrenched and lead to formal school failure;
- Ensuring that effective support and challenge is provided immediately when unacceptable standards are identified, so that improvements can be made quickly; and
- Securing decisive action if a school in Special Measures fails to make sufficient progress, so that the education and life chances of pupils are safeguarded.

2.3 The Act differentiates between absolute low attainment (below floor standards) and relative under-performance where there may be declining or static performance by children and young people, under-performance by specific groups, or in specific subject areas. In all cases, early intervention is seen as the key in preventing school failure.

2.4 The Act gives revised powers to the local authority to intervene in maintained schools causing concern which builds on existing statutory powers to ensure that every child is provided with the education and opportunities they deserve. Wolverhampton City Council will apply these powers of intervention when deemed to be appropriate. Further statutory guidance can be found at 'https://www.gov.uk/government/publications/schools-causing-concern.

3. Shared principles

The Wolverhampton School Improvement Strategy is underpinned by the following key principles:

3.1 That every child or young person in Wolverhampton will reach their full potential.

3.2 That the outcomes of every child or young person in Wolverhampton is a collective responsibility:
While responsibility for improvement rests with individual schools as self-managing institutions; Wolverhampton City Council has a statutory duty (as outlined in Section 2) to challenge and, where it deems it necessary, to undertake timely interventions in schools to raise standards.

3.3 That transparency, mutual trust and partnership are vital to a self-improving system:
A clear and robust criteria for categorising each school, based on their level of effectiveness in providing a good level of education, will be shared with school leaders (See Annex 1). Once categorised, schools will receive differentiated levels of challenge and intervention from the local authority (see Annex 2) to ensure rapid and sustainable school improvement. Where a local authority has concerns about academy performance it will raise them initially with the school and then, if necessary, directly with the Secretary of State via the Regional Schools Commissioner & Ofsted.

3.4 That strong leadership, management and governance are essential:
Headteachers and governors are ultimately responsible for the performance of the schools they lead. Governing bodies, therefore, need to effectively challenge and hold school leadership teams appropriately to account to ensure good outcomes for all pupils. The effectiveness of school governance will therefore be quality assured with a robust system for evaluating the effectiveness of all governing bodies all set within the context of the Council's Governance Strategy (See Annex 3).

3.5 That an effective self-improving school led system of support is vital:
School to school improvement networks that are built on autonomy and strong professional relationships, are vital to ensure effective support is available to all schools. Through these networks, schools will take ownership and responsibility for their own and each other's performance and improvement. There will be an expectation that all schools in Wolverhampton, including academies, will belong to an appropriate school improvement network. The development of more effective systems leadership in Wolverhampton, including widened teaching school alliances, will further strengthen the support networks available to improve the quality of education provision within Wolverhampton schools.

3.6 That limited resources are effectively deployed to improve schools standards and the outcomes for all pupils, including the most vulnerable, using best value principles

4. Local authority judgement of school effectiveness:

4.1 Categorisation of schools;

- Each Wolverhampton School will be placed in one of four local authority categories based on published criteria, (see Annex 1). **No school, however compelling its quantitative or qualitative data may move to a Category A until it has been judged to be at least Good through an Ofsted Inspection.**
- In the Autumn Term, schools will be informed, by letter, of their local authority category. This categorisation may however change throughout the academic year if risk factors for the school increase/decrease. Schools will be informed of any changes and the reasons why.
- Local authority officers will be allocated to work with schools on the basis of need, as identified through the categorisation process.
- All schools, including academies/free schools, will be provided with a core programme of challenge and intervention (see Annex 2). Where a local authority has concerns about academy performance it will raise them initially with the school and then, if necessary, directly with the Secretary of State via the Regional Schools Commissioner & Ofsted.

4.2 Challenge and Accountability;

- Once categorised, schools will receive a differentiated level of challenge and intervention from the local authority through School Improvement Advisors (SSA's) (see Annex 2).
- School Improvement Advisors (SSA's) will provide differentiated levels of professional challenge to schools, in order to evaluate performance, identify priorities for improvement and plan effective change. They will act for the local authority and are the main conduit for local authority communication on school improvement. Specific allocations of time will be determined by the local authority according to school category (see Annex 2).
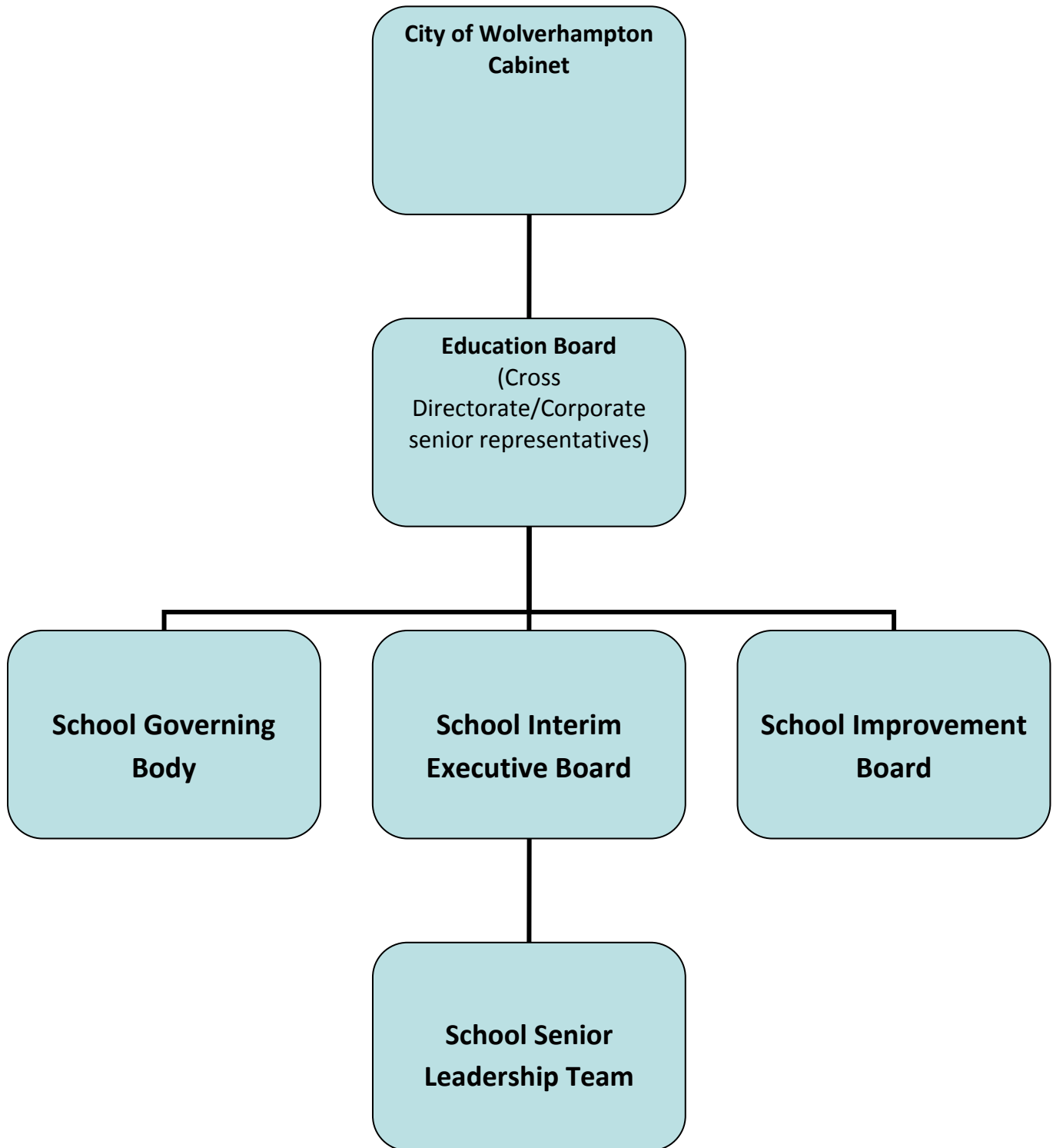 The guiding principles of the SSA's work will be:
  - A focus on the progress and attainment of all groups of pupils.
  - Respect for the schools autonomy to plan its own development and commission its own support.
  - Professional challenge.
  - Evidence based judgements on school performance.
- All maintained schools in Categories B and C will also be challenged and held to account through regular individual School Improvement Board meetings (SIB) (see Annex 3). SIB meetings will be chaired by a local authority officer and there will be a minimum expectation of attendance from the Headteacher and Chair of Governors, although wider participation from school leadership teams and governors will be encouraged.
- The Headteacher and Chair of Governors will present evidence of impact since the last SIB against the schools priorities for improvement.

4.3 Governance;

- The council's draft Governance Strategy (see Annex 4) outlines a robust system for evaluating the effectiveness of governing bodies which will include:
  - Scrutiny of schools most recent Ofsted reports for comments on governance
  - Scrutiny of Governing Body minutes from last three full Governing Body meetings and any committees
  - An audit and quality assurance of recent CPD undertaken by the whole Governing Body.

- A requirement for Head Teachers and Chairs of Governors to complete the DfE self-audit tool
- Intelligence gathering from School Improvement Advisors
- Evidence from School Improvement Board meetings.

- The culmination of this evidence will enable the LA to give each Governing Body an initial rating (RAG)

   - **RED   - Ineffective**
   - **AMBER   - Vulnerable**
   - **GREEN   - Effective**

- Any schools where the governing body has been rated as Red or Amber may be directed by the local authority to participate in a full review of governance by an independent National Leader of Governance (NLG), or, where support fails to see quick results, an Interim Executive Board (IEB) may be established (see 4.4 below).

4.4   Further Powers of intervention;

- The council reserves the right, where maintained schools are not making adequate improvements, to implement its further powers of intervention as outlined in 'Schools Causing Concern - the statutory guidance for local authorities' (2014). Where a local authority has concerns about academy performance it will raise them initially with the school and then, if necessary, directly with the Secretary of State via the Regional Schools Commissioner & Ofsted.

5. Accountability Summary

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┌─────────────────────────┐
│  City of Wolverhampton  │
│        Cabinet          │
└─────────────────────────┘
            │
┌─────────────────────────┐
│    Education Board      │
│        (Cross           │
│ Directorate/Corporate   │
│ senior representatives) │
└─────────────────────────┘
            │
   ┌────────┼────────────────┐
┌──────────┐ ┌──────────┐ ┌──────────────┐
│  School  │ │  School  │ │    School    │
│ Governing│ │ Interim  │ │ Improvement  │
│   Body   │ │Executive │ │    Board     │
│          │ │  Board   │ │              │
└──────────┘ └──────────┘ └──────────────┘
                 │
           ┌──────────┐
           │  School  │
           │  Senior  │
           │Leadership│
           │   Team   │
           └──────────┘
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City of Wolverhampton Cabinet

Education Board (Cross Directorate/Corporate senior representatives)

School Governing Body

School Interim Executive Board

School Improvement Board

School Senior Leadership Team

Annex 1

Support Categories for Wolverhampton Schools

It is important for the Local Authority to consider how it groups schools with differing needs in order to proportionally justify targeting of finite support and resources (Judgements are based on the range of evidence available to the LA at the time of categorisation)

Categorisation	Rationale
A Providing a good or better level of education	*All/vast majority of the following apply:* • Judged good or outstanding by Ofsted at the last inspection. • Judged securely good or outstanding by both the school and the LA and likely to be judged so at the schools next Ofsted inspection. • School leaders and managers are accurate in their self-evaluation. • Nursery schools results are consistently above national outcomes for similar schools. • In mainstream schools, pupil achievement for English and mathematics for all groups of pupils is consistently above the national standards over the last 3 years. • In-year progress across all, year groups, pupil groups and core subjects is consistently good and/or the gap is rapidly narrowing. • Special schools attainment is consistently above the Progression Guidance (2011) outcomes and in-school data consistently indicates challenging targets are set and met by the vast majority of pupils. • Almost all teaching overtime is good or better, with a small proportion requiring improvement. No inadequate teaching is evident. • Behaviour is managed consistently well, all groups of pupils attend regularly and there are no or very few exclusions. • Provision for safeguarding meets all statutory requirements. • Leadership and management at all levels particularly senior leaders, middle managers and governors consistently demonstrate effective processes and structures which have a good impact on pupils' achievement and behaviour. • The school has highly successful strategies for engaging with parents. There are very few concerns expressed by parents. • The school is effective in its outward facing links with other partners which contribute to and support school improvement processes. • Risk factors such as a newly appointed headteacher, high turnover of staff, a high number of NQTs and exceptional circumstances are accurately identified and considered to be low by the LA.

B1	*Many of the following apply:*
Requires Improvement	• Schools that have previously been judged good or outstanding at their last Ofsted inspection but are considered to be vulnerable at next inspection by the LA.
	• Judged as requiring improvement by Ofsted with Leadership and Management judged to be good and demonstrating good capacity to improve.
	• School leaders and managers are generally accurate in their self-evaluation.
	• Nursery Schools results are consistently above or at national outcomes for similar schools.
	• In mainstream schools, pupil achievement for English and mathematics for all groups is at or above the national standards over the last 3 years.
	• Achievement shows a trend of improvement overall; although there may be some variability between one year and the next and/or between different groups.
	• In-year progress across all year groups, pupil groups and/or core subjects is improving and/or the gap is narrowing; although data may show a variable picture over the last three years.
	• Special schools attainment is consistently at or above the Progression Guidance (2011) outcomes and in-school data consistently indicates challenging targets are set and met by the majority of pupils.
	• The quality of teaching is improving and there is little inadequate teaching evident. (If there is a small proportion, this is being addressed effectively).
	• Behaviour is managed suitably or well, most groups of pupils attend regularly and there are few or a reducing number of exclusions.
	• Leadership and management at all levels particularly senior leaders, middle managers and governors are secure and improving which is leading to improvements in pupils' achievement and behaviour.
	• Provision for safeguarding meets all statutory requirements
	• Engagement with parents is secure and the vast majority of parents express contentment with the school.
	• Outward facing links are increasing. School leaders are taking the opportunity to work with other schools in the network and beyond.
	• Risk factors such as a newly appointed headteacher, high turnover of staff, a high number of NQTs and exceptional circumstances are accurately identified and are considered to be having minimal impact on standards by the LA.

B2 Requires Improvement	*Many of the following apply:*
	• Leadership and management judged as requiring improvement at the last Ofsted inspection (grade 3)
	• The School and LA has identified areas of fragility within attainment & progress in specific subjects, with particular groups or in identified year groups.
	• Aspects of leadership and management, teaching and learning or behaviour and safety require improvement.
	• Nursery Schools results are below national outcomes for similar schools.
	• In mainstream schools, pupil achievement for English and mathematics for all groups has a downward trajectory over time.
	• Pupil progress for English and mathematics is below the national standards over the last three years.
	• In-year progress across certain year groups, pupil groups and/or core subjects shows a declining picture and/or the gap is not narrowing or is widening.
	• Special schools attainment is below the Progression Guidance (2011) outcomes and in-school data consistently indicates challenging targets are not met by the majority of pupils.
	• The quality of teaching is not consistently good or better across the school and there may be some elements of inadequate teaching that is yet to be effectively tackled.
	• Behaviour is managed appropriately, most groups of pupils attend regularly and there are few or a reducing number of exclusions.
	• Provision for safeguarding meets requirements.
	• Leadership and management at all levels does not yet consistently demonstrate effective processes and structures, or accuracy in its self-evaluation.
	• The school is developing suitable strategies for engaging with parents.
	• The school does not fully participate in its outward facing links with other partners to contribute to or support their school improvement processes.
	• The school is not effectively using its budgets and resources to improve academic outcomes for all pupils and/or holds a deficit balance and/or holds a surplus balance above the recommended limits.
	• Risk factors such as a newly appointed headteacher, high turnover of staff, a high number of NQTs and exceptional circumstances are considered to be high by the LA.

C Serious Weakness or Special Measures	*Any of the following apply:*
	• Judged as having serious weakness or requiring special measures by Ofsted.
	• Overall the LA judges that the quality of education to be inadequate. There are key aspects that require significant improvement.
	• The school is below national floor standards.
	• Pupil progress is inadequate over the last three years in English and/or mathematics, and/or for different groups.
	• There are insufficient levels of good teaching over time to secure the good progress of pupils. Inadequate teaching is not effectively addressed by school leadership.
	• The school's arrangements for safeguarding pupils do not meet statutory requirements and give cause for concern. The number of exclusions is high, or rising.
	• Leadership and management does not consistently demonstrate effective processes and structures including the accuracy of self-evaluation.
	• Leaders and managers are not taking sufficiently effective steps towards securing good behaviour. Attendance is consistently low for all pupils or groups of pupils and shows little sign of improvement.
	• Leadership and management of the school particularly senior leaders, middle managers and governors may or may not have the capacity to make the necessary improvements in a timely manner.
	• The schools strategies for engaging parents are weak and parents have expressed little confidence in the school.
	• The school does not engage effectively in outward facing links with other partners to contribute to or support their school improvement .
	• The school is not effectively using its budgets and resources to improve academic outcomes for all pupils and/or holds a deficit balance and/or holds a surplus balance above the recommended limits

Annex 2:
Notional School Improvement Advisor Time Allocation

Work Plan	Time Allocation/year
Academies/Free Schools A minimum of: 1 day desk-top data analysis and evaluation of school development plan, write up of summary report identifying key priorities and letter to headteacher/Autumn Term.	1+ day Total = 1+ day/year
Category A schools 1 day data analysis and evaluation of school development plan, write up of summary report identifying key priorities and letter to headteacher/Autumn Term. 0.5 core visit/term* 0.5 completion of Note of Visit , update of LA report, monthly strategic updates, additional support for HT appointments/term.	1 day 1.5 days 1.5 days **Total = 4.0 days/year**
Category B1 schools 1 day data analysis and evaluation of school development plan, write up of summary report identifying key priorities and letter to headteacher/Autumn Term. 0.5 core visit/term* Attendance at SIB Meeting/term 1 day monitoring and review, in school, of identified and agreed priorities and report/term* 0.5 completion of Note of Visit , update of LA report, monthly strategic updates/term.	1 day 1.5 days 1.5 days 3.0 days 1.5 days **Total = 8.5 days/year**

Category B2 schools 1 day data analysis and evaluation of school development plan, write up of summary report identifying key priorities and letter to headteacher/Autumn Term.	1 day
0.5 core visit/term*	1.5 days
Attendance at SIB Meeting/half term	3 days
1 day monitoring and review, in school, of identified and agreed priorities and report/half term **	6 days
0.5 completion of Note of Visit , update of LA report, monthly strategic updates/half term.	3 days
	Total = 14.5 days/year
Category C schools 1 day data analysis and evaluation of school development plan, write up of summary report identifying key priorities and letter to headteacher/Autumn Term.	1 day
0.5 core visit/term*	1.5 days
Attendance at SIB Meeting/half term (or more regularly if necessary)	3+ days
1+ day monitoring and review, in school, of identified and agreed priorities and report/half term* *	6+ days
Full 2 day 'Inspection Health Check' review of school and report/year**	2 days
0.5 completion of Note of Visit , update of LA report, monthly strategic updates/half term.	3 days
	Total = 16.5+ days/year

* School Improvement Advisors termly core visits to schools will follow a set agenda (to be shared with school leaders prior to the visit) that covers school data analysis, Ofsted four judgement areas, impact and progress against Ofsted priorities since the last inspection and any actions set from the previous core meeting. The meetings will form part of the statutory support and challenge function of the Local Authority. Judgements made will be based on Ofsted principle of Discussion, Observation, Data, and Documents (DODD).

** Termly School Reviews and 'Inspection Health Checks' will be led by School Improvement Advisors and fully involve school senior leaders at every stage, (these reviews may be announced or unannounced). They will provide an objective and evidence led evaluation of the school's work, support for the school's self-evaluation and evidence for the Local Authority to support the categorisation process.. Judgements made will be based on Ofsted principle of Discussion, Observation, Data, and Documents (DODD).

<u>Other School Improvement Advisor Time:</u>

- Attendance at and reporting of Ofsted/HMI Meeting @ 0.5+ day/meeting

- Additional support for Headteacher (all maintained schools) & Senior leadership (B2 & C schools only) appointment processes @ 3&1 days/appointment

- Completion of Headteacher references.
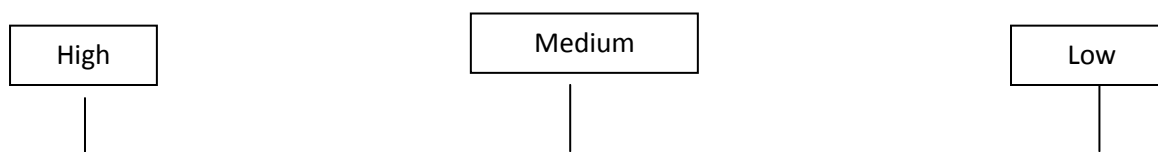
Annex 3:

School Improvement Board (SIB)

Membership
Senior Local Authority Officer (Chair)
School Improvement Advisor (where available)
Headteacher
Other senior School Leaders
Chair of Governors
Other school governors

Terms of reference

- All schools judged by the local authority as being 'at risk' and placed into Category B and C of the local authority categories will be subject to challenge through regular individual School Improvement Board meetings (SIB).

- SIB meetings will be chaired by a senior local authority officer.

  - C Cat schools will receive at least half termly SIB Meetings

  - B2 Cat schools will receive half termly SIB Meetings

  - B1 Cat Schools will receive termly SIB Meetings

- There will be a minimum expectation of attendance from the Headteacher and Chair of Governors, although wider participation from school leadership teams and governors will be encouraged.

- The meetings will follow a set agenda that will be shared with all members of the SIB prior to the meeting. All meetings will be minuted by a LA administrator.

- The body of the meeting will be led by the Headteacher and Chair of Governors who will present evidence of impact against the schools priorities for improvement; both since inspection and/or since the previous SIB meeting.

- At the end of the meeting the following School Risk Assessment will be completed:

  - Each member attending the SIB the meeting will be asked the following question and be expected to indicate where they think the school is on the continuum.

    "What is the risk of this school **not** being judged good/outstanding at the next Ofsted inspection?"

High	Medium	Low

- The key factors which will prevent the school being judged good/outstanding at the school's next Ofsted inspection will then be outlined and form the priorities for improvement that will be checked on at the next SIB meeting.

Annex 4:

Governance Strategy:

Vision

Improving School Leaders ⟶ **Improving Schools** ⟶ **Improving Outcomes**

"All children and young people in Wolverhampton's schools achieve outcomes which exceed expectations by attending outstanding schools, where every governing body drives improved outcomes for young people through effective strategic leadership, challenge and support to the school."

"We want governors to work with the leaders of their schools to be both strategic and pragmatic in delivering good outcomes from all children and young people. We want them to strengthen schools' professional leadership by appointing the right people to the right jobs and we want them to hold school leaders to account for the progress and outcomes they achieve in schools."

Sir Michael Wilshaw (Chief Inspector of Schools)

1. Background and Scope:

1.1 New forms of governance are becoming more widespread, and increased levels of responsibility are being demanded of governors as schools become more autonomous, whilst at the same time the local authority's role is being challenged through political, social and fiscal pressures.

1.2 This increased level of challenge mean governing bodies will need to be better equipped to take on the responsibility and accountability for the school's strategic leadership, and to develop their role of challenge and support.

1.3 The Local Authority's new School Improvement Strategy will support the development of strong and effective school leadership ensuring all schools in Wolverhampton offer an outstanding level of education for all of our children and young people.

2. The council's Statutory Duties with regard to School Governance

2.1 The council has a duty to promote educational excellence as set out in section 13a of the Education Act 1996. That duty states that a local authority must exercise its education functions with a view to promoting high standards. The Education and Inspections Act 2006 further defined the strategic role of the local authority in the school improvement process:
- As 'champion' of the needs of children and young people and their families;
- In the planning, commissioning and quality assurance of educational services; and,
- In challenging schools and, where appropriate, to commission support and, if necessary, to intervene in the management and governance of the school.

2.2 With regard to school governance each local authority has a duty towards:
- Recruiting Local Authority Governors,

- Ensuring that information and training is available to governors to enable them to undertake their role effectively.
- Strengthening governing bodies and creating Interim Executive Boards (IEB's) where a governing body is failing in its responsibilities.
- Using statutory powers of intervention under the Education and Inspections Act (2006).
- Agreeing and Making Instruments of Governance for all maintained schools.

3.0 The Council expects its school governors to:

(i)   Champion improved outcomes for all children and young people in Wolverhampton

(ii)   Consider national and local priorities and challenge decisions that could be detrimental to improved educational outcomes.

(iii)   Set high expectations through promoting Wolverhampton as a place that children and young people can be proud of

(iv)   Focus on challenging schools to close gaps in attainment and progression and exceed national averages, particularly for vulnerable groups of children and young people.

(v)   Maintain an understanding of and communicate the council's priorities and developments at governing body meetings

(vi)   Maintain an awareness of the school's local area, community and local priorities

(vii)   Promote the expectation that to be retained as a Governor who can effectively drive school improvement, the core training offered by the LA will be taken up by all governors.

4. Recruitment & Retention of local authority governors
(While these principles are aimed at local authority governors in the first instance, they will apply universally to the recruitment and retention of all governors)

4.1 Effective marketing to successful, professional people with the right mix of high level skills needed for our governing bodies is critical. Encouraging local professionals and local authority employees to give something back to their own and other local schools through regular presentations and meetings which highlight the benefits of being a Governor in Wolverhampton will support the subsequent rigorous programme of continuous development expected of these important volunteers.

4.2 The council will look to recruit from a much wider field by working closely alongside schools with organisations such as;
- The Chamber of Commerce,
- The University of Wolverhampton,
- Local businesses,
- School Governor One Stop Shop[1] (SGOSS)
- Education Business Partnership
- Volunteer organisations

4.3 The Governors Service will also work in tandem with the local authority Communication's Team to ensure that the local press are aware of and run "good news" stories on governors in order to raise the profile and status of being a governor in Wolverhampton.

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[1] The SGOSS is a charity that exists to find volunteers with transferable skills to be volunteers

4.4 All expressions of interest to become a local authority governor must be submitted to the Local Authority for consideration by the nominations panel
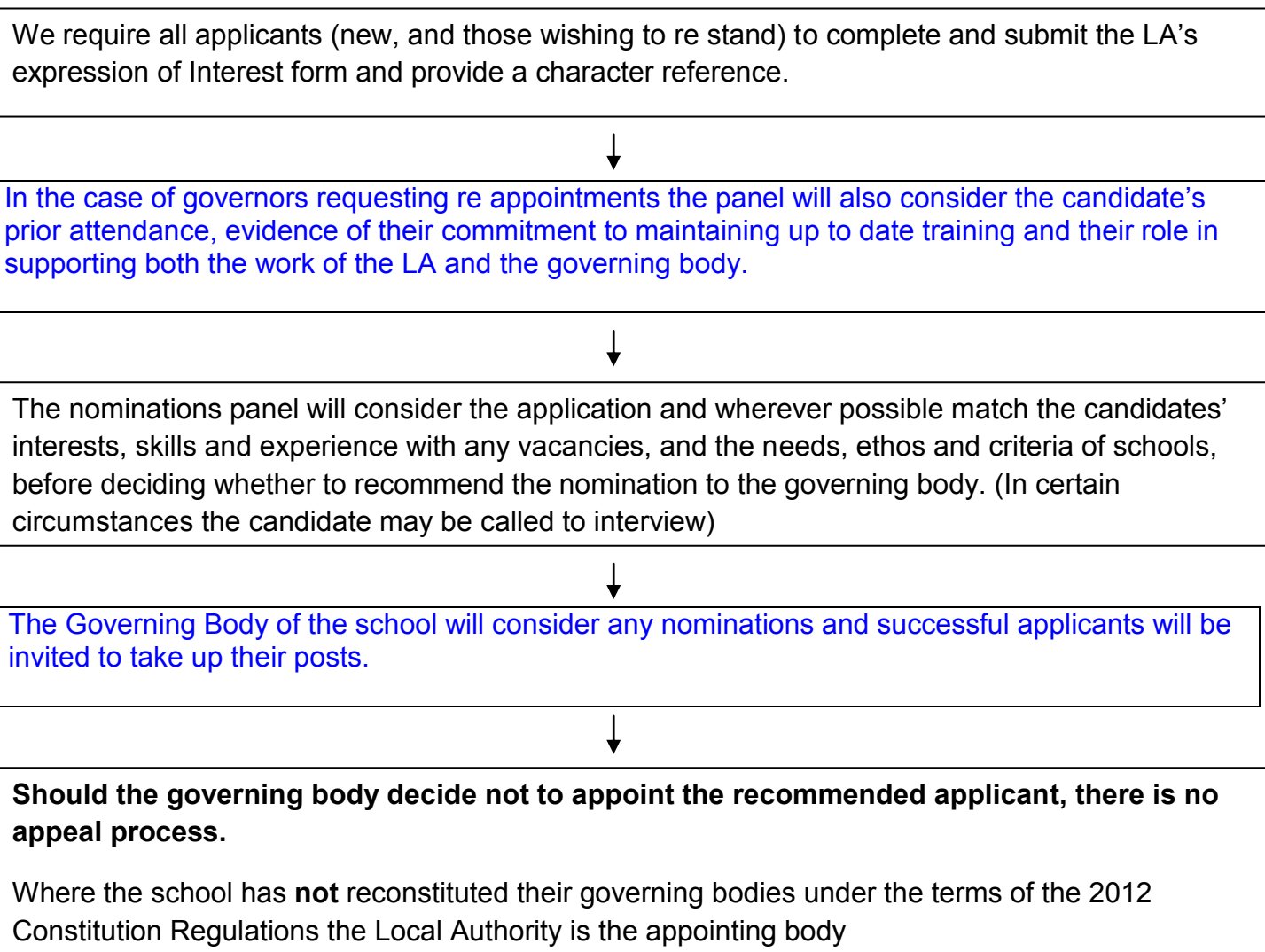
Membership of the Panel consists of:
- Head of Service Standards and Vulnerable Pupils
- School Workforce and Governance Manager
- Standards and Governance Commissioning and Compliance Officer

The Panel will meet as required to consider vacancies, expressions of interest and nominations, working closely with schools to identify how skills gaps in their existing membership might be filled through appointments or developed through further support.

4.4 The following flow chart describes the process for the recruitment and re-appointment of local authority governors.

Appointment Process for Local Authority School Governors

We require all applicants (new, and those wishing to re stand) to complete and submit the LA's expression of Interest form and provide a character reference.

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In the case of governors requesting re appointments the panel will also consider the candidate's prior attendance, evidence of their commitment to maintaining up to date training and their role in supporting both the work of the LA and the governing body.

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The nominations panel will consider the application and wherever possible match the candidates' interests, skills and experience with any vacancies, and the needs, ethos and criteria of schools, before deciding whether to recommend the nomination to the governing body. (In certain circumstances the candidate may be called to interview)

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The Governing Body of the school will consider any nominations and successful applicants will be invited to take up their posts.

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Should the governing body decide not to appoint the recommended applicant, there is no appeal process.

Where the school has **not** reconstituted their governing bodies under the terms of the 2012 Constitution Regulations the Local Authority is the appointing body

4.5 A skills-led code of practice for the recruitment of local authority and foundation governors will be put in place together with an updated application form which will enable the council to examine the way in which applicants can demonstrate the following essential criteria:

- The match of skills and experience required to undertake the role for driving improvement by supporting, challenging and holding the Head Teacher to account
- The range of individual skills and experience that match the needs of schools
- The candidate's support for the school's ethos and mission and commitment to attending core training[2] provided by the Local Authority along with their Chair of Governors.

4.6 This will involve collaboration with governing bodies to support them with appointing people with the relevant skills and community knowledge and enabling local authority governors to be appointed where their skills will be most valuable and have the most impact.

4.7 The council will also clarify the following aspects for aspiring local authority governors
- Role profile and Code of Conduct (Nolan Standards)
- Disqualification criteria

5. Evaluating the effectiveness of Governing Bodies

5.1 The council will implement a robust system for evaluating the effectiveness of governing bodies including:

- Scrutiny of schools most recent Ofsted reports for comments on governance
- Scrutiny of Governing Body minutes from last three full Governing Body meetings and any committees
- An audit of recent CPD undertaken by the whole Governing Body.
- A requirement for Head Teachers and Chairs of Governors to complete the DfE self-audit tool
- Intelligence gathering from School Improvement Advisors
- Evidence from School Improvement Board meetings.

5.2 The culmination of this evidence will enable the LA to give each Governing Body an initial rating (RAG)

- **RED   - Ineffective**
- **AMBER   - Vulnerable**
- **GREEN   - Effective**

5.3 This rating will then be communicated to all Head Teachers and Chairs of Governors who will then be given the opportunity to respond to the rating by providing further evidence, if appropriate.

5.4 The authority will then make a final judgement for each school. Any schools rated as at risk or vulnerable may be directed by the local authority to participate in a full review of governance

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[2] See Training and Development for Governors for further details

by an independent National Leader of Governance (NLG), or, where support fails to see quick results, an Interim Executive Board may be established (see powers of intervention below).

6. Training and development for governors

6.1 There is a need to improve standards of Governance across the city and therefore a programme of continuous professional development is critical if governors are to fulfil their statutory roles and contribute to excellent outcomes for children and young people across the City.

6.2 The local authority recruitment and retention policy will therefore include a core programme of training and support aimed at ensuring all governors are fit for purpose and can effectively support and challenge schools' Senior Leadership Teams.

6.3 This core package will include:
- A 12 month training programme that supports new chairs of governors in their first year in post through a range of twilight training sessions and personalised support. This training package will also target 'Chairs in Waiting' and those chairs highlighted as ineffective through the local authority's RAG rating system.

6.4 Running in conjunction with the above, and capitalising on the school to school support model, will be a package of one to one mentoring and coaching from effective Chairs of Governors from other local schools. For all other governors, a series of critical twilight training sessions will target the essential skills to be an effective governor.

6.5 The core training will be funded by the Local Authority, as outlined in the 'Role Profile' and retention policy, and there will be a high expectation that all governors will attend this training in order to become, and remain, an effective governor of a Wolverhampton School.

6.6 In addition to the core training programme, described above, the local authority will increase its use of National Leaders of Governance (NLG's). NLG's are highly effective chairs of governors, who use their skills and experience to support the development of effective governance in other schools The use of NLG's will be targeted at those governing bodies who are judged to be the most vulnerable through the local authority RAG rating.

This new strategy will clarify the expectations of governors across the city. Wolverhampton City governors will be motivated, skilled school leaders, recruited and retained through more efficient and effective practices, who champion early evaluation and identification of where training and development, support and challenge or indeed LA intervention is required in their schools.

Annex 5
Education Board - Terms of Reference

Membership for the Education Board: Strategic Director People Directorate/DCS (chair); Managing Director; Strategic Director Place Directorate; Director of Education; Director of Finance; Service Director Mental Health and Disability; Service Director Children and Families; University of Wolverhampton, FE College
Terms of reference for the Board

(i)   The purpose of the Education Board is to (a) hold the Director of Education accountable for educational performance in Wolverhampton through a corporate/cross-directorate monitoring and review of the performance in all schools and settings; and (b) remove barriers to attainment by mobilising the assets and resources of the City Council.

(ii)   The Education Board to meet half termly and receive reports from the Director of Education that:

(a) provide robust strategic scrutiny of statutory and non-statutory, national and local authority, data and intelligence. This will include school, setting and relevant local authority service, reports and external reports such as Ofsted/HMI inspection and monitoring reports;

(b) provide timely and accurate analyses of data that identify pupils, groups of pupils, schools or settings, which are vulnerable or at serious risk;

(c) authorise effective interventions to achieve improvement of those schools or settings at risk of decline or failure through appropriate cross-directorate challenge, support and resources to those schools and settings identified as being at risk, so as to achieve the maximum impact on the outcomes of children and young people;

(d) agree appropriate cross-directorate actions and strategies are put in place to support the continued improvement of the educational outcomes of vulnerable pupils and groups of vulnerable pupils;

(e) promote and disseminate local, regional and national good and excellent practice;

(f) report to the council's Executive Team, appropriate member forums, and schools' forum on the progress of vulnerable pupil groups, schools and settings.

(3) The last Three (3) copies of any reports drafted by school improvement or other education advisers by subject or phase i.e. Key Stage 1 , key Stage 4, or EYRS and sent or presented to the head of education, cabinet/council members or chief executive.

Following reasonable enquiries, it has been established that the Council does not hold the above information as nothing has been presented of this nature to Councillors. Consequently, we are unable to provide any information relating to the above, as per Section 1(1)(a) of the Act:

"Any person making a request for information to a public authority is entitled to be informed in writing by the public authority whether it holds information of the description specified in the request".

(4) With reference to your performance information for schools, provided by relevant data or research, intelligence or information departments, please could you provide me with one(1) school profile produced by your authority for the following type schools or categories? Schools **SHOULD NOT** be named if possible. Where necessary choose at random, or within the first five alphabetically.
- Key Stage 1 -5
- EYFS
- 6th Form
- special schools
- PRU

Following reasonable enquiries, it has been established that the Council does not hold the above information as nothing has been presented of this nature to Councillors. Consequently, we are unable to provide any information relating to the above, as per Section 1(1)(a) of the Act:

"Any person making a request for information to a public authority is entitled to be informed in writing by the public authority whether it holds information of the description specified in the request".

School Governors
Please provide a copy of the latest school profile reports i.e. showing attainment compared to other local authorities or schools whatever the type of comparisons made produced for governors for all categories of schools. Please provide one (1) sample from each category.

Category of schools referred to
- KS1-5
- EYFS
- 6th Form
- special schools
- PRU

Following reasonable enquiries, it has been established that the Council does not hold the above information as we do not produce this type of information for Governors.. Consequently, we are unable to provide any information relating to

the above, as per Section 1(1)(a) of the Act:

"Any person making a request for information to a public authority is entitled to be informed in writing by the public authority whether it holds information of the description specified in the request".

Work of the Education Improvement, Advisory or Support Services
Please can you provide me with anonymous / redacted copies of completed pro-formas used by the Education Improvement Services, advisers, or similar
to record the visit and subsequent advice for each of the categories of schools, should these be available.

Please provide similar examples where the advisory services analyses data on behalf of the school or governors.

.... Primary School (All Pupils)

Foundation Stage

	2009 6+	2010 6+	2011 6+	2012 6+		2013 2+	2014 2+
CLL	58 %	47 %	50 %	38 %	Reading	59 %	78 %
PSRN	59 %	63 %	73 %	87 %	Writing	46 %	69 %
PSED & CLL	58 %	47 %	50 %	38 %	Numbers	51 %	83 %
					GLD % Yes	27 %	66 %

Pupils 2014

	Count
Total	58
Girls	28
Boys	30

Phonics Year 1

	2012	2013	2014
All	57 %	57 %	77 %
FSM	47 %	17 %	76 %
Non FSM	60 %	61 %	77 %
Girls	58 %	67 %	87 %
Boys	56 %	47 %	67 %
Year 2 Resit		59 %	92 %

Pupils 2014

	Count
Total	60
Girls	30
Boys	30

Key Stage 1 (2014 Detail)

	Reading					Writing					Mathematics				
	All	FSM	Non FSM	Girls	Boys	All	FSM	Non FSM	Girls	Boys	All	FSM	Non FSM	Girls	Boys
Level 3	22 %	0 %	24 %	23 %	20 %	12 %	0 %	13 %	17 %	7 %	18 %	17 %	19 %	10 %	27 %
Level 2A	60 %	33 %	63 %	63 %	57 %	32 %	0 %	35 %	33 %	30 %	50 %	33 %	52 %	37 %	63 %
Level 2B	92 %	50 %	96 %	93 %	90 %	62 %	33 %	65 %	63 %	60 %	82 %	67 %	83 %	80 %	83 %
Level 2C	93 %	67 %	96 %	93 %	93 %	95 %	83 %	96 %	97 %	93 %	95 %	67 %	98 %	97 %	93 %
Ave Points Score	16.6	13.3	17.0	16.8	16.5	15.1	13.0	15.4	15.5	14.8	16.2	14.3	16.4	15.6	16.7

Pupils 2014

	Count
Total	60
Girls	30
Boys	30
FSM	6 (10 %)
SEN	8 (13 %)

Key Stage 1 (2009 to 2014)

	Reading						Writing						Mathematics					
	2009	2010	2011	2012	2013	2014	2009	2010	2011	2012	2013	2014	2009	2010	2011	2012	2013	2014
Level 3		24 %	27 %	23 %	25 %	22 %		9 %	13 %	3 %	3 %	12 %		19 %	23 %	20 %	18 %	18 %
Level 2A		55 %	50 %	57 %	43 %	60 %		22 %	30 %	27 %	22 %	32 %		45 %	47 %	47 %	53 %	50 %
Level 2B		78 %	87 %	83 %	85 %	92 %		60 %	67 %	58 %	42 %	62 %		72 %	72 %	70 %	70 %	82 %
Level 2C		91 %	97 %	95 %	100 %	93 %		86 %	87 %	88 %	87 %	95 %		91 %	97 %	95 %	95 %	95 %
Ave Points Score	15.9	16.3	16.7	16.5	16.6	16.6	14.0	14.4	14.9	14.4	13.9	15.1	15.5	15.8	16.2	15.9	16.0	16.2

Key Stage 2 (2014 Detail)

	Reading					Writing					Mathematics				
	All	FSM	Non FSM	Girls	Boys	All	FSM	Non FSM	Girls	Boys	All	FSM	Non FSM	Girls	Boys
Level 6	0 %	0 %	0 %	0 %	0 %	0 %	0 %	0 %	0 %	0 %	2 %	0 %	2 %	4 %	0 %
Level 5	49 %	50 %	49 %	54 %	45 %	24 %	10 %	27 %	29 %	19 %	33 %	30 %	33 %	25 %	39 %
Level 4B	84 %	70 %	87 %	88 %	81 %						78 %	60 %	82 %	75 %	81 %
Level 4	95 %	80 %	98 %	96 %	94 %	87 %	70 %	91 %	96 %	81 %	85 %	60 %	91 %	83 %	87 %
Ave Points Score	29.4	28.0	29.7	29.8	29.1	27.7	25.8	28.1	28.5	27.0	28.5	27.0	28.8	28.3	28.7

Pupils 2014

	Count
Total	55
Girls	24
Boys	31
FSM	10 (18 %)
SEN	14 (25 %)

Key Stage 2 (Progress Levels)

	2013		2014	
	Pupils Achieving 2 + Levels of Progress	Pupils Achieving 3 + Levels of Progress	Pupils Achieving 2 + Levels of Progress	Pupils Achieving 3 + Levels of Progress
Reading	93 %	25 %	96 %	37 %
Writing	95 %	12 %	98 %	26 %
Mathematics	93 %	26 %	91 %	24 %
Level 4 RWM	83%		82%	

Key Stage 2 (2009 to 2014)

	Reading						Writing						Mathematics					
	2009	2010	2011	2012	2013	2014	2009	2010	2011	2012	2013	2014	2009	2010	2011	2012	2013	2014
Level 6	0 %	0 %	0 %	0 %	0 %	0 %	0 %	0 %	0 %	0 %	0 %	0 %	0 %	0 %	0 %	0 %	3 %	2 %
Level 5	54 %	0 %	38 %	51 %	47 %	49 %	20 %	0 %	11 %	22 %	17 %	24 %	34 %	0 %	22 %	36 %	37 %	33 %
Level 4B	86 %	0 %	69 %	85 %	78 %	84 %							78 %	0 %	78 %	67 %	73 %	78 %
Level 4	93 %	0 %	78 %	89 %	87 %	95 %	83 %	0 %	76 %	89 %	83 %	87 %	86 %	0 %	84 %	89 %	87 %	85 %
Ave Points Score	29.0	0.0	27.8	29.2	28.6	29.4	26.8	0.0	25.7	27.4	26.7	27.7	28.2	0.0	27.7	28.0	27.9	28.5

Comparison - Foundation 2012 to KS1 2014

	2012 Foundation 6+		2014 KS1 Level 2B	+/- National Expectations
CLL	38 %	Reading	92 %	53 %
CLL	38 %	Writing	62 %	23 %
PSRN	87 %	Mathematics	82 %	-5 %
PSED & CLL	38 %	RWM		

Comparison - KS1 2010 to KS2 2014

	2010 KS1 APS		2014 KS2 APS	+/- National Expectations
Reading	16.3	Reading	29.4	13.1
Writing	14.4	Writing	27.7	13.2
Mathematics	15.8	Mathematics	28.5	12.7

	2010 KS1 Level 2B		2014 KS2 Level 4B	+/- National Expectations
Reading	78 %	Reading	84 %	6%
Writing	60 %	Writing		
Mathematics	72 %	Mathematics	78 %	6%

Foundation Key Stage

GLD ahead of national average but not significantly-attainment is therefore likely to be **average**
On entry proportion of children at age typical attainment likely to be lower than that seen in many schools:
- Deprivation in 4th Quintile
- FSM in 4th Quintile
- EAL in 4th Quintile
- Stability in the 4th Quintile.

GLD in line with national average with very fewer than expected youngsters showing skills typical of their age on entry therefore progress across Foundation is likely to be **good**

Hypothesis: Attainment is average. Progress is good. Achievement is good. Based on the data Teaching in Foundation is good. Leadership and Management in Foundation is good

Key Stage 1

Phonics ahead of national and representing an upift of 18 points on the 2+ outcomes at the end of Foundation

Proportion of children at all thresholds in mathematics in line with national averages. This is also true in reading and writing apart form in reading at 2b+ and writing at 2+ where it is significantly above average. A review of reading across the last 3 years sees average scores being similar and in line with national figures, in maths there is a very slight upward trend but in line with national averages whilst in writing outcomes have risen sharply on 2013 where they were significantly below and are now also at the national average.

Proportion of Disadvantaged children at 2+, 2b+ and L3 in maths is similar to that of more advantaged children at the school. In reading and writing fewer PP children attain at 2a+ and L3. The performance of of boys v girls is very similar at all threshold measures in reading. In writing and maths this is true at 2+and 2b+but not higher levels.
Attainment in 2014 is therefore likely to be **average**
Progress sees a higher proportion of children at 2b+ in reading and writing than scored 6+ at the end of Foundation. Progress across KS1 is therefore likely to be **good in these subjects. In mathematics it might be RI**

Hypothesis: Attainment is average. Progress is good. Achievement is good. Based on the data Teaching in KS1 is good. Leadership and Management in KS1 is good

Key Stage 2

L4+ in reading,writing and maths combined is in line with national average[2 children ahead]
Proportion of children at 4+,4b+ and L5 in line with national average in all 3 subjects. There is an upward trend in levels of attainment at L4b+ maths since 2012.
Disadvantaged children- a smaller proportion attained at L4+ in all 3 subjects than their peers
The proportion of boys attaining at L4+ in writing is less than that for girls whilst in reading and maths there are similar outcomes.
Attainment is therefore likely to be **average.**
Proportions of children making expected progress across KS 2 are likely to be ahead of national averages in reading and writing and in line in maths.
Proportions of children making more than expected progress across KS 2 are similar to national averages in reading and writing and behind in maths.
Comparisons of proportion of children at 4b+ in reading and maths than scored 2b+ at the end of KS1
there was an uplift

Progress therefore may be at **good in writing and reading but may not be in maths.**

Hypothesis: Attainment is **average. Progress is good overall. Achievement is good. Based on the data Teaching in KS2 is good. Leadership and Management in KS2 is good**

Overall
The proportion of children entering .... with age typical skills is likely to be below that seen nationally. When they leave the proportion of children 'secondary ready' is similar to that seen nationally. These children have made progress that is **good** across school. A review of matched data for the 2014 exit cohort shows a doubling of the proportion of children at the milestone of 4b+ combined compared to when this group left Reception [6+ in R, W and Calculation]

Further questions that might allow this judgement to be secured
How does the attainment of differing groups compare to similar children nationally?
What is the progress of those children that entered with skills that were better than their peers [More Able]?-What about the Least Able on entry? Is the progress of Boys and Girls the same? Is it in line with national averages for each group or better? Is the same true of EAL children? PP funded[or likely to be
What were the respective entry points in reading/writing/maths given that the 2+ proportions differ?
What steps do the school take to ensure accuracy of assessment judgements? Who is involved? Other schools? When did this pattern of attainment become apparent-what changes were made during the year to ensure children maximised their potential?

Further questions that might allow this judgement to be secured

Why do fewer children make more than expected progress in maths than in reading and writing?
What is the progress of children who were 7+/8+ etc? How many children entered Y1 at 4+ but got to 2b+ or 2+?
Why are the L3 outcomes in reading and maths following a different trend than in writing? What are the levels of expectation like at Y1 and Y2 for more able? Are they challenged enough? Why does the FSM v NFSM comparison look less favourable at higher levels of attainment? Why do fewer boys attain at L3 than girls in writing? What about girls at L3 in maths??
What is the school's view of progress for the least able? How effective is intervention at KS1?

Further questions that might allow this judgement to be secured
Why do fewer children make more than expected progress in maths than in reading and writing?
Is the quality of intervention better in KS1 than in KS2? Why do boys do less well in writing? Is this in the school's improvement plan priorities or was it cohort related? Why do PP funded children attain less well in writing? Why are there fewer L5s in maths and writing than reading?

Further questions What steps does the school take to moderate Teacher Assessments at the end of each Key Stage? How does the school evaluate the effectiveness of its intervention procedures?

Foundation Stage

	2009 6+	2010 6+	2011 6+	2012 6+		2013 2+	2014 2+	2015 2+
CLL	57 %	72 %	56 %	67 %	Reading	44 %	61 %	61 %
PSRN	87 %	80 %	59 %	83 %	Writing	32 %	42 %	53 %
PSED & CLL	52 %	60 %	44 %	67 %	Numbers	44 %	48 %	58 %
					GLD % Yes	24 %	39 %	50 %

Pupils 2015

	Count
Total	36
Girls	16 (44 %)
Boys	20 (56 %)
FSM	21 (58 %)

Phonics Year 1

	2012	2013	2014	2015
All	56 %	72 %	91 %	94 %
FSM	40 %	68 %	89 %	100 %
Non FSM	80 %	79 %	93 %	88 %
Girls	53 %	71 %	100 %	100 %
Boys	60 %	74 %	86 %	88 %
Year 2 Resit		75 %	92 %	60 %

Pupils 2015

	Count
Total	36
Girls	20 (56 %)
Boys	16 (44 %)
FSM	19 (53 %)

Key Stage 1 (2015 Detail)

	Reading					Writing					Mathematics				
	All	FSM	Non FSM	Girls	Boys	All	FSM	Non FSM	Girls	Boys	All	FSM	Non FSM	Girls	Boys
Level 3	17 %	16 %	18 %	17 %	17 %	5 %	5 %	5 %	6 %	4 %	24 %	16 %	32 %	17 %	30 %
Level 2A	51 %	42 %	59 %	50 %	52 %	17 %	16 %	18 %	17 %	17 %	59 %	58 %	59 %	56 %	61 %
Level 2B	71 %	68 %	73 %	78 %	65 %	66 %	68 %	64 %	78 %	57 %	80 %	79 %	82 %	83 %	78 %
Level 2C	90 %	89 %	91 %	89 %	91 %	80 %	79 %	82 %	94 %	70 %	93 %	89 %	95 %	94 %	91 %
Ave Points Score	15.4	15.1	15.6	15.3	15.4	13.7	13.7	13.7	14.4	13.2	16.1	15.6	16.5	15.7	16.4

Pupils 2015

	Count
Total	41
Girls	18 (44 %)
Boys	23 (56 %)
FSM	19 (46 %)
SEN	11 (27 %)

Key Stage 1 (2009 to 2015)

	Reading							Writing							Mathematics						
	2009	2010	2011	2012	2013	2014	2015	2009	2010	2011	2012	2013	2014	2015	2009	2010	2011	2012	2013	2014	2015
Level 3		30 %	15 %	8 %	20 %	16 %	17 %		0 %	4 %	4 %	10 %	8 %	5 %		9 %	19 %	8 %	13 %	22 %	24 %
Level 2A		58 %	31 %	29 %	47 %	41 %	51 %		18 %	15 %	8 %	20 %	22 %	17 %		45 %	42 %	33 %	27 %	51 %	59 %
Level 2B		76 %	73 %	63 %	83 %	84 %	71 %		42 %	42 %	46 %	60 %	57 %	66 %		70 %	69 %	67 %	80 %	84 %	80 %
Level 2C		79 %	88 %	75 %	90 %	89 %	90 %		70 %	69 %	67 %	90 %	86 %	80 %		88 %	88 %	83 %	87 %	89 %	93 %
Ave Points Score	16.3	15.7	15.2	14.2	16.0	15.7	15.4	14.4	12.6	13.1	12.7	14.2	14.0	13.7	16.2	15.0	15.5	14.7	14.7	16.1	16.1

Key Stage 2 (2015 Detail)

	Reading					Writing					Mathematics				
	All	FSM	Non FSM	Girls	Boys	All	FSM	Non FSM	Girls	Boys	All	FSM	Non FSM	Girls	Boys
Level 6	0 %	0 %	0 %	0 %	0 %	0 %	0 %	0 %	0 %	0 %	11 %	0 %	19 %	14 %	8 %
Level 5	52 %	55 %	50 %	64 %	38 %	22 %	18 %	25 %	43 %	0 %	26 %	18 %	31 %	21 %	31 %
Level 4B	81 %	73 %	88 %	93 %	69 %						70 %	73 %	69 %	86 %	54 %
Level 4	89 %	82 %	94 %	93 %	85 %	74 %	73 %	75 %	93 %	54 %	81 %	73 %	88 %	86 %	77 %
Ave Points Score	28.3	27.5	28.8	29.3	27.2	26.1	25.4	26.6	29.1	22.8	27.7	25.9	29.0	28.4	27.0

Pupils 2015

	Count
Total	27
Girls	14 (52 %)
Boys	13 (48 %)
FSM	11 (41 %)
SEN	10 (37 %)

Key Stage 2 (Progress Levels)

	2014		2015	
	Pupils Achieving 2 + Levels of Progress	Pupils Achieving 3 + Levels of Progress	Pupils Achieving 2 + Levels of Progress	Pupils Achieving 3 + Levels of Progress
Reading	77 %	3 %	93 %	44 %
Writing	97 %	34 %	96 %	23 %
Mathematics	77 %	19 %	96 %	19 %
Level 4 RWM	56%		70.4%	

Key Stage 2 (2009 to 2015)

	Reading							Writing							Mathematics						
	2009	2010	2011	2012	2013	2014	2015	2009	2010	2011	2012	2013	2014	2015	2009	2010	2011	2012	2013	2014	2015
Level 6	0 %	0 %	0 %	0 %	0 %	0 %	0 %	0 %	0 %	0 %	0 %	0 %	0 %	0 %	0 %	0 %	0 %	0 %	0 %	3 %	11 %
Level 5	33 %	42 %	18 %	37 %	31 %	25 %	52 %	0 %	8 %	0 %	22 %	22 %	22 %	22 %	39 %	17 %	18 %	19 %	9 %	19 %	26 %
Level 4B	56 %	83 %	61 %	63 %	66 %	59 %	81 %								72 %	54 %	61 %	59 %	50 %	44 %	70 %
Level 4	78 %	88 %	71 %	78 %	88 %	69 %	89 %	50 %	67 %	50 %	63 %	81 %	78 %	74 %	83 %	71 %	71 %	67 %	81 %	69 %	81 %
Ave Points Score	26.9	28.1	24.7	26.7	27.6	25.1	28.3	23.9	24.9	22.8	24.8	26.8	25.9	26.1	27.6	25.8	25.0	25.7	25.5	25.5	27.7

Comparison - Foundation 2013 to KS1 2015

	2013 Foundation 2+		2015 KS1 Level 2B	+/- National Expectations
Reading	44 %	Reading	71 %	27 %
Writing	32 %	Writing	66 %	34 %
Maths	44 %	Mathematics	80 %	36 %
GLD	24 %	RWM		

Comparison - KS1 2011 to KS2 2015

	2011 KS1 APS		2015 KS2 APS	+/- National Expectations
Reading	15.2	Reading	28.3	13.0
Writing	13.1	Writing	26.1	13.0
Mathematics	15.5	Mathematics	27.7	12.2

	2011 KS1 Level 2B		2015 KS2 Level 4B	+/- National Expectations
Reading	73 %	Reading	81 %	8%
Writing	42 %	Writing		
Mathematics	69 %	Mathematics	70 %	1%

Comments	Further questions that might allow this judgement to be secured

Foundation Key Stage

NB …………is subject to high levels of mobility with children moving both in and out. This analysis is based upon un-validated data and therefore may not reflect the actual performance of all children at the school who were assesses at the end of a key stage in 2015.

Foundation:

Contextual information and the school's initial assessments suggest that the proportion of children joining ……….. at the start of Foundation with skills typical of those of their age is below and possibly well below those seen in many schools.

- Deprivation in 5th Quintile
- FSM in 5th Quintile
- EAL in 4th Quintile
- Stability in 1st Quintile
- SEN + in 5th Quintile

How does the attainment of differing groups compare to similar children nationally? What is the progress of those children that entered with skills that were better than their peers [More Able]?-What about the Least Able on entry? Is the progress of Boys and Girls the same? Is it in line with national averages for each group or better? Is the same true of EAL children? PP funded?
Did the 2015 cohort enter at the same levels as the 2014 cohort given they have a better proportion of GLD. Does this represent better progress than last Year or is it similar? Is progress consistent across the whole key stage or is it better in Nursery/Reception?

Attainment at the end of Reception is below average because school's outcomes using GLD as an indicator are less than those seen nationally. Proportions of children with at least expected attainment in the individual areas of reading, writing and numbers are also less than average. Given the very low numbers of children entering school with skills typical of their age these levels of attainment may represent good progress and achievement is also likely to be good.

What steps do the school take to ensure accuracy of assessment judgements? Who is involved? Other schools? When did this pattern of attainment become apparent-what changes were made during the year to ensure children maximised their potential?

Working Hypothesis: Attainment may be below **average.** Progress may be **good** because there is a very notable smaller gap between school's performances and those seen nationally at the end or Reception compared to entry. Achievement may be **good.** Based on the data Teaching over time across Foundation **may be good.** Leadership and Management in Foundation may be **good.**

What changes has the school made to the leadership of this area of school that has brought about sustained improvement since 2013?

KS1

Key Stage 1

Outcomes for from Y1 Phonics Screening are well above those seen nationally with the level that followed a sharp increase in 2014 being sustained. There are more pupils demonstrating competence in phonics at the end of Y1 than had attained at Expected or Better at the end of reception suggesting continuing good progress in this aspect of their learning.

Outcomes at 2+ in reading and mathematics are in line with national averages although this is not true in writing. The gap between …… and national grows with the higher levels. The performance of Disadvantaged children is broadly similar to that of their peers as it is in reading and mathematics between boys and girls. In writing however boys do less well than girls.

What was the impact of joiners and leavers on the end of key stage outcomes? Did the joiners make good progress? What about those children at the school throughout KS1?

What strategies does the school employ to match the PP spending to the needs of children? Does the level of attainment represent good progress for the 19 children? How many PP funded children had Expected or More than Expected attainment on leaving Foundation? Have they made good progress?

The Year 2 cohort was subject to mobility as they moved across KS1 with children both joining and leaving. However a comparison of proportions of children with 'Expected or Better' attainment at the end of Foundation and 2b+ at the end of KS1 shows a rise in all 3 subjects of 27, 34 and 36 points respectively.

Working Hypothesis: Attainment may be below **average.** Progress may be **good** however. Achievement may be **good.** Based on the data Teaching over time across KS1 may be **good.** Leadership and Management in KS1 may be **good.**

Why do fewer boys attain at higher levels than girls in writing?
How can the leadership demonstrate that tracking and intervention is effective at KS1?

Is progress consistent across the whole key stage for those that have been at school since Reception?

What can the leadership learn from the well above average attainment in phonics?

Key Stage 2

Un-validated data for KS2 indicates that outcomes at L4+ in reading, writing and maths combined of………. was ahead of the national Floor Standard for attainment although below the national average. This figure represented a notable improvement on 2014

The proportion of children at 4+ is around average in reading although a little below in writing and mathematics. Performance at 4b+ rose in reading and mathematics whilst at L5 there was a significant increase in the proportion of children attaining at L5 with a more modest but encouraging rise in mathematics

What was the impact of joiners and leavers on the end of key stage outcomes? What strategies does the school employ to match the PP spending to the needs of children? Why does the FSM v NFSM comparison look less favourable at higher levels of attainment? Does the level of attainment represent good progress for the 11 children? How many PP funded children attained at 2b+ when leaving KS1? Have they made good progress? Why do fewer boys attain at the higher levels than girls in reading but not in mathematics?
How can the leadership demonstrate that tracking and intervention is effective at KS2?

The attainment of Disadvantaged children matches that of their peers in reading and writing at L4 but there is a gap that appears at higher levels. This gap is visible in maths too. Similarly there is a gap between the performance and boys and girls at the higher levels in reading and writing

Proportions of children making expected progress across KS 2 are likely to be close to or ahead of the national average in all 3 subjects and also the national median in writing and mathematics[This represents an improvement on 2014 in reading and mathematics]

Is progress consistent across the whole key stage for those that have been at school since KS1?

Proportions of children making more than expected progress across KS 2 are likely to be ahead of the national average in reading but not in writing or mathematics.

What have leaders done that has resulted in the improvement in attainment, progress and achievement from last year? Are these improvements also reflected in pupils' behaviour and attitudes to their learning?

Using un-validated data comparisons of proportion of children at 4b+ in reading and mathematics with those that scored 2b+ at the end of KS1 shows a rise of 8 points in reading and 1 point in mathematics. A similar analysis of proportions of children attaining at L3 in 2011 and L5 in 2015 shows a rise of 37, 18 and 7 points in reading, writing and mathematics respectively.

Working Hypothesis: Attainment may be below **average. Progress may be good. Achievement may be good.**

Overall

The proportion of children entering ………..with age typical skills is likely to be below that seen nationally. When they leave the proportion of children 'secondary ready' is much closer to that seen nationally. This cohort has made progress that is good across school.

Foundation Stage

	2009 6+	2010 6+	2011 6+	2012 6+		2013 2+	2014 2+	2015 2+
CLL	29 %	64 %	57 %	81 %	Reading	80 %	69 %	63 %
PSRN	58 %	50 %	69 %	93 %	Writing	66 %	64 %	61 %
PSED & CLL	29 %	59 %	57 %	81 %	Numbers	46 %	66 %	63 %
					GLD % Yes	36 %	61 %	61 %

Pupils 2015

	Count
Total	59
Girls	25 (42 %)
Boys	34 (58 %)
FSM	7 (12 %)

Phonics Year 1

	2012	2013	2014	2015
All	74 %	72 %	81 %	74 %
FSM	80 %	64 %	76 %	82 %
Non FSM	72 %	74 %	87 %	72 %
Girls	81 %	73 %	88 %	71 %
Boys	67 %	70 %	74 %	78 %
Year 2 Resit		79 %	100 %	91 %

Pupils 2015

	Count
Total	58
Girls	35 (60 %)
Boys	23 (40 %)
FSM	11 (19 %)

Key Stage 1 (2015 Detail)

	Reading					Writing					Mathematics				
	All	FSM	Non FSM	Girls	Boys	All	FSM	Non FSM	Girls	Boys	All	FSM	Non FSM	Girls	Boys
Level 3	26 %	6 %	35 %	33 %	19 %	16 %	0 %	23 %	27 %	6 %	21 %	6 %	28 %	27 %	16 %
Level 2A	54 %	22 %	67 %	70 %	39 %	34 %	6 %	47 %	50 %	19 %	41 %	6 %	56 %	57 %	26 %
Level 2B	82 %	67 %	88 %	93 %	71 %	67 %	33 %	81 %	83 %	52 %	84 %	72 %	88 %	90 %	77 %
Level 2C	93 %	83 %	98 %	97 %	90 %	87 %	78 %	91 %	97 %	77 %	93 %	83 %	98 %	97 %	90 %
Ave Points Score	16.5	14.3	17.4	17.5	15.6	15.2	12.9	16.1	16.6	13.8	16.1	14.1	16.9	16.9	15.3

Pupils 2015

	Count
Total	61
Girls	30 (49 %)
Boys	31 (51 %)
FSM	18 (30 %)
SEN	6 (10 %)

Key Stage 1 (2009 to 2015)

	Reading							Writing							Mathematics						
	2009	2010	2011	2012	2013	2014	2015	2009	2010	2011	2012	2013	2014	2015	2009	2010	2011	2012	2013	2014	2015
Level 3		32 %	19 %	35 %	33 %	36 %	26 %		6 %	6 %	9 %	19 %	17 %	16 %		23 %	19 %	26 %	23 %	20 %	21 %
Level 2A		55 %	35 %	47 %	54 %	51 %	54 %		26 %	29 %	23 %	35 %	46 %	34 %		43 %	35 %	40 %	46 %	42 %	41 %
Level 2B		66 %	69 %	72 %	83 %	80 %	82 %		49 %	52 %	49 %	63 %	73 %	67 %		72 %	69 %	70 %	75 %	69 %	84 %
Level 2C		81 %	81 %	81 %	88 %	88 %	93 %		77 %	81 %	70 %	75 %	85 %	87 %		85 %	85 %	81 %	85 %	90 %	93 %
Ave Points Score	16.3	15.7	15.1	15.7	16.3	16.6	16.5	14.5	13.5	14.1	13.2	14.5	15.4	15.2	15.3	15.4	15.3	15.6	15.9	15.6	16.1

Key Stage 2 (2015 Detail)

	Reading					Writing					Mathematics				
	All	FSM	Non FSM	Girls	Boys	All	FSM	Non FSM	Girls	Boys	All	FSM	Non FSM	Girls	Boys
Level 6	0 %	0 %	0 %	0 %	0 %	0 %	0 %	0 %	0 %	0 %	7 %	10 %	7 %	10 %	4 %
Level 5	20 %	40 %	16 %	26 %	13 %	31 %	20 %	34 %	39 %	22 %	28 %	20 %	30 %	26 %	30 %
Level 4B	61 %	60 %	61 %	58 %	65 %						56 %	60 %	55 %	55 %	57 %
Level 4	69 %	70 %	68 %	71 %	65 %	74 %	70 %	75 %	71 %	78 %	65 %	60 %	66 %	61 %	70 %
Ave Points Score	25.1	25.8	24.9	25.4	24.6	25.8	25.8	25.8	26.2	25.3	26.0	25.4	26.1	26.0	25.9

Pupils 2015

	Count
Total	54
Girls	31 (57 %)
Boys	23 (43 %)
FSM	10 (19 %)
SEN	5 (9 %)

Key Stage 2 (Progress Levels)

	2014		2015	
	Pupils Achieving 2 + Levels of Progress	Pupils Achieving 3 + Levels of Progress	Pupils Achieving 2 + Levels of Progress	Pupils Achieving 3 + Levels of Progress
Reading	84 %	25 %	85 %	23 %
Writing	92 %	34 %	98 %	36 %
Mathematics	94 %	30 %	84 %	24 %
Level 4 RWM	71%		67%	

Key Stage 2 (2009 to 2015)

	Reading							Writing							Mathematics						
	2009	2010	2011	2012	2013	2014	2015	2009	2010	2011	2012	2013	2014	2015	2009	2010	2011	2012	2013	2014	2015
Level 6	0 %	0 %	0 %	0 %	0 %	0 %	0 %	0 %	0 %	0 %	0 %	0 %	4 %	0 %	0 %	0 %	0 %	0 %	2 %	13 %	7 %
Level 5	42 %	0 %	40 %	46 %	37 %	44 %	20 %	12 %	0 %	23 %	0 %	23 %	27 %	31 %	39 %	0 %	26 %	31 %	40 %	37 %	28 %
Level 4B	84 %	0 %	77 %	77 %	70 %	75 %	61 %								61 %	0 %	68 %	56 %	65 %	77 %	56 %
Level 4	88 %	0 %	83 %	88 %	84 %	87 %	69 %	63 %	0 %	72 %	0 %	81 %	88 %	74 %	79 %	0 %	77 %	69 %	79 %	87 %	65 %
Ave Points Score	28.4	0.9	27.9	28.7	27.5	27.8	25.1	25.5	0.9	26.2	26.9	26.9	27.9	25.8	27.8	0.9	26.5	26.8	28.1	29.0	26.0

Comparison - Foundation 2013 to KS1 2015

	2013 Foundation 2+		2015 KS1 Level 2B	+/- National Expectations
Reading	80 %	Reading	82 %	2 %
Writing	66 %	Writing	67 %	1 %
Maths	46 %	Mathematics	84 %	38 %
GLD	36 %	RWM		

Comparison - KS1 2011 to KS2 2015

	2011 KS1 APS		2015 KS2 APS	+/- National Expectations
Reading	15.1	Reading	25.1	10.0
Writing	14.1	Writing	25.8	11.7
Mathematics	15.3	Mathematics	26.0	10.7
	2011 KS1 Level 2B		2015 KS2 Level 4B	+/- National Expectations
Reading	69 %	Reading	61 %	-8%
Writing	52 %	Writing		
Mathematics	69 %	Mathematics	56 %	-13%

Comments Deprivation-0.31 FSM-26% SA+-3% EAL-19% Stability- 81%	Further questions that might allow this judgement to be secured

Foundation Key Stage

GLD close to national average -attainment is therefore likely to be **average.** This was true in 2014 too. Proportions of children demonstrating expected levels of attainment or better in Reading, Writing and in Numbers are all very similar.
On entry proportion of children at age typical attainment likely to be below:
- Deprivation in 4th Quintile
- FSM in 4th Quintile
- EAL in 5th Quintile
- Stability in 2nd Quintile.

GLD in line with national average, below on entry therefore progress across Foundation is might be **good**

What is the progress of those children that entered with skills that were better than their peers [More Able]?-What about the Least Able on entry? Is the progress of Boys and Girls the same? What is the progress of EAL children? PP funded Did the 2015 cohort enter at the same levels as the 2014 cohort? How did their Attainment on Entry compare to the 2013 cohort when attainment was lower? Do 2015 outcomes represent better progress than 2014? What were the respective entry points in reading/writing/maths given that the 2+ proportions are similar? What steps do the school take to ensure accuracy of assessment judgements? Who is involved? Other schools? When did this pattern of attainment become apparent-what changes were made during the year to ensure children maximised their potential?

Hypothesis: Attainment is average. Progress is good. Achievement is good. Based on the data Teaching in Foundation is good. Leadership and Management in Foundation is good

Attainment at the end of KS1 is broadly average. This is because proportions of children at 2+, 2b+ and L3 are close to national averages. This is also true when comparing Average Points Scores. There is however a gap between proportions of Disadvantaged children and their peers at 2b+ in all subjects and this grows at 2a and L3. There is a similar pattern to be found in the performance of boys against girls-although relatively similar at 2+ in reading and mathematics the gap grows when comparisons are made at higher levels of attainment.

KS1 attainment has fluctuated across the last 3 years attainment this year being comparable with that seen in 2013 in reading and mathematics although a little down on 2014. In writing attainment is rising since 2013.

Un-validated data shows a similar proportion of children attained at 2b+ in reading and in writing as demonstrated expected or better attainment at the end of Foundation suggesting progress for this cohort in these subjects is probably RI. In mathematics there was a notable increase of pupils attaining at this milestone suggesting that progress here was good.

Why are the progress figures better in mathematics than they are in writing and reading? What is the progress of children who had attainment better than expected? How many children entered Year 1 with attainment lower than expected but got to 2b+ or 2+? How effective is the targeting of PP funds given the gap in attainment at 2b+, 2a+ and L3? Why is the attainment of boys lower than that of girls?

Hypothesis: Attainment is average. Progress is RI. Achievement is RI. Based on the data Teaching in KS1 is RI. Leadership and Management in KS1 is RI

Un-validated data for KS2 indicates that outcomes at L4+ in reading, writing and maths combined was ahead of 65% but still below national averages-before disapplication the gap being 13 points.

Proportion of children at 4+ is below national average in all 3 subjects and there is a danger that it might be significantly so in reading. This is also the case at L5+ with the biggest gaps being in reading and in mathematics.

Proportions of children making expected progress across KS 2 are likely to be below the national average in reading and in maths. Using un-validated data comparisons of proportion of children at 4b+ in reading with those that scored 2b+ at the end of KS1 shows a decline. This is also true in mathematics. Proportions of pupils making more than expected progress are also likely to be below national averages in reading and mathematics although in writing they are likely to be close.

Hypothesis: Attainment may be **below average. Progress may be below average. Achievement may be inadequate. Based on the data Teaching over time across KS2 may be inadequate. Leadership and Management in KS2 may be inadequate.**

Overall
The proportion of children entering with age typical skills is likely to be below that seen nationally. When they leave the proportion of children 'secondary ready' is also below that seen nationally. It would be hard to argue that this cohort has made progress that is good across school.

What was the impact of mobility upon this cohort? What evidence does the school have to show the progress that New Arrivals made between arrival and the end of their time at GP? Why do fewer children attain at expected levels in reading and mathematics than writing?

What is the school's view on the effectiveness of intervention across KS2?

Why is attainment much lower in 2015 than it was in 2014 given that this cohort's performance was similar with that of the 2014 group in mathematics and better than that in writing?

Why are the proportions of pupils attaining at L5 similar to those that attained at L3 in 2011 in reading but much higher in writing and mathematics?

Foundation Stage

Foundation Stage	2009 6+	2010 6+	2011 6+	2012 6+		2013 2+	2014 2+
CLL	35 %	33 %	40 %	73 %	Reading	48 %	76 %
PSRN	54 %	76 %	59 %	80 %	Writing	47 %	73 %
PSED & CLL	35 %	33 %	36 %	68 %	Numbers	53 %	75 %
					GLD % Yes	37 %	72 %

Pupils 2014

	Count
Total	79
Girls	43
Boys	36

Phonics Year 1

Phonics Year 1	2012	2013	2014
All	35 %	36 %	81 %
FSM	15 %	24 %	71 %
Non FSM	42 %	40 %	87 %
Girls	31 %	34 %	82 %
Boys	38 %	38 %	81 %
Year 2 Resit		54 %	92 %

Pupils 2014

	Count
Total	80
Girls	38
Boys	42

Key Stage 1 (2014 Detail)

	Reading					Writing					Mathematics				
	All	FSM	Non FSM	Girls	Boys	All	FSM	Non FSM	Girls	Boys	All	FSM	Non FSM	Girls	Boys
Level 3	18 %	10 %	20 %	18 %	17 %	6 %	5 %	7 %	4 %	9 %	19 %	5 %	24 %	18 %	20 %
Level 2A	45 %	29 %	51 %	51 %	37 %	18 %	10 %	20 %	22 %	11 %	60 %	33 %	69 %	67 %	51 %
Level 2B	75 %	52 %	83 %	78 %	71 %	58 %	43 %	63 %	69 %	43 %	91 %	76 %	97 %	93 %	89 %
Level 2C	86 %	67 %	93 %	91 %	80 %	85 %	71 %	90 %	91 %	77 %	94 %	86 %	97 %	96 %	91 %
Ave Points Score	15.5	13.4	16.2	15.8	15.1	14.1	12.8	14.5	14.5	13.5	16.5	14.5	17.1	16.6	16.3

Pupils 2014

	Count
Total	80
Girls	45
Boys	35
FSM	21 (26 %)
SEN	8 (10 %)

Key Stage 1 (2009 to 2014)

	Reading						Writing						Mathematics					
	2009	2010	2011	2012	2013	2014	2009	2010	2011	2012	2013	2014	2009	2010	2011	2012	2013	2014
Level 3		16 %	24 %	24 %	29 %	18 %		12 %	11 %	9 %	14 %	6 %		22 %	22 %	21 %	26 %	19 %
Level 2A		39 %	38 %	36 %	41 %	45 %		17 %	21 %	21 %	28 %	18 %		33 %	46 %	49 %	59 %	60 %
Level 2B		63 %	58 %	55 %	64 %	75 %		48 %	41 %	49 %	45 %	58 %		70 %	72 %	68 %	73 %	91 %
Level 2C		85 %	80 %	81 %	76 %	86 %		82 %	72 %	81 %	76 %	85 %		94 %	88 %	91 %	90 %	94 %
Ave Points Score	16.2	15.0	15.1	14.9	15.0	15.5	14.0	13.8	13.2	13.5	13.8	14.1	16.9	15.5	15.8	15.8	16.1	16.5

Key Stage 2 (2014 Detail)

	Reading					Writing					Mathematics				
	All	FSM	Non FSM	Girls	Boys	All	FSM	Non FSM	Girls	Boys	All	FSM	Non FSM	Girls	Boys
Level 6	0 %	0 %	0 %	0 %	0 %	1 %	0 %	2 %	0 %	3 %	7 %	0 %	8 %	5 %	9 %
Level 5	44 %	14 %	51 %	50 %	37 %	27 %	7 %	31 %	38 %	14 %	31 %	7 %	36 %	33 %	29 %
Level 4B	72 %	57 %	75 %	80 %	63 %						72 %	36 %	80 %	70 %	74 %
Level 4	87 %	71 %	90 %	90 %	83 %	81 %	64 %	85 %	90 %	71 %	85 %	64 %	90 %	88 %	83 %
Ave Points Score	27.7	25.0	28.3	28.3	27.1	27.1	24.9	27.6	28.5	25.5	27.9	24.0	28.8	28.1	27.8

Pupils 2014

	Count
Total	75
Girls	40
Boys	35
FSM	14 (19 %)
SEN	10 (13 %)

Key Stage 2 (Progress Levels)

	2013		2014	
	Pupils Achieving 2 + Levels of Progress	Pupils Achieving 3 + Levels of Progress	Pupils Achieving 2 + Levels of Progress	Pupils Achieving 3 + Levels of Progress
Reading	73 %	14 %	91 %	32 %
Writing	88 %	25 %	95 %	18 %
Mathematics	58 %	58 %	85 %	18 %
Level 4 RWM	56%%		76%%	

Key Stage 2 (2009 to 2014)

	Reading						Writing						Mathematics					
	2009	2010	2011	2012	2013	2014	2009	2010	2011	2012	2013	2014	2009	2010	2011	2012	2013	2014
Level 6	0 %	0 %	0 %	0 %	1 %	0 %	0 %	0 %	0 %	0 %	0 %	1 %	0 %	0 %	0 %	0 %	5 %	7 %
Level 5	58 %	56 %	56 %	42 %	25 %	44 %	38 %	21 %	31 %	25 %	18 %	27 %	28 %	39 %	41 %	29 %	25 %	31 %
Level 4B	89 %	83 %	88 %	81 %	55 %	72 %							76 %	80 %	85 %	71 %	59 %	72 %
Level 4	93 %	91 %	99 %	90 %	73 %	87 %	85 %	83 %	84 %	86 %	74 %	81 %	82 %	93 %	93 %	82 %	70 %	85 %
Ave Points Score	29.4	29.3	30.1	28.3	25.7	27.7	28.2	26.6	27.8	27.2	26.1	27.1	28.0	28.9	29.0	27.4	26.4	27.9

Comparison - Foundation 2012 to KS1 2014

	2012 Foundation 6+		2014 KS1 Level 2B	+/- National Expectations
CLL	73 %	Reading	75 %	3 %
CLL	73 %	Writing	58 %	-15 %
PSRN	80 %	Mathematics	91 %	11 %
PSED & CLL	68 %	RWM		

Comparison - KS1 2010 to KS2 2014

	2010 KS1 APS		2014 KS2 APS	+/- National Expectations
Reading	15.0	Reading	27.7	12.8
Writing	13.8	Writing	27.1	13.3
Mathematics	15.5	Mathematics	27.9	12.4

	2010 KS1 Level 2B		2014 KS2 Level 4B	+/- National Expectations
Reading	63 %	Reading	72 %	9%
Writing	48 %	Writing		
Mathematics	70 %	Mathematics	72 %	2%

Foundation Key Stage

GLD ahead of national average but not significantly-attainment is therefore likely to be **average**
On entry proportion of children at age typical attainment likely to be low
Deprivation in 5th Quintile
FSM in 4th Quintile
EAL IN 4TH Quintile
GLD ahead of national average, progress across Foundation therefore likely to be **good**

Hypothesis: Attainment is average. Progress is good. Achievement is good. Based on the data Teaching in Foundation is good. Leadership and Management in Foundation is good

Further questions that might allow this judgement to be secured
How does the attainment of differing groups compare to similar children nationally?
What is the progress of those children that entered with skills that were better than their peers [More Able]?-What about the Least Able on entry? Is the progress of Boys and Girls the same? Is it in line with national averages for each group or better? Is the same true of EAL children? PP funded[or likely to be]? Did the 2014 cohort enter at the same levels as the 2013 cohort given they have more GLD? What were the respective entry points in reading/writing/maths given that the 2+ proportions are similar?
What steps do the school take to ensure accuracy of assessment judgements? Who is involved? Other schools? When did this pattern of attainment become apparent-what changes were made during the year to ensure children maximised their potential?

Key Stage 1

Proportion of children at 2+ in reading, writing and maths is similar to national average. This is also true with proportions of children at 2b+ in reading. At 2b+ in maths school's outcomes are significantly higher than national average but in writing significantly lower. L2a and L3 outcoems are significantly below average in reading and writing .
Proportion of Disadvantaged children at 2+, 2b+,2a+ and L3 ineqach of the 3 subjetcts lower than of more advantaged children at the school.
APS is significantly below national in reading and writing and in line in maths.
Attainment is therefore likely to be lower than **average**
Progress sees a lower proportion of children at 2b+ in writing than scored 6+ at the end of Foundation. Higher proportions attained at 2b+ in maths compared to 6+ in Foundation and similar proportion in reading.
Progress across KS1 is therefore likely to be **RI at best in reading and writing although it may be good in maths**
Hypothesis: Attainment is below average. Progress is RI. Achievement is RI. Based on the data Teaching in KS1 is RI Leadership and Management in KS1 is RI

Further questions that might allow this judgement to be secured

Why are the progress figures better in maths than they are in writing? What is the progress of children who were 7+/8+ etc? How many children entered Y1 at 4+ but got to 2b+ or 2+? Why are the L3 outcomes much lower than national?
What are the levels of expectation like at Y1 and Y2 for more able? Why do disadvantaged children have poorer attainment?
Why do fewer boys attain at L3/2a+/2b+ than girls in writing?

Key Stage 2

L4+ in reading,writing and maths combined is in line with national average and shows an encouraging improvement on 2013.
Proportion of children at 4+ in reading, writing and maths as individual subjects is in line with national, this is also true at 4b+ in reading and maths and L5 in reading and writing. L5 in maths is significantly below national average
Fewer disadvantaged children attaining at L4 in reading, writing and maths than their peers. This is also true at 4B+ and L5
 APS is in line with national average in all 3 subjects
Attainment is therefore likely to be **average**
A higher proportion of children attained at 4b+ in reading than did so at 2b+ at the end of KS1. In maths there was a similar amount-this is also true of L2+ in writing at the end of Y2 and L4+ in 2014. Proportions of children making expected progress across KS 2 are in line with national averages in reading and writing but below in maths. Fewer children than national made more than expected progress across KS 2 in writing and maths and a similar amount in reading. Comparisons of APS for this cohort at the end of Y2 and at the end of Y6 show gains in line with national averages in all 3 subjects
Progress is therefore likely to be **RI for this cohort but accelerated since the time of the last inspection.**

Hypothesis: Attainment is **average. Progress is RI. Achievement is RI. Based on the data Teaching in KS2 is RI. Leadership and Management in KS2 is RI. All aspects of the school's work are improving however.**

Further questions that might allow this judgement to be secured
Why do fewer children make more than expected progress in writing and maths than in reading? Why are there fewer L5 learners in maths than other subjects? Why do disadvantaged children have poorer attainment? Why are boys less likely to get 4b+ or L5 than girls in reading na dwriting?

Overall
The proportion of children entering with age typical skills is likely to be below that seen nationally. When they leave the proportion of children 'secondary ready' is similar to that seen nationally. These children have made progress that has been inconsistent but may be RI across school.

Learning and Achievement Service

Note of Visit

Section A				
Name of school:	....		School category:	A
Name and role of LA Personnel:		Neil Jarman SSA		
Date of visit: 12.2.15			Length of Visit 2hrs	

Context *(Key background information relevant to this visit)*
Core' visit to school.

The school appointed a new substantive Headteacher in December 2014. The following week saw the school judged good after an inspection.

Purpose/Focus *(linked to previous agreed actions)*:
1. Achievement (Attainment, progress and updated school predictions-with reference to LADS document and internal data analysis)
2. Use and impact of pupil premium. How effectively is the school narrowing the gaps for different groups including the more able
3. Current teaching profile of school?
4. Current self-evaluation (against framework judgements). What does the school judge itself to be?
5. Governance-effectiveness and issues
6. Leadership and management
7. Any safeguarding issues?
8. Review categorisation

Section B

Outcomes *(including progress towards the agreed actions and initial findings)*:

Achievement

Ofsted reported that good achievement was evident in the school's data showing progress throughout the school and in the work in pupils' books also pointing to the fact that pupils make good progress to reach these levels from their starting points. Inspectors noted that the gap between attainment of disadvantaged pupils in Year 6 and their classmates in mathematics and writing was less than that seen nationally and had narrowed significantly from the previous year due to the success of the extra teaching in small groups provided for these pupils. The school's most up to date pupil progress information was used to support these judgments and as such little further information is available at present. However, rates of progress for pupils across Years 3 and 4 still remain less than those seen in other parts of school.

Use and impact of pupil premium.

The inspection concluded that use of this additional funding was appropriate and pointes to attainment gaps that were narrowing as a result.

Teaching

Evidence from analysis of progress data, records of lesson observations and the scrutiny of pupil workbooks confirm that teaching over time at .... is good. This is supported by the progress that children make during their time at school-few children enter Nursery with age typical skills and yet the proportion of pupils leaving Year 6 'Secondary Ready' is slightly higher than that seen nationally. This view was also that taken by Ofsted in December although further work on challenge for the more able would further strengthen the profile.

Governance

Ofsted acknowledged that Governors check the school's work through visits and also by investigating areas where improvement strategies have been implemented through questioning of school leaders. The systematic aspect of

their work can also be seen in the way that finances are tracked and governors are well informed of specific spending such as that associated with Pupil premium.

Leadership and Management

The school was judged to have good Leadership by Ofsted in a judgement that reflected the impact that the acting headteacher and her assistant headteachers and senior leaders have been having in improving the quality of teaching and raising achievement. The inspector reported that, '......the acting headteacher provides good, strong leadership and the senior leaders make an effective team, providing good support and challenge through their work with staff.' The school's leaders have also shown themselves to be astute in their use of external support, particularly in terms of redesign of curriculum delivery and also provision in Early Years-the effectiveness of this can be seen in Ofsted's judgement that Early Years was good.

Self-evaluation

The school judged itself to be good overall on the balance of the evidence ahead of the recent inspection and this perspective was confirmed.
.
Behaviour and Safety

Behaviour of children at school is good as confirmed by observations of them in lessons, the dining room and on the playground. A very small number of children face real challenges with their behaviour but school manages these difficulties appropriately. All safeguarding requirements are fully met.

Categorisation

The school should become a Category A

Evaluation *(summary of the key evidence gathered during the visit using DODD principles- Discussion; observation; documentation and data). Identify initial impact of actions taken focusing on the four Key Ofsted areas relevant to this visit-this section to be inserted into the LASP)*:

Achievement:
2 Pupils make good progress from their starting points.
Quality of teaching:
 2 The progress that children make during their time at school shows teaching is good.
Behaviour and safety:
2 Behaviour of children at school is good as confirmed by observations of them in lessons, the dining room and on the playground. A very small number of children face real challenges with their behaviour but school manages these difficulties appropriately. All safeguarding requirements are fully met
Leadership and management
2 Despite significant changes to the leadership, the leadership and management are good-Ofsted 14
Overall Effectiveness: 2

Section C		
Next steps and agreed actions (agenda items for the next meeting)		
What? *(and expected impact)*	By whom?	By when?
1. Strategies developed to improve the content of pupils' writing by developing more opportunities for them to write imaginatively and to work at improving the quality of the vocabulary and the content of their writing through redrafting.	HT	27/3/15
Strategies developed to ensure the marking of pupils' work gives them clear advice on how to improve their learning	HT	27/3/15
HT to send updated progress data	HT	1/3/15
HT to indicate the profile for additional mentoring that would meet her needs	HT	1/3/15
Section D		

Learning and Achievement Service

Note of Visit

In addition to the Headteacher and Education Improvement Adviser this report should be distributed to (please insert):

Learning and Achievement Service

Note of Visit

Section A				
Name of school:	Primary		School category:	B1
Name and role of LA Personnel:				
Date of visit			Length of Visit 4 hours	

Context *(Key background information relevant to this visit)*
Autumn term 'Core' visit to school.

Purpose/Focus *(linked to previous agreed actions)*:
1. Achievement (Attainment, progress and updated school predictions-with reference to LADS document and internal data analysis)
2. Use and impact of pupil premium. How effectively is the school narrowing the gaps for different groups including the more able
3. Current self-evaluation (against framework judgements). What does the school judge itself to be?
4. Leadership and management
5. Any safeguarding issues?
6. New National Curriculum
7. Review categorisation

Section B

Outcomes *(including progress towards the agreed actions and initial findings):*
Actions arising from the last visit:

N/A-This is the first term where ………… has worked with this officer.

1. **Pupil Premium**
   At KS1 the gap between the attainment of Disadvantaged Pupils and 'Other Children' nationally is closing in reading and mathematics at 2+. In writing the gap is smaller than in 2012 but less so than in 2-13-this may well be as a result of cohort issues. L3 performance is on a 3 year trend of improvement in writing and maths. In reading more disadvantaged children are now attaining at L3 than in 2012.

   An overview of KS2 gives a less encouraging picture because the progress that this group is making across KS2 appears to be lessening-this may well be as a result of cohort factors related to the high levels of mobility however. Similarly in reading and maths there has been no discernible closing of the gap although there is in writing.

2. **Quality of Teaching**
   There is no inadequate teaching at ………….. although there is some that is not yet consistently good. Leaders have established a coaching network within school to accelerate the improvement of relatively inexperienced staff. School self evaluation would suggest that this is effective because of changes to the practice of targeted staff. Further work that ensures a focus on learning rather than tasks in the planning that teachers undertake would lead to even more good teaching. Similarly marking that provided clear and appropriate advice to children on how to improve their work would lead to improved rates of progress.

3. **Self-Evaluation**
   The schools current self-evaluation is:
   Achievement – RI
   Teaching & Learning – RI
   Behaviour & Safety – RI
   Leadership & Management – RI

   There are grounds to accept these judgements based on a wide range of evidence. The school recognises that

some outward facing data, taken without context, might suggest that their view of school is overgenerous. However when placed within a framework of internal data-particularly regarding narrowing of attainment gaps within cohorts- and observations within school it has merit

4. Leadership and management

The school has an energetic SLT that continues to promote improvements. Attendance that is above national average, the managing of behaviour of a number of troubled youngsters and continued improvement in attainment at KS1 are examples of this. The adaptation of school's systems to support teaching and learning to provide a level of agility to respond to the current high levels of mobility are rightly a major focus of current work.

5. Safeguarding

The school is aware of the changes to requirements around checking for Prohibition Orders. This is also the case concerning 'Non Association' declarations.

6. Adoption of the New National Curriculum.

The school has continued to measure pupil progress against levels and sublevels during this term with a view to adopting the assessment framework during the remainder of the academic year.

7. Review categorisation

School category to change to B1.

Evaluation *(summary of the key evidence gathered during the visit using DODD principles- Discussion; observation; documentation and data). Identify initial impact of actions taken focusing on the four Key Ofsted areas relevant to this visit-this section to be inserted into the LASP)*:

Achievement: Requiring Improvement

Quality of teaching: Requiring Improvement, although there are examples within school where teaching is much better than this.

Behaviour and safety: Improvements to attendance and the continued positive attitudes to learning held by children at ……….. mean that this remains good.

Leadership and management Requiring Improvement. The school is facing a considerable challenge from changes that are taking place in the community it serves with high levels of mobility testing systems to the full. Planned adjustments to these systems to support teaching, learning and self-evaluation will provide the school's leadership with increased agility in the response to learning needs of a school population that change rapidly. The present approach to cohort level Raising Attainment Planning is effective as evidenced by the school's report on 'Narrowing the Gap' The school's frank evaluation of the 2014 outcomes and decision to add further precision to monitoring and increase work on fully securing the link between different aspects of the improvement cycle would further accelerate rates of improvement.

Overall Effectiveness: Requiring Improvement

Section C		
Next steps and agreed actions (agenda items for the next meeting)		
What? *(and expected impact)*	By whom?	By when?
1. Leaders to continue to add precision to criteria for monitoring so that optimum levels of rigour are in place and points for development allow swift follow up and evaluation of impact	SLT	Easter 15
2. Consider the use of Case Study approach to the introduction of new initiatives	SLT	Easter 15
3. Through the triangulation of evidence evaluate the effectiveness of school's coaching programme	SLT	Easter 15
4. Undertake a final evaluation of performance of key groups when validated data	NJ	Jan 15

Note of Visit

	is available.		
5.	Visits to schools with high mobility within the city to look at ways to demonstrate progress/the school effectiveness.	SLT	Jan 15
6.	Ensure that children's learning in the third lesson consistently meets the needs of all children including the more able.	SLT	Jan 15
7.	Review the guidance provided to teachers about marking so that the balance between acknowledging achievement and advising children on how to improve their work is different	SLT	Jan 15
8.	Reflect upon the approach to writing in Foundation subjects	SLT	Jan 15
9.	Reflect on the way that the learning environment can support school's current priorities for improvement.	SLT	Easter 15
10.	Review of the teaching of reading beyond phonics	SLT	Easter 15

In addition to the Headteacher and Education Improvement Adviser this report should be distributed to (please insert):

Local Authority	Wolverhampton
Review dates	
Team members	
Type of school	Primary (LA Maintained)
Age range of pupils	3-11
Gender of pupils	Mixed
Number of pupils	
Headteacher	
School address	Wolverhampton

Introduction and Context

School was judged to be Requiring Improvement when inspected by Ofsted in ………. 2013. Monitoring by HMI drew the conclusion that Senior Leaders and governors were taking effective action to tackle the areas requiring improvement identified during the inspection.

Evidence was gathered from discussions with senior leaders, visits to classrooms, scrutiny of pupil workbook and analysis of data leading to the conclusions drawn at the end of the review.

Summary of Review Judgements

It is unlikely that …………will be judged 'good' at the time of its next inspection. This is because:

- 2015 pupil outcomes shows that there is a need for more children to consistently receive teaching that will allow them to make good progress over time
- The work of leaders through their monitoring, advice and guidance is not yet having sufficient impact upon improvement practice of colleagues or the consistent application of school approaches
- The way that pupils' data is scrutinised needs improvement to ensure that gaps in learning are identified because there remain children at school who are making less progress than they might.

Achievement

There are many children that make good progress during the time that they spend at …………however there are also those, predominately in Key Stage 2, who make less progress than they might. In Foundation Outcomes for pupils at the end of 2015 suggest that achievement for this cohort is good. Proportions of children demonstrating a Good Level of Development are close to national average whilst progress is good given the number of children that entered Nursery with skills less than those that might be expected.

Similarly overall attainment at the end of Key Stage 1 in 2015 was average with proportions of children at 2+, 2b+ and L3 are close to national averages. However because un-validated data shows a sharp rise in the proportion of children attaining at 2b+ in reading, in writing and in mathematics as demonstrated a Good Level of Development at the end of Foundation there is a strong case for progress and therefore achievement being good.

Attainment in 2015 at the end of KS2 was below average however with un-validated data indicating that outcomes at L4+ in reading, writing and maths combined being below national averages although ahead of 65% -before disapplication the gap being 13 points. Similarly the proportion of children at 4+ is below national average in all 3 subjects and there is a danger that it might be significantly so in reading. This is also the case at L5+ with the biggest gaps being in reading and in mathematics. Proportions of children who have made expected progress across KS 2 are below the national average in reading and in maths as they are for pupils making more than expected progress. Un-validated data, also suggests that comparisons of proportion of children at 4b+ with those that scored 2b+ at the end of KS1 shows a decline in reading and mathematics. Some observers might suggest that these outcomes mean that progress for this cohort was inadequate across Key Stage 2, a fact that coupled with below average attainment leaves the school vulnerable to a judgement for this key stage of inadequate achievement in 2015.

Quality of Teaching

There is good practice at …………………but there is also teaching that is not yet good and this is resulting in some children making less progress than others. In some classrooms visited during this review the pace of learning and the challenge offered to pupils, particularly the most able, was insufficient to ensure that all pupils made good progress. Although in stronger lessons questioning was used effectively to allow teachers to assess pupils' understanding and so move learning on at an accelerated pace elsewhere an over reliance on closed questions or those linked to ensuring that children were able to tasks rather than probing their understanding meant that progress was more limited.

At present marking is not consistently providing children with precise information on what should be done to improve their work nor are enough opportunities provided for pupils to respond to suggestions made by their teachers. This is not because of a lack of diligence but because comments too rarely provide precise enough feedback on what needs to be done to improve a piece of work or modelling to allow a youngster to see where a mistake was made. In consequence mistakes are repeated and pupil progress is less than it might be.

Many children at ……………… have exemplary attitudes to their learning but where teachers do not address questions to all corners of their classroom or provide pupils with enough opportunities for individual application of skills that have been learned passivity and some low level disruption was seen to occur.

A number of senior members of staff deliver effective teaching that allows children to make rapid progress. In their classrooms expectation is high and good subject knowledge allows them to identify when children are having difficulties understanding new ideas and then adapt their teaching to address these misconceptions. This is not yet the case throughout school however. Limited use of clear demonstration of new learning by some teachers made it more difficult for pupils, particularly those for whom English is an Additional Language, to grasp concepts. Further encouragement of pupils to answer questions in full sentences and the use of word banks of vocabulary would also support acceleration in progress.

A brief review of the progress made of youngsters that join ……………suggests that provision for them is effective with many making progress that is a better than expected. The school's outcomes from the Y1 Phonic Screening also suggests that there is solid teaching taking place in this area although based on time spent in classrooms an increase in pace in a number of sessions would bring further benefits to pupils.

Leadership

School are able to point to examples of leadership analysis of particular cohort needs resulting in changes in curriculum delivery that have in turn led to improved outcomes for children. Better attainment in Foundation that followed adaptations made to better meet the needs of a cohort containing more boys than girls is an example of this. Similarly a review of practice in the teaching of mathematics across KS1 saw changes that resulted in higher levels of attainment. That said more work is required around developing cohesion between systems so that school's cycle of improvement rapidly becomes as effective as it needs to be.

Discussions with leaders set alongside evidence from pupil workbooks and performance data however points to the need for increased rigour to be applied to the monitoring of school's performance at a strategic and a day to day level. Feedback that colleagues receive following monitoring activities needs to be precise and clear about the improvements that are expected whist greater emphasis should be applied to revisiting to check that required changes to practice have taken place. Indeed leaders need also to be sharper in the regularity and focus of their improvement activities with time taken to identify what changes to practice are required to bring about swift improvement

School holds significant amounts of data relating to pupil progress and attainment. More time should be taken in reflecting upon what messages for improvement are contained within this to allow clear and precise targets to be set and improvement activity to be tightly focused. At present work tends to be descriptive rather than evaluative. There is also a need for further rigour to be applied to the process of tracking of performance to allow an increase in the number of classrooms where children make good progress and also to ensure that interventions designed to bring about improved rates of progress are well matched.

Recommendations for improvement

Increase the number of classrooms where teaching allows children to make good progress over time through:

- Reviewing the school's approach to marking to ensure that feedback effectively supports children in improving their work
- Ensuring that there is a closer match between what children can already do and what they need to learn next
- Provide coaching to staff so that they are use the most effective teaching strategies for the learning that they are planning children should undertake
- Increasing the regularity and quality of modeling of new learning that children receive allowing them to gain an understanding more quickly
- Improve the quality of questioning so that t allows teachers to understand what children understand and what needs further reinforcement.
- Increasing the frequency that pupil responses are made in full sentences and that teachers use these answers to model appropriate use of language to other children.

Increase the rate of improvement through:

- Ensuring that monitoring undertaking by leaders provides clear feedback to teachers about how and what they need to do to become better, before re-visiting classrooms to check that improvements have been made and maintained,
- Considering ways in which monitoring might be shared across experienced staff beyond the leadership team
- Ensure that leaders have a clear understanding of the performance by the school by analysing performance by groups-including date of entry into schools and evaluating the progress that these groups have made as a result of the value added by the school
- Tracking pupil performance more effectively by better using the analysis of progress data for groups and individual children to better match both teaching and interventions to the needs of children.

Local Authority	Wolverhampton
Review dates	
Team members	
Type of school	Primary (LA Maintained)
Age range of pupils	3-11
Gender of pupils	Mixed
Number of pupils	
Headteacher	
School address	West Midlands

Introduction and Context

…………………Primary School was judged to be inadequate when inspected by Ofsted in ……….and has been subject to Special Measures since that point. Monitoring by HMI has drawn the conclusion that the school is making 'Reasonable Progress' towards the removal of Special Measures with the last visit taking place in……….

A restructure of Senior Leaders was completed towards the end of the summer term that saw the SLT become much smaller. One Assistant Headteacher is due to leave at October half term and will be the fifth colleague to leave since the start of July.

There has been further development of the Outdoor Area for Foundation whilst the appearance of corridors in school has changed to reflect those children currently at…………..

The purpose of the visit was to evaluate progress at the school against the areas for improvement set out by Ofsted in…………...

1. Rapidly improve teaching so that none is inadequate and much more is good or better
2. Raise standards in reading and writing
3. Improve achievement in the Early Years Foundation Stage
4. Improve the effectiveness of leadership and management
5. Improve governance
6. Raise standards in mathematics [Added following monitoring by HMI]

Review Judgements

The school is judged to be making 'Reasonable Progress' towards the removal of special measures.

Progress and Learning

Raise standards in reading and writing [Ofsted Issue 2], Raise standards in mathematics [Ofsted Issue 6]

Rises in attainment and for proportions of children making expected progress confirms that standards at the end of KS1 and KS2 were higher in 2014 at………. than they had been in 2013 at the time of the inspection. 2014 Key Stage 2 outcomes for attainment using the indicator L4+ in reading, writing and mathematics were in line with national averages at 76% something that represented a rise of 20 points against 2013's figures. Reviewing attainment in discrete subjects encouraging improvements on 2013 were seen at L4+, 4b+ and L5+ in reading and mathematics as well as L4+ and L5+ in writing. This meant that the performance at .... was broadly in line with national averages at L4+ in all 3 subjects and at 4b+ in mathematics. At L5 and at 4b+ in reading the gap between school's outcomes and those seen nationally narrowed. Proportions of children making expected progress across KS2 in writing were higher than the national average, in reading they were in line whilst in mathematics they are likely to be 4 points below average. . Proportions of children attaining at 4b+ in reading were 11 points ahead of those who attained at 2b+ when this cohort were in KS1 suggesting good progress. Comparing numbers of children at 2+ in 2010 with those at 4+ this summer in writing and 2b+ with 4b+ in mathematics shows proportions to be broadly similar suggesting expected progress.

In Key Stage 1 attainment outcomes at 2+ and 2b+ were up on 2013 although the proportions of children attaining at L3 dipped. Proportions of children attaining at 2b+ in mathematics were 11 points ahead of those who attained at 6+ when this cohort were in EYFS suggesting good progress. Using the same indicators progress in reading was at expected rates although that in writing was below that. The proportion of pupils in Year 1 who working at the expected level in phonics increased dramatically on previous years and is likely to be ahead of the national figure.

Improve achievement in the Early Years Foundation Stage [Ofsted Issue 3]

A review of data for 2014 shows that the proportion of pupils at the end of EYFS at a Good Level of Development rose notably on 2013 and was ahead of the national figure. Given that on entry the proportion of children at age typical attainment is likely to be low based on Deprivation indicators being in the top Quintile nationally as is the proportion of children entitled to Free School Meals progress across Foundation may well be good.

School reports that more children are demonstrating skills typical of their age than at this point last year. Evidence from time spent in Foundation classrooms also confirms a change in atmosphere that has seen children showing greater levels of involvement in their learning and a willingness to be more enquiring. Review of workbooks shows that more is being expected of children earlier in the academic year and that pupils are coping well with these raised expectations. The encouraging developments, particularly in adult led practice, previously seen across EYFS have continued. There is now a better balance between these sessions and those where children have opportunities to shape their own learning. The Outdoor Environment has also become a much more readily explored resource for learning.

Leaders rightly continue to work on ensuring that adults are clear about their role when children are involved in independent activities and have the skills and understanding to ensure that interventions are timely and productive so that this aspect of practice becomes fully embedded. In addition there is a need to encourage children to answer questions in sentences rather than with single words and for adults to model suitable sentence construction-something that would also reflect the higher expectations seen in other aspects of practice and lead to acceleration in progress for children of all backgrounds.

Quality of Teaching[Ofsted Issue 1]

The profile for the Quality of Teaching had been moving upwards across 2013/14 as evidenced by the triangulation of pupil progress data, scrutiny of pupil workbooks and lesson observations by senior leaders and outside agencies. These improvements have been largely retained in Year 2 and Y6. In those year groups that following the summer break have begun the migration to the new National Curriculum however some teachers have found it harder-perhaps through unfamiliarity- to demonstrate similar levels of precision in the planning of learning for children of different abilities leading to a decrease in the number of classrooms where securely good teaching is taking place. The school reports that it has eradicated the presence of inadequate teaching over time and evidence from its own records, pupil progress data and contents of pupil workbooks would confirm this.

Although there have been improvements in marking that means that all children are now receiving more developmental feedback there remain variations in quality between that provided in those classrooms where teachers have a clear understanding of the process and function of marking and those where this is less secure. Recent further guidance provided by Senior Leaders has however contributed to a rise in the quality of marking provided by those teachers least skilled in providing feedback. Alongside this the introduction of the 'Perfecto Pen' strategy has excited children and in consequence the frequency and quality of their responses to next step marking has improved.

In the best lessons teachers ask questions that allow them to check the progress that children are making in understanding new learning. This knowledge allows them to offer reinforcement that secures a skill or to set youngsters new challenges to accelerate their pace of learning. In other classrooms however this is not the case and the range of questions is more limited leading to children providing short answers that neither require reflection from the pupil nor allow the teacher to probe more deeply and thus assess the appropriate next steps for the learner. In these classrooms children's progress is less accelerated.

Recommendations for improving Teaching and Learning

- In order to improve the quality of teaching leaders need to ensure that precision in planning, effective modelling and questioning is embedded into the practice of all staff.
- Ensure all marking is of the same quality as the best, picking up misconceptions, identifying next steps designed to reinforce or extend learning and that it is followed up by pupils and teachers to ensure the embedding of understanding.
- Ensure that teachers' assessment of children's learning improves both within lessons and between lessons
- Ensure that adults are clear about their role when children are involved in independent activities and have the skills and understanding to ensure that interventions are timely and productive
- Encourage children to answer questions in sentences rather than with single words and ensure adults model suitable sentence construction
- Ensure that opportunities are offered for pupils to develop their independence and for them to apply their skills.

Behaviour and Attendance

Attendance continues to be higher than at the time of the inspection and also of the most recent national average for primary schools.

Children's attitudes to learning were good in those lessons where teaching allowed them sufficient independence to demonstrate concentration, perseverance and resilience. In these lessons children responded well to probing questions and were willing to discuss and share ideas with their peers. In other lessons these opportunities were not offered to and higher level 'Behaviour for Learning' habits were less visible. The better balance of adult led and independent activity in EYFS has allowed school's youngest learners to develop their learning skills and the further work planned to take place with practitioners on questioning and intervention will ensure that this remains purposeful as this was not the case in some sessions observed.

Recommendations for improving Behaviour and Attendance

- Further enhance the school's systems to evaluate the effectiveness of systems for improvement of attendance and behaviour to identify hotspots and allow actions to address them to take place.

Leadership and Management [Ofsted Issue 4 and [Ofsted Issue 5]

The recent restructure of leadership has seen the size of the Senior Leadership Team shrink noticeably. The view of members of the SLT is that this has clarified lines of accountability and this was confirmed through conversations with less experienced members of staff who reported that they now receive clearer guidance and have an improved understanding of which senior colleague they should approach to seek advice. Further evidence of this becoming an increasingly helpful aspect of the work of leaders was demonstrated by the clear understanding that SLT were able to show about the areas where colleagues in their phase were in need of development alongside descriptions of practical advice that had directly lead to improved practice that were shared with reviewers. In addition leadership is strengthened because the quality of teaching of all the Assistant Headteachers is high allowing them to model good practice to their colleagues

Leaders have adopted strategies for monitoring including 'drop in' sessions and Learning Walks that have the advantage of providing information about the impact of recent improvement initiatives as well as opportunities for rapid and individualised feedback. Time has also been taken in the review of pupil workbooks meaning that teachers are receiving feedback on their performance on a more frequent basis. This has proven successful in a number of case but as the term progresses this will need to be balanced against the benefit to the school's 'all round' understanding of the impact of their improvement strategies to supplement these strategies with some more formal lesson observations to sit alongside pupil progress data that will become available.

The School Improvement Plan continues to contribute to the strategic development of .... This is because priorities relate to the Ofsted Inspection findings whilst evidence of the evaluation of last term's plan is being used to inform the starting point for this term's work. The identification in a more detailed way of the intended success criteria would allow these to be used in other aspects of school's work and thus support the delivery of an even more coherent programme of activity.

Improve governance

The effectiveness of challenge by governs continues to be secure as evidenced by the knowledge shown by the Chair of Governors about the performance of the school and the minutes of the Evaluation Group. The format for the Headteacher's report to the full Governing Body has been modified significantly since the time of the last review so that it is organised into those areas featured in the Ofsted handbook with a view to increasing the accessibility of key information. Progress towards the targets set out following the original inspection are reported alongside self evaluation judgements, something that provides governors with the opportunity to question and challenge leaders.

Recommendations for improving Leadership and Management

- Continue to develop rigorous systems in place to make sure teacher assessments are accurate.
- Continue to ensure that the SLT quality of teaching judgements are based on a range of evidence and that outcomes are collated to give a judgement on teaching over time that informs whole school, phase and individual CPD.
- Add additional detail to identification of the intended success criteria in the Improvement Plan that would allow these to be used in other aspects of school's work and thus support the delivery of an even more coherent programme of activity.

Following reasonable enquiries, it has been established that the Council does not hold the information requested for secondary schools. Consequently, we are unable to provide any information relating to the above, as per Section 1(1)(a) of the Act:

"Any person making a request for information to a public authority is entitled to be informed in writing by the public authority whether it holds information of the description specified in the request".