

## **CHILDREN AND YOUNG PEOPLE OVERVIEW AND SCRUTINY COMMITTEE**

**4 JUNE 2013**

### **IMPROVING PERFORMANCE AT KEY STAGE 2 UPDATE ON THE REVIEW BY THE EFFECTIVE CHALLENGE OF UNDERPERFORMANCE TASK GROUP**

Report from: Barbara Peacock, Director of Children and Adults

Author: Hilary Gerhard, Head of School Challenge and Improvement

#### **Summary**

This report provides Members with an update on progress made with the Committee's recommendations from the in-depth review of improving performance at Key Stage 2 in Medway, which were agreed by the Cabinet on 17 April 2012.

#### **1. Budget and Policy Framework**

- 1.1 The recommendations of the review were consistent with the Council's Children and Young People's Plan and fell within existing budgets.
- 1.2 The recommendations also supported the priorities within the Council's School Improvement Strategy and one of the commitments within the Council Plan.

#### **2. Background**

- 2.1 The Children and Young People Overview and Scrutiny Committee have a responsibility to scrutinise services and policies relating to children and young people throughout Medway. As part of its role it receives performance data on key indicators as well as annual test and examination results. The results of Key Stage 2 in recent years had caused concern for the Committee and it therefore agreed to set up a Task Group to look at ways of improving Key Stage 2 attainment in Medway, as well as to identify barriers to improvement and interventions to overcome them.
- 2.2 The review document can be viewed using the following link:  
<http://www.medway.gov.uk/pdf/Effective%20challenge%20of%20under%20performance%20in%20schools.pdf>

### **3. Key findings**

#### **3.1 The key findings of the review were:**

- Strong leadership is essential,
- Expectations must be high with clear aspirations,
- Governing Bodies need to ensure they carry out the role of challenge and holding to account effectively,
- In good schools all members of the school community have a shared vision and focus relentlessly on raising the achievements of all children
- Pupil progress needed to be tracked effectively and frequently; and assessment is effective and leads to better learning
- Schools working in partnership are a good tool for sharing best practice effectively but the Task group found smaller groups may be more effective.
- More schools should benefit from a specific synthetic phonics programme; which leads to the application of the phonics skills in reading and writing

### **4. Update on Key Stage 2 results and progress of the actions.**

#### **4.1 The list of actions following Cabinet's approval of the recommendations, along with a commentary to update the committee on progress against each action is attached at Appendix 1.**

#### **4.2 2012 results: Key Stage 2**

- Level 4+ in both English and mathematics increased to 72%
- 2 levels of progress in English increased to 87% - a rise of 5 percentage points and 2 percentage points below the national average
- 2 levels of progress in mathematics increased to 82% - a rise of 5 percentage points, but 5 percentage points below the national average of 87%
- 62% of disadvantaged pupils (this group is 29% of the Medway cohort for 2012) gained level 4 or better in both English and mathematics – an increase of 11 percentage points on 2011.

#### **Changes to reporting of results 2013**

Key Stage 2 Standard Assessment Tests (SATs) for 2013 take place in the week beginning 13 May 2013 for reading, grammar, punctuation and spelling and mathematics.

Pupils assessed by schools as working at national curriculum levels 3-5 will take tests in the mornings; those working at level 6 will take an additional level 6 paper in the afternoon.

Teacher Assessment of individual pupils in year 6 attainment in speaking and listening, reading, writing, mathematics and science will be reported to Standards Testing Agency by 28 June 2013.

Performance tables by school for performance at key stage 2 will be published towards the end of 2013.

For 2013, the floor threshold measure has been changed and is now:

- 60% of pupils achieving level 4 or better in both reading, writing and mathematics,
- or above median progress between key stage 1 and key stage 2 in reading, writing and mathematics. To meet the level 4 aspect of the measure pupils will need to gain level 4 in the reading and mathematics SATs test and level 4 in writing based on teacher assessment.

## **5. Implications for Looked After Children**

- 5.1 The outcomes of the review help support looked after children and all children in Medway, and their families or carers, to achieve high attainment at Key Stage 2 and make good progress.

## **6. Risk management**

<b>Risk</b>	<b>Description</b>	<b>Action to avoid or mitigate risk</b>
No or limited improvement in KS2 results	Too much teaching is satisfactory leading to satisfactory but not good pupil achievement. Higher than national proportion of satisfactory leadership and management.	Strengthen recruitment and retention so that high quality teachers are recruited. Work in partnership with schools to raise the quality of teaching to consistently good or better. Work with schools to develop leadership at all levels. Continue to develop project work with the national college so that leadership is strengthened and succession planning is in place to ensure sustained high quality leadership. Use effective interventions (including 1:1 tuition) to accelerate and then sustain pupil achievement.

## **7. Financial and legal implications**

- 7.1 There are no financial implications arising directly from this report. An additional £143,000 was allocated in the budget setting process for 2012/13, to accelerate improvements at Key Stage 2 and Cabinet agreed, in line with the recommendations that this be used for commissioning specialist expertise to improve leadership and management and for targeted 1:1 funding on underachieving groups.
- 7.2 There are no legal implications arising directly from this report.

## **8. Recommendations**

- 8.1 The Committee is recommended to note the progress made against the actions from the review.

### **Lead officer contact**

Juliet Sevier, Assistant Director, Inclusion and Improvement

Tel: (01634) 331013 Email: [Juliet.sevier@medway.gov.uk](mailto:Juliet.sevier@medway.gov.uk)

Hilary Gerhard, Head of School Challenge and Improvement

Tel: (01634) 338564 Email: [hilary.gerhard@medway.gov.uk](mailto:hilary.gerhard@medway.gov.uk)

Hilary Sanders, School Challenge and Improvement Lead - Assessment and Performance

Tel: (01634) 338565 Email: [hilary.sanders@medway.gov.uk](mailto:hilary.sanders@medway.gov.uk)

### **Background papers**

Children and Young People Overview and Scrutiny Committee – 14 March 2012

Cabinet – 17 April 2012

**EFFECTIVE CHALLENGE OF UNDER PERFORMANCE IN SCHOOLS REVIEW**  
**ACTION PLAN COMMENTARY**

	RECOMMENDATION	ACTION BY	STATUS/COMMENT
1	In partnership with Medway Governors Association, a minimum requirement for Governor training should be agreed so that some courses are compulsory for Governors to attend, either as part of their induction and ongoing development or as a consequence of particular roles and responsibilities.	Juliet Seviar; Heather Millington.	<ul style="list-style-type: none"><li>• Training statistics for the period 01/04/2012 - 31/03/2013 show that while the number of governors have reduced (academisation/federation/reconstitution) the percentage of governors who accessed training increased by 4% bring it to 38.1% of governors attending at least one training event run by Medway during the year.</li><li>• We have an ambitious target for the coming year of 85% of governors accessing training.</li><li>• A new training programme has been written for 2013 and is available on line <a href="http://www.medway.gov.uk/apps/schoolforums/topic.asp?TOPIC_ID=5257">http://www.medway.gov.uk/apps/schoolforums/topic.asp?TOPIC_ID=5257</a> and at <a href="http://www.educationservicesmedway.org.uk/newspage.aspx?id=3881">http://www.educationservicesmedway.org.uk/newspage.aspx?id=3881</a> it contains a number of new training opportunities and the format and content has been well received,</li><li>• This years' programme sets an expectation around attendance at induction and we now automatically book new governors onto the next available course. Governors who have not attended induction in their first few months are now followed up. The most recent activity generated 11 new bookings.</li><li>• We are working on a collaborative project with Kent Governor Services, National College, and both Rochester and Southwark Dioceses to identify local leaders of governors to support the NLG programme and to provide a cross border pool of mentors, trainers and additional governors/IEB members. Thus far we have had interest from 15 Medway governors who are interested in supporting the project.</li><li>• We have committed to providing all new Chairs with a contact to offer support during their first year. Chairs of Governors are actively and regularly encouraged</li></ul>

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			<p>to attend the national training provided by National College or our own induction for new chairs.</p> <ul style="list-style-type: none"> <li>The criteria for the appointment of LA governors has recently (25/4/2013) been strengthened by the recommendation that LA governors access development activities on a termly basis.</li> <li>Usage of Governors E-Learning (GEL) and particularly TEN governor support is increasing with 87 schools from 102 now engaged with TEN. From this year, new governors are supported and guided through the sign up process and what is available from both services as part of induction training.</li> </ul>
<b>2</b>	Medway Councillors should be encouraged to demonstrate effective practice in the skills and qualities required for good governance and put themselves forward to act as a local authority representative on at least one governing body, particularly at schools judged to be satisfactory or those of concern.	Members	19 Councillors are now active on governing bodies. We are not aware of any Councillors having put themselves forward to be governors during this academic year.
<b>3</b>	Leadership teams judged as satisfactory or below should be supported to move to at least good through effective local improvement partnerships and accessing, then embedding, national and local best practice.	Juliet Sevier; Hilary Gerhard; Hilary Sanders	<ul style="list-style-type: none"> <li>Schools with satisfactory judgements have a School Challenge and Improvement Lead (SCIL) who is working in partnership with the school.</li> <li>Throughout 2012-13 the team have continued to work closely with the 2 local teaching schools and National and Local Leaders of Education (NLE and LLE) to strengthen leadership and management and increase schools' capacity to improve. The impact of NLE and LLE support will be evaluated during quarter 2. The team has focused on strengthening and developing leadership at all levels through work with the National College to develop middle leaders, deputy headteachers and aspiring headteachers. This has included internships for deputy headteachers in outstanding schools in London, INSET for middle and senior leaders, including coaching and mentoring.</li> </ul>

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			<ul style="list-style-type: none"> <li>• The headteacher induction programme has supported heads in their first year of headship and input was commissioned from national speakers.</li> <li>• Medway in partnership with the National College has continued to encourage good and outstanding leaders to apply to become local or national leaders of education (LLE &amp; NLE). Once they have completed training they have been deployed to support leadership in local schools. We have also worked with good schools funding outreach work from outstanding leaders to support schools risk rated as Band B. This work has been successful and teachers have not only shared good practice, but have also visited each other's schools and continued to communicate and work together beyond the initial deployment.</li> <li>• SENCo support has continued. The second phase of accredited training for SENCos is close to completion and the Medway team has presented to the group attending Canterbury Christchurch University provision, on a range of subjects including finance and effective use of data.</li> <li>• The team has also worked in partnership with the Medway Governor Association; National Association for Headteachers; and Medway Teaching Schools Alliance to develop a standard data pack for governors. During March all primary chairs of governors and headteachers were invited to central training where the standard end of phase data pack was launched. Feedback was positive and this document will be updated for 2013. The team has also supported strengthening governance through central and in school training. Training has included: the role of the designated looked after child governor; special educational needs; effective use of data; preparing for Ofsted; monitoring – the role of governors.</li> <li>• The requests for bespoke in school sessions, especially on data have continued to increase during the year.</li> <li>• The percentage of all Medway primary phase schools with good or better leadership has increased and at the end of March 2013 <b>65%</b> of schools with</li> </ul>

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			<p>primary provision were judged to have good or better leadership at their last inspection compared to 56% at the end of August 2012.</p> <ul style="list-style-type: none"><li>8 of the 28 primary schools inspected have increased their inspection grade for overall effectiveness, 3 from good to outstanding and 5 from satisfactory to good.</li><li>For the leadership and management Ofsted grade: 6 schools have been judged to be outstanding; and 11 good.</li></ul> <table><tr><th rowspan="2">Ofsted Descriptor</th><th colspan="4">Percentage of all Medway primary phase provision schools graded good or better</th></tr><tr><th>August 2012</th><th>December 2012</th><th>March 2012</th><th>Trend</th></tr><tr><td>Overall Effectiveness</td><td>54%</td><td>58%</td><td>61%</td><td>↑</td></tr><tr><td>Leadership and Management</td><td>56%</td><td>61%</td><td>65%</td><td>↑</td></tr><tr><td>Teaching</td><td>54%</td><td>58%</td><td>61%</td><td>↑</td></tr></table> <p>However 5 schools have entered an Ofsted category of concern since September, St Mary's Island CEVA Primary; Allhallows Primary; Kingfisher Primary are in special measures; Gordon Junior and Sherwin Knight Junior have serious weaknesses. There is a new Executive Headeacher in post at Sherwin Knight Junior – the school will amalgamate with the Infant school in September. The headteacher at St Mary's island was new to post in September 2012 and by the time of inspection in early October was judged to have made an accurate evaluation of the school and what needs to be done. The school has since received a monitoring visit and has made reasonable progress since inspection. There is an interim headteacher in post at Allhallows with a proven track record of school improvement.</p>	Ofsted Descriptor	Percentage of all Medway primary phase provision schools graded good or better				August 2012	December 2012	March 2012	Trend	Overall Effectiveness	54%	58%	61%	↑	Leadership and Management	56%	61%	65%	↑	Teaching	54%	58%	61%	↑
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			<p>Following the ISOS review of school improvement – (School Challenge and Improvement and Schools Commissioning and Traded Services) - that has recently taken place, consultation is taking place to establish a Strategic Board for school improvement involving Teaching Schools, National and Local Leaders of Education and a National Leader of Governance, headteachers and LA officers and a working party to consider primary interventions.</p> <p>The regional Ofsted team is leading a seminar on “Getting to Good” for schools currently judged as satisfactory or requiring improvement on 17 June.</p>
4	<p>Leadership teams should focus on improving the quality of learning and raising aspirations for all pupils by improving the quality of teaching to consistently good or better. This will translate into Medway pupils making good progress between Key Stage 1 and 2 in both English and mathematics, i.e. above the national median of 87% English and 86% mathematics.</p>	<p>Juliet Sevier; Hilary Gerhard; Hilary Sanders</p>	<p>Results for 2012 are now final:</p> <ul style="list-style-type: none"> <li>• % percentage of pupils attaining level 4 or better in both English and mathematics has increased to 72.% a 5 percentage point increase on 2011;</li> <li>• % of pupils making at least 2 levels of progress in English between key stage 1 and key stage 2 has increased to 87% from 82% in 2011</li> <li>• % of pupils making at least 2 levels of progress in mathematics has increased by 5 percentage points from 77% in 2011 to 82% in 2012</li> <li>• At level 5 or better there have also been significant increases. 32% of pupils gained level 5 in English, a 7 percentage point increase on 2011; in mathematics 33% of pupils gained level 5 ( up 3 percentage points on 2011) and 80 pupils (3%) across Medway gained level 6 – well above age expected levels.</li> </ul> <p>Medway improved at the same rate as national in 2012 and remains lowest in the local authority rankings for level 4+ English and mathematics. The measure for 2013 is changing to the percentage of pupils attaining level 4 or better in reading, writing and mathematics.</p> <ul style="list-style-type: none"> <li>• At key stage 1 there has been an increase in performance for both genders and all measures in reading, writing and mathematics, especially in the proportion of pupils gaining level 2B or better (national expectation for the end of key stage 1). At level 2B or better: reading 74% (3% rise); writing 61% (5% rise); mathematics 75% (6% rise). This closed the gap between Medway and national with Medway meeting or exceeding national 2011. The date for first release of national results for 2012 at key</li> </ul>

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		<p>stage 1 is 27 September.</p> <ul style="list-style-type: none"> <li>The percentage of Medway primary phase provision schools with good or better pupil achievement has increased from 54% in August 2012 to 61% by the end of March 2013.</li> </ul> <p>Work continues to raise pupil achievement including:</p> <ul style="list-style-type: none"> <li>In preparation for the introduction of the new grammar, punctuation and spelling test Medway</li> <li>offered INSET to teachers in both years 5 and 6 about the grammar, punctuation and spelling framework and sample tests.</li> </ul> <p>Training included:</p> <ul style="list-style-type: none"> <li>developing understanding of the requirements of the framework, including technical vocabulary and</li> <li>how to effectively plan and deliver teaching using the most effective strategies.</li> </ul> <p>Training was well received by delegates and repeat sessions were offered. 127 teachers attended the training sessions from 56 of our 61 schools. Schools were provided with resources to support the teaching of grammar and punctuation as part of the training.</p> <p>Medway also offered a question level analysis service at no cost to schools to support them in identifying strengths and areas to develop in the learning of their pupils using the sample papers. Several schools took advantage of the offer and received detailed feedback at individual and whole year group level.</p> <p>The Medway School Challenge and Improvement team has also led a project to improve the proportion of pupils attaining higher levels (level 5 and level 6) at the end of key stage 2. The lead has worked in partnership with local schools and others, including the Royal Opera house to provide creative, engaging and stimulating curriculum work in both English and mathematics. Provision has included Easter schools where pupils from local school partnerships attended sessions at Brompton Westbrook. Feedback from schools and pupils suggests that the project is well received and engages learners. In 2012 33 of the 61 Medway mainstream schools</p>

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			<p>entered pupils for the level 6 reading test, this has increased to 45 schools in 2013; 50 schools have entered pupils for the level 6 mathematics test an increase of 4 on 2012, and 39 schools have entered pupils for the level 6 writing tests which are new for 2013.</p> <ul style="list-style-type: none"> <li>• Outcomes of the 2013 test will be sent to schools in mid July. Schools will have the option of buying into a charged service for question level analysis of test papers this summer.</li> <li>• To improve results in reading, writing and mathematics and raise standards further in Medway a range of provision has been put in place during 2012-2013 academic year. 551 pupils in year 6 have received funding for 10 hours of 1:1 tuition delivered by a qualified teacher to secure their achievement in English and mathematics. The outcomes of the tuition will be analysed once results are available in Summer 2013.</li> <li>• The Durham shared mathematics project is focused on raising achievement in years 5 and 3 in mathematics. The project is managed and monitored locally by the Medway teaching and learning consultant and schools receive feedback to further improve teaching and learning through the project.</li> </ul>
<b>5</b>	The outcomes of the Bromley, Bexley, Medway and Kent collaborative group should be used to embed sustained good leadership.	Juliet Seviar; Hilary Gerhard; Hilary Sanders	<p>Outcomes from MK+ group</p> <p>BBMK Wave 5 – several DHT are currently applying for headships and/or NPQH, 3 middle leaders have been successful in securing assistant/deputy headships.</p> <p>MK+ Wave 6 is nearing completion. Wave 6 has been run by a steering committee of headteachers from Kent and Medway in order to further embed sector led improvement and provide opportunities for non-LLE designated headteachers to hone their systems leadership skills. 2 out of the 5 headteachers on the steering group have had good OFSTED inspection judgements this year and are now eligible to become LLE.</p> <p>MK+ Wave 7 bid has been submitted with a focus on supporting senior leaders who already hold NPQH to move towards headship within the next 12 - 18 months.</p>
<b>6</b>	Additional targeted funding should be used to commission specialist expertise to improve	Juliet Seviar; Hilary Gerhard;	NLE support has also been commissioned from the London Leadership Strategy and currently 5 Medway schools are working with this group. NLEs and LLEs are working with targeted schools in the 2013 group.

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	leadership and management.	Hilary Sanders	
<b>7</b>	That a Medway Chartered Teacher Award, which acknowledges what great teachers do in Medway should be explored to make a difference to children's learning and life chances.	Juliet Sevier; Hilary Gerhard; Hilary Sanders	Medway has recruited 10 Medway Accredited Teachers. These teachers are good and outstanding practitioners who are further developing their skills through action research projects in their own schools. This year the focus has been strengthening effective assessment practice. They will share their findings with schools through the three planned school improvement conferences that will commence in September 2013.
<b>8</b>	That guidance should be issued to schools on brokering external consultancy, which will have impact and be sustainable, including accredited professional development to meet the needs of groups of teachers thus improving quality of provision in schools.	Juliet Sevier; Hilary Gerhard; Hilary Sanders	The team has worked closely with Canterbury Christchurch University to provide accredited training opportunities. Schools have taken advantage of accredited training for SENCo's and developing provision for pupils with English as an additional language. The Learning Support Service also delivers accredited dyslexia training. Liaison also continues with the two Medway Teaching Schools and higher education partners to promote accreditation for teachers' professional development.
<b>9</b>	That all schools have a recommended synthetic phonics programme that all staff confidently apply, which accelerates pupil learning and progress so that they achieve well in both reading and writing.	Juliet Sevier; Hilary Gerhard; Hilary Sanders	<p>Schools are encouraged to ensure that they use a recommended synthetic phonics programme. SCILs suggest schools to visit, where programmes are already in place. KS1 Phonics Check 2013: The 2013 phonics check will be undertaken by individual pupils in year 1 and those in year 2 who did not meet the threshold in year 1 2012 in the week beginning 17 June 2013. Medway's performance in the phonics check last year was lowest in the country at 47%. A training session for those delivering the check is to be held on 21 May.</p> <p>During the year schools have had the opportunity to attend INSET on phonics delivered both by Medway School Challenge and Improvement Team and more recently commissioned from London Leadership Strategy where 55 teachers from 39 schools attended two days of training on the effective teaching of phonics. Further professional development for private, voluntary and independent settings and schools will be provided by the Regional Ofsted term towards the end of this academic year. Medway have also contacted the best performing local authority for phonics in 2012. The local</p>

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			authority had nursery provision in all its primary schools and great emphasis is placed on fully embedding the early phonics skills at phase one during the nursery foundation stage 1 provision. This is then further developed through reception and on into year 1.
10	That best practice about effective interventions should be shared between schools including 1:1 tuition for pupils and target 1:1 funding on underachieving groups	Juliet Seviar; Hilary Gerhard; Hilary Sanders	<ul style="list-style-type: none"> <li>SCILs disseminate information about effective interventions, including the Sutton Trust intervention reports to schools.</li> </ul> <p>2012: Additional funding for 1:1 tuition was focused upon vulnerable pupils not predicted to achieve level 4 in either English or mathematics with 280 pupils receiving tuition.</p> <p>78% gained level 4 or better in English, 90% making 2 levels of progress or better between key stage 1 and key stage 2; 69% achieved level 4 or better in mathematics, 74% making 2 levels of progress in mathematics.</p> <p>Supporting schools to improve results for vulnerable groups is a key part of the teams' work: The proportion of disadvantaged pupils increased to 29% in 2012. However, the percentage of disadvantaged pupils achieving level 4 or better in both English and mathematics increased by 11 percentage points to 62% compared with an increase of 5 percentage points to 77% for other pupils and closing the gap between the two groups to 15 percent.</p> <p>Similarly the percentage of pupils at school action achieving level 4 or better in both English and mathematics improved by 9 percentage points to 43% compared to 34% in 2011, achievement for pupils at school action plus rose by 7 percentage points to 41% in 2012.</p> <p>2013: 551 pupils in year 6 have received funding for 10 hours of 1:1 tuition delivered by a qualified teacher to secure their achievement in English and mathematics. The outcomes of the tuition will be analysed once results are available in Summer 2013.</p>
11	That schools must embed best practice in assessment for learning so that all pupils know	Juliet Seviar; Hilary Gerhard;	Schools receive support to embed best assessment practice both through advice and guidance to individual schools and as part of the moderation of results at key stage 1 and key stage 2. Where this has been a focus for individual schools, reviews show

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	next steps in their learning and how to achieve them	Hilary Sanders	<p>evidence of improvement in practice.</p> <p>The national guidance for selecting schools for full moderation at both key stage1 and/or key stage 2 is followed:</p> <ul style="list-style-type: none"> <li>• Every school receives a visit at least once in four years</li> <li>• Changes of leadership</li> <li>• Teachers new to year 2 or year 6</li> <li>• Self selection by schools</li> <li>• Variable or sudden changes in results /trends</li> </ul> <p>During May and June 41 infant /primary schools will receive full moderation visits for end of key stage 1, this includes pupil work scrutiny and professional discussions to confirm that assessments are accurate and processes are secure. At key stage 2 32 junior/primary schools will receive full moderation visits for writing in year .</p>
12	<p>Schools that have been judged satisfactory for two or more consecutive Ofsted inspections should: -</p> <ul style="list-style-type: none"> <li>• Invite a local authority adviser to be included in Deputy Headteacher, as well as Headteacher, appointments;</li> <li>• Implement outcomes of leadership reviews commissioned by the Governing Body;</li> <li>• Challenge and remove low expectations;</li> <li>• Promote high aspiration for all pupils and engage effectively with parents;</li> <li>• Use tracking data effectively so that all pupils make accelerated progress;</li> </ul>	Juliet Sevier; Hilary Gerhard; Hilary Sanders	<p>Schools know that local authority officers are available to support the appointment of deputy headteachers, and headteachers, and are encouraged to take advantage of the offer.</p> <p>Evidence post reviews, shows that schools are implementing recommendations and that provision is improving.</p> <p>The School Challenge and Improvement team is deployed to work with schools identified from the LA risk rating to improve pupil outcomes and raise standards of attainment.</p>

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	<ul style="list-style-type: none"><li>• Embed and sustain strategies and interventions, which are proved to impact on pupil progress</li></ul>		