

CABINET

13 JANUARY 2015

SCHOOL IMPROVEMENT STRATEGY

Portfolio Holders: Councillor Mike O'Brien, Children's Services (Lead Member)
Councillor Kelly Tolhurst, Education Improvement

Report from: Barbara Peacock, Director Children and Adult Services

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Summary

A draft School Improvement Strategy has been out to consultation with schools and key partners during November 2014. It seeks to provide a steer and priorities for change to achieve accelerated progress by 2016. It particularly focuses on the primary sector where standards at Key Stage 2 are 4% below the national average and fewer primary schools are judged by OFSTED to be good or better than in any other authority.

The consultation has confirmed that the four main priorities should be:

- (i) Leadership, Management and Governance,
- (ii) Outstanding Teaching,
- (iii) Recruitment and Retention
- (iv) OFSTED Readiness (i.e. preparing for and managing the inspection).

The consultation responses were considered by the School Effectiveness Strategic Board (SEB) and as a result the draft strategy has been amended. The attached School Improvement Strategy has been approved by the SEB for submission to Cabinet.

1. Budget and Policy Framework

- 1.1 A priority of Medway Council is to ensure that children and young people have the best start in life. Within the Council Plan there is a commitment to champion high standards in schools so that all children can achieve their potential. A School Improvement Strategy will support schools to achieve this aim.

2. Background

- 2.1 Primary school standards at Key Stage 2 (11 year olds) are 4% below national average on provisional data for 2014. Furthermore, OFSTED judgements on our primary schools are poor overall with less than 60% judged to be good or better. In comparison, final early years and foundation stage results show our performance at 4% above the national average and provisional secondary results are above national average for 5A*- C (including English and Maths). There is still some uncertainty about the final GCSE figures, primarily due to national moderation difficulties, and the final figures will not be known until the end of January.

2.2 The School Effectiveness Strategic Board (SEB) has been set up to add capacity to the improvement of schools in Medway, strengthening the role schools play in this. It comprises representative headteachers, the teaching schools and CE and RC dioceses. It is independently chaired by the ex Director of Education and more latterly Director of Children's Services in Wandsworth. The priorities and actions of a draft School Improvement Strategy emerged from discussion at the SEB and through feedback from groups of headteachers on how to raise standards and improve Medway's OFSTED judgements. The draft was subject to consultation with schools and partners during November.

The SEB considered the responses from the consultation at its meeting on 11 December. The draft strategy was amended in the light of the responses and SEB comments and the final proposed strategy, attached at Appendix 1, was approved for submission to Cabinet.

2.3 The strategy sets out an accelerated programme of improvement. It promotes collaborative working across schools, sharing of good practice and collective responsibility for all the children and young people in Medway. It recognises that the landscape of education is changing rapidly and the role of the local authority has primarily become one which challenges and supports the most vulnerable schools and brokers support for those schools from the stronger schools. The Teaching Schools are key players in mapping out professional development pathways and training opportunities, supported by the local authority.

2.4 There are four priorities on which further detailed planning will be undertaken, although the main actions are highlighted. The priorities are:

- Leadership, Management and Governance
- Outstanding Teaching
- Recruitment and Retention
- OFSTED Readiness.

A marketing strategy to 'Get Medway Learning' underpins this work, engaging the community in learning so they can help children as well enjoy learning themselves. There are many examples of good practice in Medway schools. The marketing strategy will celebrate good practice and engage the community and the media in recognising the achievements of our children and young people.

3. Options

3.1 Without an accelerated programme, the gap between the national average and Medway at Key Stage 2 is unlikely to be narrowed. Therefore, to do nothing is not an option. More radical approaches, such as promoting the academisation of all schools, outsourcing the authority's duties of challenge and improvement to an external provider or partnering with another local authority have been considered by some other authorities but they are time consuming, and may be considered later in the year when the next Government's education policy is clear. However, in the light of the urgent need to improve primary performance, the School Improvement Strategy has been devised.

4. Advice and analysis

- 4.1 Analysis of the consultation responses suggested that the priorities and thrust of the draft strategy around leadership, collaboration and partnerships have been supported. The draft strategy was amended following the analysis of responses and further consideration by the SEB at its meeting on 11 December 2014. Amendments included more detail about the brokerage role of the local authority, and clearer emphasis on the partnership between the teaching schools, the local authority and schools in devising pathways which teachers and leaders can expect if they teach in Medway.
- 4.2 Targets have been accepted, although the majority view is that primary schools should at least reach or exceed the national average, which is very aspirational but schools are showing determination to reach this figure. The target of 65% of primary schools being good or better by 2016 is considered by many respondents to be too low. However, the target is based on the likely OFSTED schedule of inspections, over which neither schools nor the local authority have influence, and the expectation of schools being good or better.
- 4.3 The sustainability of the improvement depends on schools' ability to recruit and retain good teachers and to be well prepared for OFSTED inspections so that they gain good judgements, which has a positive effect on morale and recruitment. This strategy addresses these issues.
- 4.4 A Diversity Impact Assessment (DIA) has been undertaken (Appendix 2 to the report). This states that one of the biggest challenges in Medway in terms of diversity and equalities is the gap in achievement between the most disadvantaged and their peers. The DIA includes a number of actions to take forward the identified issues.

5. Risk management

Risk	Description	Action to avoid or mitigate risk	Risk rating
Changes of leadership or academy sponsor	Some Heads or sponsors may refuse to work with other Heads and share good practice and support	Regular meetings with Heads and sponsors, highlighting the authority's role as champions of all children	Medium
Changes in assessment arrangements will lead to difficulties in comparing year on year performance and measuring success	New assessment framework is still to be implemented and 'assessment without levels' is an unknown quantity in comparing standards from one year to another	Working with regional neighbours and keeping updated on national picture so Medway is still comparing realistically with other authorities	Medium

6. Consultation

- 6.1 Consultation has taken place with all Headteachers and chairs of Governors, and other partners, and responses sought an easy to complete response proforma. The strategy has also been discussed in depth with primary Headteachers at their termly meeting, some consortia of primary Headteachers, and individually with some Headteachers, academy Chief Executives and Governors. The responses have been analysed and generally support the contents and intention of the strategy. There is some scepticism about how it will be achieved but that is inevitable. The SEB has considered the responses and the draft has been amended as a result to take account of these and the SEB's views. The Portfolio Holders for Children's Services and Education Improvement have been involved in the development of and consulted on the strategy.
- 6.2 The Children and Young People Overview and Scrutiny Committee considered the draft Strategy on 9 December 2014 (as part of a wider report on the provisional test and examination results for 2014). When asked to enlarge on how the local authority will continue to support Medway schools, as detailed in the draft strategy appended to the report, the Director of Children and Adults Services explained that a policy of positively championing improvement was being carried out. She acknowledged that the school community all had the same priority – to provide Medway's children and young people with the best education possible. Where schools are judged by Ofsted as inadequate she explained that it was expected for that school to become sponsored by a good or outstanding school or academy trust which added capacity to enable rapid improvement and there were examples around Medway of this method working. The Committee noted the report.

7. Financial implications

- 7.1 There are no direct financial implications of this report. The Schools Forum allocated £200,000 to the SEB from the schools block of the DSG (Dedicated Schools Grant) and £192,000 remains. The Schools Forum has agreed that the resource should fund the accelerated programme in the School Improvement Strategy.
- 7.2 When a school remains below floor threshold measures or is judged inadequate by OFSTED, the national policy is to seek an academy solution to improve the school. The local authority has a statutory duty to intervene where maintained schools are failing and this has resource implications.
- 7.3 If a maintained school converts to an academy, it does have implications on the DSG funding for the authority. The academy funding is top sliced from the authority's DSG and paid directly to the academy by the Education Funding Agency.
- 7.4 The authority also faces the possibility that it will have to write off any deficit reserve balance or loans made to the school from its core budget; however this will depend on the type of academy conversion being undertaken i.e. converted or sponsored.

8. Legal implications

- 8.1 The decision to approve and adopt the School Improvement Strategy is a decision for Cabinet.
- 8.2 In approving and adopting the School Improvement Strategy, Cabinet is exercising a public function and must comply with the legal duties in section 149 Equality Act 2010. Cabinet must therefore have due regard to the need to eliminate discrimination, advance equality, and foster good relations between those with a protected characteristic (pregnancy and maternity, age discrimination, disability, gender reassignment, marriage and civil partnerships, race, religion or belief, sex and sexual orientation) and those who do not share it, and this must form an integral part of the decision making process in relation to the Strategy. The Diversity Impact Assessment appended to this report will assist Cabinet in fulfilling these duties.

9. Recommendations

- 9.1 The Cabinet is asked to approve the School Improvement Strategy.

10. Suggested reasons for decision

- 10.1 This programme will provide the basis for supporting and challenging schools to achieve improved primary performance and better OFSTED inspection judgements. Whilst the strategy is focused on the primary sector, all schools will benefit from the clarity of vision and actions proposed.

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Appendices

Appendix 1 – School Improvement Strategy

Appendix 1A – Performance tables

Appendix 2 – Diversity Impact Assessment

Background papers

None

Vision

All children and young people should have the best start in life in Medway, regardless of their needs and where they live. We are committed as a school community to raise standards and provide excellent education so that all children and young people can achieve their potential, and the gaps between the least advantaged and their peers are narrowed.

Context

Medway's economic profile suggests that overall our children should be performing at least at the national average. In some areas they should be significantly above the national average, whilst in others that will be a challenge. 2014 results and current OFSTED judgements are attached to this strategy for context. In summary, they show:

- At Early Years Foundation Stage (EYFS), performance is improving and Medway is 4% above the national average
- At Key Stage 1 (KS1) results are improving. However, at Key Stage 2 (KS2) they are still 4% below the national average
- At secondary, overall our GCSE provisional results are above the national average and our improvement rate is tracking the national average. (Final figures will be known by the end of January 2015). At A level, higher level grades have increased significantly
- At the end of summer 2014, 100% of our special schools and 82% of our secondary schools were judged by OFSTED to be good or outstanding. However, only 55% of our primary schools were judged by OFSTED to be good or outstanding.

The changing curriculum and assessment arrangements in primary and secondary schools will present many leadership challenges. For secondary schools, in particular, changes are significant and it is difficult to predict in this context how the national and local profile of results might pan out in the next few years.

Overall we want our pupils to achieve at least the national average and we want all our schools to be good or better. We want all children to make at least expected levels of progress and for many children to exceed their expected progress. We want to improve OFSTED judgements not only because that will mean improved progress and attainment but it will create greater capacity to support those schools which are not yet good. The emphasis of this strategy is on accelerated improvement in the primary sector where standards at KS2 and OFSTED inspection judgements are weakest. However, the strategy seeks improvement in all sectors and the proposed programme should be beneficial to all schools.

Strategy

i) Community of Schools

The landscape of schools has changed considerably over recent years with the establishment of academies and free schools. Medway will continue to embrace those schools which remain

community and voluntary aided/controlled schools. Medway will continue to work with academies and free schools and support their establishment provided that this is in the interests of all local pupils and the principles of the sponsor accord with this vision. As the champion of all children and young people in Medway, the local authority is committed to challenging all schools trusts and sponsors where standards need to be improved. We will seek to forge good relationships with all sponsors and academy trusts and with the Department for Education's (DFE) Regional Schools Commissioner to ensure that there is constructive dialogue to achieve high standards.

The role of the local authority has changed considerably over recent years. It has limited statutory intervention powers where its own schools are in difficulty and the power to refer academies, trusts and sponsors to the DFE's Regional Schools Commissioner where there are concerns about standards. The local authority will apply these powers where it considers that standards of pupil performance or leadership and governance are of significant concern. The main responsibility of a local authority on standards is to challenge schools to achieve improvement and to broker and commission leadership and development support for vulnerable schools where they are unable to do so themselves through working with other schools.

ii) Leadership and Collaboration

This strategy advocates a model of shared systems leadership, where all schools and sponsors take responsibility for improving standards across Medway. Schools should not just feel responsible for the children in their own school but for all children in Medway, including those who may be in alternative provision or otherwise not in a school. Combining and co-ordinating everyone's efforts have been shown to be better than working in isolation. The local authority, teaching schools, voluntary and community schools, academies and free schools and the local Dioceses should work collaboratively to maximise resource opportunities and support the most vulnerable schools.

Strong leadership is at the heart of effective schools. We will continue to recognise that and prioritise leadership development and leadership support from good and outstanding leaders. Individual schools will work with other schools to support and model good practice and learn from each other. Some schools, where there are particular difficulties, will require targeted leadership and outstanding teacher support. Whilst the local authority acts as broker in many situations, groups of schools themselves will broker support between each other. This will require time commitment to really effect change. The Teaching Alliances are also key players in providing leadership and professional development support to meet identified need. The local authority will work in partnership with the Teaching Alliances on a unified programme of brokerage and development, maximising resources without fettering the specialist role and support of each partner. The Medway Education Agreement (Concordat) captures the commitment to working together.

Schools in Medway learn from each other and will use the existing networks and schedules of meetings to share practice and intelligence on developments in the education system to improve standards. But they will also look outside Medway to see and learn from innovative and outstanding practice elsewhere. Partnerships with outstanding schools in other authorities

will be expanded, providing opportunities for teachers and senior leaders to develop thinking and practice.

Working together is particularly vital for primary schools if standards are to rise and inspection judgements are to improve. The primary consortia are a key mechanism for identifying need, negotiating on behalf of colleagues, brokering support for each other and sharing good practice across like schools. Strong leadership of consortia, alongside the Teaching Alliances and local authority, should be a lever to drive improvement in the primary sector.

iii) Partnership and Accountability

The mechanism for identifying vulnerability and support must be clear, including the protocol for data sharing. The partnership between schools and the Teaching Alliances should make best use of the support which the alliances can offer collectively. The partnership and joint commissioning arrangements between the local authority and the Teaching Alliances, with a unified offer of leadership and development support, are developing and will be enhanced. The roles of groups, expectations and accountabilities should be clear, known and understood by all partners. This includes the School Effectiveness Strategic Board, where accountability lies for the appropriateness and effectiveness of the strategy and is responsible for monitoring and evaluating impact.

School to school support and accountability includes achieving smooth transition arrangements between each phase of a child's education. We want schools to recognise the information needs of the next phase as the two schools prepare jointly for transition, timely record transfer and effective management of the transition experience of the child.

iv) Marketing and Celebrating Success

We want to get all Medway engaged in the importance and fun of learning to raise aspiration and parent/adult support for children and young people's learning. A marketing strategy 'to get Medway learning' will include press and media campaigns, good news stories about learning, advertisements and activities in public places e.g. libraries and community hubs. We will seek the support of key academic and business partners to promote learning and we will look to expand our pool of volunteer readers. We will also seek to recruit potential governors and trustees who can enhance leadership and governance in all our schools.

Celebrating success is fundamental to driving up standards in schools, and across the local authority. Medway should be seen as a place to come to teach and to learn, a place where all partners have high expectations, and use the celebration of success as a key motivator for improvement. All our schools have some outstanding practice to share with other schools. We want to harness that practice and make it available to all our schools. A marketing strategy will address the how we might celebrate success more constructively to achieve our goals.

Priorities

This strategy identifies 4 key priorities to achieve improvement. Each priority has a number of proposed activities to achieve improvement. Some of the activities are new; some are enhancing what is already in place. The actions to be undertaken are actions for the whole education community. They will be finalised and action plans for each priority, with

accountabilities and timescales, will be regularly monitored and reviewed by the School Effectiveness Strategic Board.

Priority 1: Leadership, Management and Governance

Strong leadership is at the heart of school effectiveness

- Learning from outstanding leaders, matching schools with outstanding schools elsewhere
- Mentoring support to all new Headteachers
- Coaching support to some Headteachers and sign posting of coaching availability to others
- Effective and coordinated use of National Leaders of Education (NLEs), Local Leaders of Education (LLEs) and Specialist Leaders of Education (SLEs) through the partnership of the local authority and teaching schools
- Programmes for aspiring leaders (e.g. COMPASS)
- Clearly defined pathway of leadership support
- Effective use of National Leaders of Governance (NLGs) and mentoring support for all new chairs of governors
- Coordinated training programmes with Academy Trusts and Kent County Council on outstanding governance
- Development of high quality clerking services

Priority 2: Outstanding Teaching

Our children deserve good and outstanding teaching

- Clearly defined and coordinated pathway of training and development opportunities
- Supporting teachers on improvement to good and outstanding in order to achieve good and outstanding learning
- Learning from outstanding teachers and subject specialists, matching schools with outstanding teachers elsewhere
- Signposting effective practice
- Target literacy and numeracy support and brokerage to improve teachers judged to require improvement
- Link to recruitment and retention plan

Priority 3: Recruitment and Retention

Recruitment of teachers is challenging, particularly in small schools. Innovation and collaboration between schools is essential

- Joint action plan with teaching schools and HE providers, including talent spotting, bursaries, action research
- Curriculum Vitae bank where those not appointed but worth interviewing are banked for other schools
- Clearly defined pathway of support for Newly Qualified Teachers (NQTs) and NQT +1
- Focus on recruitment for succession planning across schools
- Awareness and promotion of national programmes e.g. Teach First, Schools Direct
- Cross Medway marketing campaign for frontline professions, including social and health workers and engagement of schools in recruitment events
- Assess potential for housing support
- Knowledge base of why students choose/do not choose Medway Council

Priority 4: OFSTED Readiness

Too many schools are judged as requiring improvement and are not prepared for the rigour of inspection

- Guidance for all schools on OFSTED readiness
- Focused support on OFSTED readiness for schools likely to be inspected in next 6 months
- Inspection training for Headteachers and Chairs of Governors
- Mentoring pool of Headteachers and senior leaders to support Headteacher and leadership team through inspection
- Regular updates from lessons learned from recent inspections
- Governor training and guidance for all chairs on inspection, with specific support for those likely to be inspected in next 6 months

Targets

This strategy aims to secure accelerated improvement. It is acknowledged that changes in the national curriculum, assessment arrangements and OFSTED framework and inspection schedules make target setting challenging. Nevertheless, we want to set ambitious, but realistic targets for success. By 2016 we aim to achieve:

Indicator	Target
EYFS	4% above national average
KS1	3% above national average
KS2	To meet or exceed national average
KS2 Expected Progress	To meet or exceed national average
GCSE	To exceed national average
GCSE Expected Progress (English + Maths)	To exceed national average
OFSTED Good or Outstanding	Primary 65% Secondary 88% Special and PRUs 100%

We aim for all our schools to be at least good. The targets above reflect the likely OFSTED inspection schedule. The primary target is low because of this schedule.

We want our students when they leave school and go onto employment, education or training to be confident and responsible young people who have benefitted from what Medway schools have provided at every phase.

Role of the School Effectiveness Strategic Board

The Board will oversee the strategy, monitor the action plans and review their impact. It will consider in detail progress on two priorities each meeting and will advise on the changes to action plans and activity being commissioned as a result of that evaluation.

Foundation Stage – Statistical Release (20th November 2014)

% of children achieving good level of development

		All	Boys	Girls	FSM	Non FSM	All SEN
% achieving a GLD	Medway	64	57	72	50	67	28
	National	60	52	69	45	64	19
Average Point Score*	Medway	34	32.8	35.2	31.2	34.5	27
	National	33.8	32.6	35.1	30.8	34.4	26

* 1 point for emerging, 2 points for expected, 3 points for exceeding

% of children achieving at least expected level in prime areas and specific areas of EYFS

ELGs for a good level of development	Communication and Language				Physical development			Personal, Social and Emotional Development				Literacy			Mathematics		
	Listening and attention	Understanding	Speaking	Overall	Moving and handling	Health and self-care	Overall	Self-confidence and self-awareness	Managing feelings and behaviour	Making relationships	Overall	Reading	Writing	Overall	Numbers	Shape, space and measures	Overall
Medway	84	84	83	79	89	91	87	89	87	89	83	74	69	68	74	81	73
National	84	84	82	77	89	90	86	87	86	87	81	74	67	66	74	79	72

Gender					Gender			Gender				Gender			Gender		
Medway Girls	89	88	87	83	94	94	92	91	92	93	89	79	76	75	78	83	77
Medway Boys	80	80	79	74	84	88	82	86	82	85	78	69	62	61	70	78	69
National Girls	89	88	87	83	93	94	91	91	91	92	87	80	75	74	78	82	77
National Boys	79	79	77	71	84	87	80	84	80	83	75	68	59	59	71	75	68

Remaining ELGs	Understanding the world				Expressive arts, designing and		
	People and communities	The world	Technology	Overall	Exploring and using media and materials	Being imaginative	Overall
Medway	84	84	89	80	86	85	83
National	84	83	90	80	86	85	83

Gender					Gender		
Medway Girls	87	87	90	83	92	91	90
Medway Boys	80	81	89	77	80	79	76
National Girls	88	87	91	84	93	91	90
National Boys	79	80	89	76	70	79	76

Percentage achieving at least expected in all 17 ELGs	
Medway	61
National	58

Gender	
Medway G	70
Medway B	52
National G	67
National B	50

Key Stage 1 – Statistical Release (11th December 2014)

Figures are %
National is 'all state funded schools'

2014 Phonics	School (Medway)				National			
	All	Boys	Girls	FSM	All	Boys	Girls	FSM
Year 1	71	67	75	57	74	70	78	61
Year 2	86	84	88	*	88	86	91	80

*Local authority figures are not published

2014 (L2+)	School (Medway)				National			
	All	Boys	Girls	FSM	All	Boys	Girls	FSM
Reading	89	87	92	78	90	87	93	80
Writing	86	82	90	72	86	82	91	75
Maths	92	91	93	84	92	91	93	85

2014 L2b+	School (Medway)			National		
	All	Boys	Girls	All	Boys	Girls
Reading	79	75	83	81	77	85
Writing	68	61	75	70	62	77
Maths	80	79	80	80	78	82

2014 L3	School (Medway)			National		
	All	Boys	Girls	All	Boys	Girls
Reading	30	25	35	31	26	35
Writing	14	10	17	16	11	21
Maths	22	23	20	24	26	22

Key Stage 2 – Statistical Release (11th December 2014)

Figures are %. National is 'all state funded schools'

* Grammar, Punctuation and Spelling

Attainment 2014						
2014 L4+	School (Medway)			National		
	All	Boys	Girls	All	Boys	Girls
Combined	75	73	76	79	76	82
Reading	86	84	87	89	87	91
Writing	83	79	87	86	81	90
Maths	82	83	81	86	86	86
*GPaS	72	67	76	77	72	82

2014 L4b+	School (Medway)			National		
	All	Boys	Girls	All	Boys	Girls
Combined	62	62	63	67	65	69
Reading	74	73	76	78	76	81
Maths	71	73	69	76	77	76
*GPaS	63	58	67	68	63	74

2014 L5+	School (Medway)			National		
	All	Boys	Girls	All	Boys	Girls
Combined	19	17	21	24	20	27
Reading	45	42	47	50	47	53
Writing	29	22	35	33	26	41
Maths	37	40	34	42	44	40
*GPaS	46	42	50	52	46	58

2014 L6	School (Medway)			National		
	All	Boys	Girls	All	Boys	Girls
Reading	0	0	0	0	0	0
Writing	2	1	3	2	1	3
Maths	6	7	5	9	10	7
*GPaS	2	2	3	4	3	5

Key Stage 2 – Statistical First Release (11th December 2014)

Progress 2014		
Expected Progress	School (Medway)	National
	All	All
Reading	88	91
Writing	92	93
Maths	86	90

Key Stage 4 – Statistical First Release (23rd October 2014)

% Pupils achieving 5+ A*-C including English and Mathematics GCSEs	
*Medway provisional 2013/14	53.7
England 2013/14 (state funded sector) 2013/14	56.1

*this figure does not include Chatham Boys Grammar School due to the difficulties in national moderation. When they are included, the Medway figure will then be above the national average.

Post 16 - Statistical First Release (23rd October 2014)

Level 3 Qualifications 2014	Average point score per student	Average point score per entry	% students achieving at least 2 substantial level 3 qualifications	
Medway	796.6	216.2	97.6	
National (state-funded schools and colleges)	771.9	214.4	97.9	
A Level Qualifications 2014	% students achieving 3 A*-A grades or better at A level or Applied single/double award A level	% students achieving grades AAB or better at A level or Applied single/double award A level	% students achieving grades AAB or better at A level, of which at least two are in facilitating subjects	% students achieving grades AAB or better at A level, all of which are in facilitating subjects
Medway	8.8	16.5	12.0	6.7
National (state-funded schools and colleges)	10.0	17.0	13.2	8.5

Medway Schools OFSTED Judgements for Overall Effectiveness – summer 2014

	Outstanding	Good	RI/Satisfactory	Inadequate	*Awaiting Inspection
Primary Phase					
Primary Schools	2	20	18	2	8
Infant Schools	1	8	4	1	1
Junior Schools	0	6	3	1	2
Secondary Phase					
Grammar Schools	4	1	0	1	0
Comprehensive Schools	0	3	0	0	0
Non-selective Schools	0	6	2	0	0
Special Education					
Special Schools	2	2	0	0	0
Pupil referral units	0	1	0	1	0

*Now academies, awaiting first inspection

Diversity impact assessment

TITLE <i>Name/description of the issue being assessed</i>	School Improvement Strategy
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DATE <i>Date the DIA is completed</i>	17 December 2014
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LEAD OFFICER <i>Name of person responsible for carrying out the DIA.</i>	Hilary Gerhard, Head of School Challenge and Improvement
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1 Summary description of the proposed change

- *What is the change to policy/service/new project that is being proposed?*
- *How does it compare with the current situation?*

This is an updated School Improvement Strategy outlining the key priorities in Medway and targets for school performance. It seeks to work with all schools in Medway. The strategy seeks to raise standards of achievement, teaching and leadership by developing the community of schools and working in partnership with the teaching schools and other stakeholders. This is similar to the current situation but seeks to achieve greater coordination of support and challenge to accelerate progress.

2 Summary of evidence used to support this assessment

- *Eg: Feedback from consultation, performance information, service user records etc.*
- *Eg: Comparison of service user profile with Medway Community Profile*

The key principles underpinning the School Improvement Strategy were accepted in the consultation period (Autumn 2014) and targets accepted. The schools themselves implement the strategy. The staff and pupils in schools mirror Medway’s diversity.

3 What is the likely impact of the proposed change?
Is it likely to :

- *Adversely impact on one or more of the protected characteristic groups?*
- *Advance equality of opportunity for one or more of the protected characteristic groups?*
- *Foster good relations between people who share a protected characteristic and those who don't?*

(insert ✓ in one or more boxes)

Protected characteristic groups	Adverse impact	Advance equality	Foster good relations
Age			√
Disability			√

Gender reassignment			
Marriage/civil partnership			
Pregnancy/maternity			
Race		√	√
Religion/belief		√	√
Sex		√	√
Sexual orientation			√
Other (e.g. low income groups)		√	√

4 Summary of the likely impacts

- *Who will be affected?*
- *How will they be affected?*

Any impact upon all stakeholders is expected to be positive as a result of the School Improvement Strategy with better outcomes for pupils. The performance of all pupils, and groups of pupils (gender, those with special educational needs, those for whom English is an additional language, Children Looked After and those eligible for Pupil Premium funding) will be closely monitored and the focus of interventions and resources to narrow and close the achievement gap to enable all pupils to make good progress in learning.

5 What actions can be taken to mitigate likely adverse impacts, improve equality of opportunity or foster good relations?

- *Are there alternative providers?*
- *What alternative ways can the Council provide the service?*
- *Can demand for services be managed differently?*

One of the biggest challenges in Medway in terms of diversity and equalities is the gap in achievement between the most disadvantaged and their peers. The priorities include challenging and supporting schools to reduce the gap in achievement between these children and young people, by sharing good practice, benchmarking with schools which have similar intakes but achieve better results with a narrowed gap, developing teaching and learning strategies to meet the needs of diverse learners and those with a range of learning abilities. The schools themselves will drive the School Improvement Strategy. The School Effectiveness Strategic Board, comprising Headteacher representatives, teaching schools and Diocesan representatives, will monitor the priorities to improve pupil outcomes by improving the quality of leadership and teaching and working with schools to improve Medway's profile of Ofsted judgements for overall effectiveness and with a range of stakeholders to address recruitment and retention.

6 Action plan

- *Actions to mitigate adverse impact, improve equality of opportunity or foster good relations and/or obtain new evidence*

Action	Lead	Deadline or review date
Analyse school data	HTs and SEB	Sept 2015
Provide a high quality training programme for school staff	Teaching schools	April 2015
Provide training, advice and guidance for Governors	LA Governance Services	Review Summer 2015
Schools share good practice	Teaching schools	Review summer 2015

Recommendation

The recommendation by the lead officer should be stated below. This may be:

- to proceed with the change implementing action plan if appropriate
- consider alternatives
- gather further evidence

If the recommendation is to proceed with the change and there are no actions that can be taken to mitigate likely adverse impact, it is important to state why.

The recommendation is to proceed with the change implementing action plan which summarises the priorities and actions to be undertaken by the schools and partners.

8 Authorisation

The authorising officer is consenting that:

- the recommendation can be implemented
- sufficient evidence has been obtained and appropriate mitigation is planned
- the Action Plan will be incorporated into service plan and monitored

Assistant Director

Pauline Maddison

Date

17 December 2014

Contact your Performance and Intelligence hub for advice on completing this assessment

RCC: phone 2443 email: annamarie.lawrence@medway.gov.uk

C&A: phone 1031 email: paul.clarke@medway.gov.uk

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Send completed assessment to the Corporate Performance & Intelligence Hub (CPI) for web publication