

Update for Nottinghamshire's Education Standing Committee: March 2010

School Improvement Services (SIS) support programmes/activities aimed at 'Narrowing the Gap' and improving the quality of provision
(with particular reference to Newark & Rushcliffe Secondary Schools)

Nottinghamshire's School to School Support Partnerships Strategy aims to

- identify, train and support Partnership Leaders from within schools
- lead and manage School to School Support Partnerships between underperforming schools and well-established high performing schools

Within Nottinghamshire we are fully committed to the notion of collaboration and partnership. Indeed a number of different school to school partnership models are now in existence and operating successfully. We have many examples of excellent practice and a growing number of high quality leaders. It makes sound sense to utilise the quality we have to lead and support the improvement agenda in those schools where significant weaknesses remain. It is crucial that we tackle in school and inter school variance if we are to provide the highest possible quality of education and opportunity for all Nottinghamshire children.

We are committed to identifying those Head Teachers within the county who possess the skills and capacity to engage in the significant provision of support to colleagues in other schools experiencing difficulties. We also need to identify schools with the capacity to partner with and support others under the direction of their Head Teacher.

A number of Partnership models are available to deliver support for category 3 & 4 schools;

- Co-leadership model
- Soft Federation Model (collaboration model)
- Hard Federation Model (Federation)
- Trust School Model
- Induction and Development Model (*Leadership School with a NLE or LLE and national or local support school that has expertise in a specific aspect of education*)
- Leadership network model (Partnership)

Magnus C of E School (NEWARK):

May 08 to Sept 09 - As a consequence of Magnus School going into Special Measures in May 2008, the SIS commissioned and deployed into the school additional leadership support in the form of an **Associate Head Teacher** (Ian Fraser, Retired Head of Ashfield School – high achieving), and 2 additional associate senior leaders

Sept 09 – LA School Improvement Advisers and the National Challenge Adviser worked closely with the school, partner school and DCSF to establish a **National Challenge Trust** at Magnus C of E with **The Minster School** (High Performing) as it's Lead Education Partner and Phil Blinston (Minster Head Teacher) as Executive Head Teacher. The aim of this Trust is to work in close collaboration for a minimum period of 3 years to bring about significant and sustainable improvement at Magnus School.

Priority 4 of The Magnus School's 2010/11 National Challenge Trust Plan (**Ethos and Community**) seeks to address the significant loss of confidence within the local community in Magnus school and its ability to provide a good standard of education and care for students at the school

- **Objective 1: To sustain strong, shared values and beliefs amongst Magnus Governors, staff, students, and parents. -Maintain high expectations, pride and confidence in the Magnus school.**
Provide strategic leadership from the Executive Head Teacher to work with the HOS and all Magnus staff to implement the 2010- 2011 plan to deliver the jointly owned statement of values and mission reflecting the Christian foundation of both schools
- **Objective 2: To reconnect with the Newark community through sustaining strong partnerships, with feeder and Family primaries and all their students and parents.- Build strong partnerships with other education providers in the town**
Provide experience from the Lead Education Partner of developing strong partnerships and collaboration with the family of schools and other partner schools
- **Objective 3: To improve communication with all stakeholders and the wider community in order to promote and sustain the stronger partnerships and maintain high levels of confidence in Magnus school and its renewed ability to provide a good education and care for all.**

Use the experience of the Lead Education Partner in building community confidence.

The Grove School (NEWARK):

The Grove School was identified as a National Challenge School in July 2008, because it was expanding to accommodate the students who had formerly attended Newark High School – a school with low outcomes for 5 A*C inclusion English and mathematics. Under the leadership of Tricia Head (out-going Head Teacher - leaving at Easter 2010), the school successfully managed the transition to an expanded school by keeping community confidence and engaging well with pupils, parents and staff. Despite low outcomes in summer 2009 when results were only just above the KS4 floor target, the school reports that Y7 admissions remain strong and there is now a waiting list for first choices. The school works hard to reach out to its feeder schools and parents in the following ways:

- Head teacher proactive and very 'visible' in all aspects of community developments, primary liaison and KS2 admissions processes/publicity
- Good primary/secondary curriculum links (Community Sports Leaders', Specialism work, G&T)
- Extended Service cross phase working through Family Coordinator
- The Grove school provides training/CPD for primary feeder staff i.e. MFL, Food Technology
- Joint cross-phase INSETdays – i.e. literacy/numeracy

The poor state of buildings at The Grove School, has, in the past, been a negative influence on parental choice. However, as a sample school for the first wave of 'Building Schools for the Future, there is optimism and excitement about the medium to long term vision for quality learning provision in Newark Town in the not too distant future.

However, during the course of the autumn term 2009, the school began to experience turbulence in relation to staff absence, which began to impact on teaching and on leadership capacity. The school worked closely with School Improvement Advisers to agree and implement a package of additional support (**part-time associate senior leaders**) to increase the capacity of the SLT to drive forward school improvement at the pace required

In February 2009, following an unsuccessful attempt to appoint a substantive head teacher for September 2009, Local Authority Office and governors from The Grove School agreed to explore a range of possibilities for supporting the school to manage a unique combination of challenge during a period of significant change.

A proposal is under current discussion to establish a school to school partnership (**Soft Federation Model - collaboration model**) with a high performing LA School, using proven leadership skills of its Head Teacher, in the role of **Executive Head Teacher** at The Grove School

Harry Carlton School (Rushcliffe)

As part of LA support package, **Harry Carlton School and Tuxford School** are currently working in positive partnership using a 'Induction and Development Model' to collaboratively further raise achievement in the core subjects, to improve teaching and learning, to increase leadership and management impact on student outcomes.

Dayncourt School (Rushcliffe)

Partnership with **South Notts College** under negotiation between senior leaders/governors of both institutions and senior LA officers

'GAINING GROUND' Partnerships

'**Gaining Ground**' is a DCSF/National Strategies led programme designed to improve progress in 'coasting schools'. These schools typically sustain KS4 attainment above (or well above) the KS4 Floor Target are below expectation in terms of their students progression rates from KS2-4.

A key feature of this programme is the contracting of a **high attaining/achieving 'Partner School'** to provide funded additional consultancy and to be part of a 4 stage improvement cycle (Review, Action, Implementation and Evaluation)

Unlike the 'National Challenge Programme', Local Authorities are not required to publicly name those schools in a 'Gaining Ground' programme. **In the Rushcliffe district there are 3 schools** receiving additional LA/School Improvement Partner support as part of the Gaining Ground programme.

Commissioning high quality, experienced Head Teachers as Local Leaders of Education (LLEs)

- Phil Blinston (Minster School) – Executive Head Teacher in **The Magnus School (NEWARK)**, Lead School for 1 RAN and Gaining Ground Partner school for 1 school
- John Tomasovic – Lead school for GO and 1 Raising Achievement Network (RAN) – see below and Gaining Ground Partner school for 2 schools
- Andy Burns – Lead School for 1 RAN, Gaining Ground Partner School for 3 schools
- Chris Pickering – Executive Head Teacher for The National School plus additional partnership support in **Harry Carlton School, RUSHCLIFFE**, Lead School for 1 RAN and Gaining Ground Partner school for 2 schools
- Jonathon Hickman – Aspirant LLE providing support for School to School partnership for English between Manor School and **The Dukeries (NEWARK)**

LA led/funded networks/support programmes

DCSF White Paper July 2009 – “although gaps have narrowed, there continues to be significant differences between the achievements of different groups – most significantly between the disadvantaged and others...a key goal of the White paper is to break the link between deprivation and low educational attainment”

The Free School Meal /Non FSM gap is wider in Nottinghamshire than many of its statistical neighbours – wide gaps for other vulnerable groups also exist and require sustained attention and improvement. (Looked After Children, Special Educational Needs)

A wide range of SIS supported/led networks are currently in place across the LA with the key aim of supporting member schools to work in collaboration to raise achievement, improve the quality of provision and 'narrow the attainment gap' for targeted groups of vulnerable students. As follows:

RANs (Raising Achievement Networks) – focused on Teaching and Learning, Assessment for Learning and developing 'tactics' for rapid improvement of achievement

- RAN 1 – National, Portland, Tuxford, Eastwood, Arnold Hill, **Harry Carlton (RUSHCLIFFE)**
- RAN 2 – Kimberley, Colonel Frank Seely, Gedling, **Rushcliffe, Toothill (RUSHCLIFFE)**
- RAN 2 – Elizabethan, Retford Oaks, Chilwell, **Dukeries, Grove, Magnus, Minster (NEWARK)**
- RAN 4 – All Saints, Valley, Christ the King, Redhill, Wheldon, **Dayncourt (RUSHCLIFFE)**

GO – Good to Outstanding Network

- Ashfield, Holgate, Garibaldi, Tuxford, **Minster, Joseph Whitaker, (NEWARK)**, George Spencer, Carlton Le Willows, **The Becket, South Wolds, West Bridgford and Toothill (RUSHCLIFFE)**

*This is a network of school currently judged as good or outstanding. It is led by Linda Foster, Senior School Improvement Adviser with John Tomasovic (Head Teacher) and **Toothill School, Rushcliffe** as the GO network co-ordinating school – taking lead on sharing effective practice between schools to move from good to outstanding, developing CPD programmes for aspiring middle and senior leaders and accountability processes*

'Closing the Gap' pilot network: 2009/11

An action-research network focused on investigating and reducing barriers to learning, achievement and aspiration for students from low socio-economic backgrounds (including data analysis and investigating student and parental attitudes)

- Holgate Family of Schools, Elizabethan, Meden, **Magnus and Minster (Newark)**

Data network:

*This is a network led by **Minster School (Newark)**. It is focussed on schools sharing effective practice in analysis, and use of student performance data to evaluate and raise student attainment and achievement. In*

addition schools support each other to improve/sustain the accuracy and effectiveness of tracking, assessment and intervention programme (with a particular focus on vulnerable groups in 2009/10)

Attended by many LA schools – those in Newark/Rushcliffe district include:

- Grove, Joseph Whitaker, Magnus, Minster, Dayncourt, Rushcliffe and Toothill

Cross-phase Family Programmes (2006-09) – Manor and Portland Schools

LA funded/led collaborative network bringing together school leaders/staff in 2 Families of schools, with a view to improving transition and thereby improving achievement - coordinated by external LA funded personnel

Subject programmes in English, maths, science and ICT - focused on raising achievement in the core, improving subject leadership and increased consistency across subject teams

This programme covers a range of schools from all LA districts, however in terms of Newark/Rushcliffe schools:

- English = Dukeries, Grove (Newark)
- Maths = Dukeries, (Newark)
- Science = Grove, Magnus (Newark)
- ICT = Joseph Whitakre (Newark), Harry Carlton, Rushcliffe and Southwolds (Rushcliffe)

Various Foundation Subject termly networks (AST led) – focus as above – Newark/Rushcliffe involvement

- Drama = Minster (Newark)
- Art & Design = Minster (Newark), Becket, Harry Carlton, West Bridgford (Rushcliffe)
- MFL = Dukeries, Magnus, Minster (Newark), Becket, Dayncourt (Rushcliffe)
- Food = Minster (Newark)
- RE – Minster (Newark)

14-19 district-based networks (including Newark and Rushcliffe)

Focused on improving provision and raising achievement at KS4 and KS5 through improved access to and provision of appropriate curriculum pathways/accreditation routes for all students (including the development of Functional Skills in English, Maths and ICT and the delivery of Foundation Learning and 14-19 Diploma pathways)

Secondary National Strategy termly networks – open access to ALL LA secondary schools:

- **SEAL network** – Social & Emotional Aspects of Learning
Well attended by many LA schools – Grove, Joseph Whitaker, Magnus (Newark) and Becket, Dayncourt, Rushcliffe and Toothill (Rushcliffe)
- **Literacy coordinators' network** – focused on improving literacy interventions and literacy across the curriculum strategies for vulnerable groups of students
Newark schools include Dukeries, Grove, Minster and Magnus
Rushcliffe schools include Dayncourt, Harry Carlton, Rushcliffe, Toothill
- **Assessing Pupils' Progress in core subjects (APP)** – focused on supporting core subject teams to develop accurate and diagnostic assessment processes that will enable teachers to identify learning gaps and plan for increased progression for all students, especially for vulnerable groups of students
- **Functional Skills and Study Plus(KS4 intervention) networks** – attended by many schools, **especially Newark schools**
- **Inclusion/SENCo network**
focused on raising achievement for SEND students by developing data usage and provision-mapping
 - Holgate, Kirkby College, National, Quarrydale, Selston, Sutton Centre, Brunts, Garibaldi, Manor, Meden, Queen Elizabeth's, Elizabethan, Portland, Retford Oaks, Tuxford, **Grove, Joseph**

Whitaker, Magnus, Minster (Newark) , Chilwell, Arnold Hill, Carlton Le Willows, Becket (Rushcliffe),

Secondary National Strategy funded/monitored structured programmes

(focused on improving student attainment, achievement, behaviour, attendance and well being for identified vulnerable groups)

Achievement for All (AfA) – Cross Phase Pilot network (local and national)

Achievement for All was announced in the Children's Plan in December 2008 and is backed by £31m of national funding. The project will take place with around 450 schools across 10 LAs for 2 years from September 2009 to September 2011. The project is run centrally by DCSF, NCSL and the National Strategies. It focuses on improving outcomes for special educational needs and disabilities (SEND) by reflecting, at school and LA level, on existing strategies and strengthening provision in areas which have most impact for this group of learners

Aims

- *To improve the achievement and progress of SEND students*
- *To improve the engagement with parents/carers of SEND students*
- *To improve wider outcomes for SEND students*

The Local Authority has put together a project team, led by a newly appointed AfA Project Coordinator (Irene Richards). The 7 schools in this project, one for each LA district, are;

- Kirkby College, Brunts, Portland, **Dukeries (Newark)** and Alderman White

G&T Pilot network involving National Challenge schools (emphasis on FSM)

The DCSF's National Challenge Gifted and Talented Pilot Programme is scheduled to run for two and a half years, from spring term 2009 to the end of summer 2011. The pilot is designed for National Challenge schools that are already close to national floor targets and have leaders committed to and the leadership capacity for extending the challenge and support they offer to gifted and talented students. The pilot programme aims to develop Quality First Teaching with high challenge and high support is for G&T learners, with a particular emphasis on unlocking the potential of disadvantaged pupils whose gifts and talents often go unrecognised.

The LA schools involved in this pilot are:

- Kirkby College, **Dukeries (Newark District)**, Sutton Centre and Redhill – LEAD partner school

One to One Tuition

The Children's Plan, December 2007 stated that "There will be a widespread expansion of one-to-one tuition so that all children have the support that in the past has been the preserve of those who can afford to pay for it." and the July 2009 DCSF White Paper confirmed through its Pupil Guarantee that every child falling behind falling behind in KS2 or starting secondary school below expectations would have an entitlement to 10 hours one-to-one tuition in English and/or mathematics.

The Local Authority has appointed a One-to-One Coordinator (Mark Cordell) to manage this ambitious cross-phase programme. All schools in Nottinghamshire have been allocated a formula-generated amount of KS3 one-to-one places. National Challenge schools have also been given a number of places to allow for one-to-one tuition for KS4 students behind their targets.

There is an expectation that schools will ensure, in the first instance, that places are targeted towards vulnerable, disadvantaged students such as Free School Meals and Looked After Children.

Behaviour challenge

The LA is about to launch its Behaviour Challenge programme as part of the DCSF's White Paper (July 09) Pupil and Parent Guarantees that all schools have a 'good' Ofsted judgement for behaviour. It is intended that this DCSF/ National Strategies - led national programme will integrate into LA existing initiatives, developments and partnerships and key to this will be the development of all secondary schools working in behaviour and

attendance partnerships (SBAPs). **In Nottinghamshire there are currently 17 schools identified as needing additional support to move from satisfactory to good in this area.**

This programme sits within the 'Narrowing attainment and achievement gaps for vulnerable groups' strand of the School Improvement Services **2010/11 Progress and Achievement Plan (PAP)**

Submitted by Janeen Parker, Senior School Improvement Adviser for Newark and Rushcliffe Districts – February 2010