

Report for:
ACTION



Contains Confidential or Exempt Information	NO - Part I
Title	Standards and Quality of Education in Royal Borough schools – A Review of the Academic Year 2014/15
Responsible Officer(s)	Alison Alexander Managing Director & Strategic Director of Adults, Children and Health.
Contact officer, job title and phone number	Kevin McDaniel Head of Schools and Education Services 01628 683592
Member reporting	Councillor Phillip Bicknell, Lead Member for Education
For Consideration By	Cabinet
Date to be Considered	31 March 2016
Implementation Date if Not Called In	12 April 2016
Affected Wards	All

REPORT SUMMARY

1. The report presents a summary of the validated education performance data from academic year 2014-15 with analysis against national benchmarks and year on year performance. The report covers early years to post 16 phases of education across a range of state funded school and college settings. The RBWM Education Data pack, see Appendix 1, contains more detailed information and analysis.
2. The report makes a series of recommendations to further support schools to secure Good and Outstanding OfSTED judgements and to reduce the attainment gaps that continue to exist. Appendix 2 contains a draft action plan to deliver the recommendations.
3. The government has announced a series of consultations about the funding and responsibilities for Education, with changes due to come in from academic year 2017/18 and this report sets out the initial scope of the proposed changes.

If recommendations are adopted, how will residents benefit?

Benefits to residents and reasons why they will benefit	Dates by which residents can expect to notice a difference
The level of attainment of children and young people will rise, increasing their overall life chances.	July 2016

1. DETAILS OF RECOMMENDATIONS

RECOMMENDATION: That Cabinet:

- i. Approve the six actions as key priorities of the Education Improvement Plan for 2016-17.**
 - 1. School improvement service works with the three-tier schools to identify best practice and barriers to success, including methods of working with larger cohorts of pupils to achieve higher levels of attainment at Key Stage 2.**
 - 2. Strengthen partnership working between the Local Authority, schools and the Elevate project to capture more comprehensive destination information and ask Governing Bodies to ensure that all young people are getting the appropriate and independent careers advice before and during 6th form studies.**
 - 3. Continue existing work and launch and lead a borough-wide Pupil Premium Champions network for all primary phase schools to ensure they have access to local and national best practice guidance, especially in schools with small FSM cohorts, which is reflected in plans published by all Governing Bodies.**
 - 4. Seek further collaboration with secondary schools to build on the overall high GCSE standards so Governing Bodies publish pupil premium plans which commit to reduce the attainment gap further every year.**
 - 5. For maintained schools seeking Good judgements, the school improvement service adopt a “Team Around the School” approach, bringing together the host school, local authority, other school and external professionals (such as the Diocese) as appropriate to deliver improvement. This includes formal reviews of progress each term, by the Head of Schools and the Chair of Governors to ensure the additional resource is driving educational outcomes.
For non-maintained schools, the Council will offer support to the Academy Trust and seek their commitment, along with the Regional School Commissioner, to a published improvement plan which will enable residents to see improvement in standards.**
 - 6. Work with secondary schools to share emerging best practice for securing progress for every pupil as measured by Progress 8.**
- ii. Request a further report on academic progress for the 2015-16 academic year on 23 March 2017 following the national publication of validated attainment data.**
- iii. Request a report on the revised roles and responsibilities in Education post Department for Education feedback on the initial consultation, which is currently expected to close on 17 April 2016.**

2. REASON FOR RECOMMENDATION(S) AND OPTIONS CONSIDERED

- 2.1 This report is the sixteenth annual report on the quality of education. It presents a comparative analysis of the performance of pupils in state funded schools located within The Royal Borough in the academic year 2014-15 against national and statistical neighbour and previous years. It is based on validated data published by the Department for Education, most recently in February 2016. A consolidation**

of a wide range of data is presented in Appendix 1: The Education Data Pack 2014-15, Version 2.

- 2.2 The Council has made a number of commitments to raise the overall standard of education in the borough. This includes a focus on supporting schools in provision of excellent education (5.2) and working together to close any attainment gaps (5.11).
- 2.3 In March 2015 Cabinet approved four outcomes, in relation to education standards, see table 1 for progress. In summary three of the four defined outcomes have not been met, and one outcome, which had two parts has been met and significant exceeded the outcome. Two of the three unmet outcomes relate to the volume of OfSTED inspections with insufficient inspections having taken place for the target to be reached. The final outcome relating to top A level grades has declined with fewer students in this cohort and more schools offering a wider mix including vocational subjects.

Table 1: Achievements against 2014 cabinet report outcomes

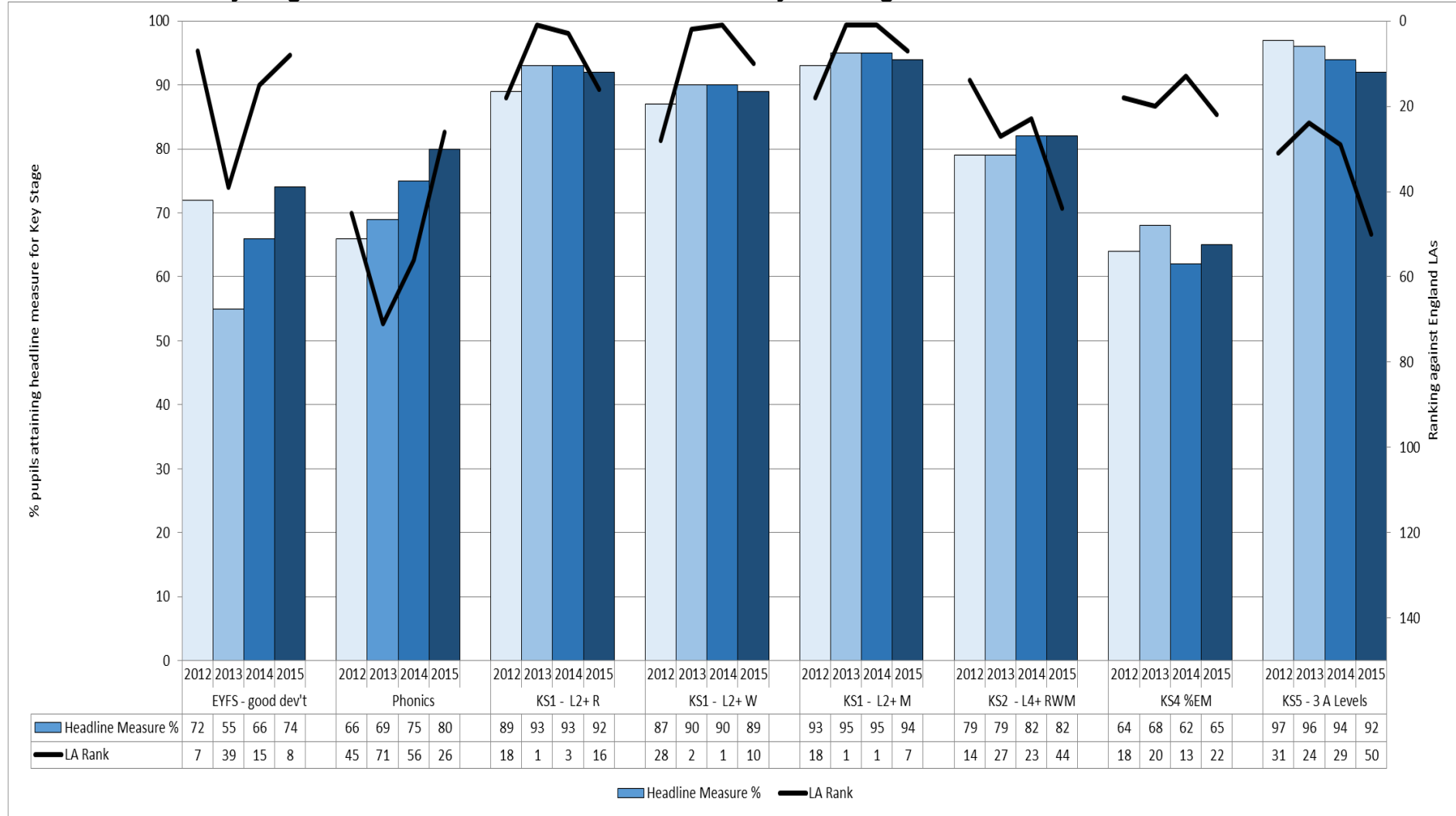
Defined Outcomes	Progress	Commentary
% increase of primary schools rated at least Good by Mar 16.	Unmet 4 inspections	Measure up to 82% at 1 March 2016 from 78% at 31 July 2015 against a Met target of 85-87%. Five schools have been inspected and three improved by one grade with two securing Good judgements. Two remained Good.
% increase of secondary schools graded at least good (including middle and upper deemed secondary) by Mar 16.	Unmet 1 inspection	Only one inspection has taken place. Churchmead School secured a Good judgement. Performance up to 62% from 54% against a Met target of 70-77%.
Reduce FSM gaps at EYFS and Key Stage 4.	EYFS - Sig Exceeded 32% fall in gap KS2 - Met 6.6% fall in gap	EFYS - 2014-15 gap reduced to 19 percentage points compared to 28 percentage points in previous year. KS2 - 2014-15 gap reduced to 28 percentage points compared to 30 percentage points in previous year.
% increase in pupils achieving AAB at A-level; including at least 2+ facilitating subjects.	Unmet Performance fell from 13% to 10%.	A reducing cohort of young people took three A level subjects and fewer of those who did achieved AAB grades. Instead more pupils chose a mixture of subjects including vocational courses and as a result proportionally more went to top universities as measured by the proportion securing places at 'top third Higher Education institutes'.

Overall levels of performance

- 2.4 The data in Appendix 1 sets out attainment and progress in great detail, covering all of the different measures that the Department for Education specifies for education. Overall the borough outperforms the national average level of attainment at all key stages and that performance is summarised in Appendix 1 at Chart 2a.
- 2.5 As a high performing local authority, a more meaningful performance comparison is against the top performing authorities in England. The Borough's performance at each key stage has been ranked out of the 150¹ education authorities in England and the consideration of both our absolute and relative performance over time is set out in Chart 1. The following observations can be made:
- In general, RBWM ranks in the top 20% of local authorities for attainment. The exceptions to this are: Key Stage 2 and Key Stage 5.
 - While the Key Stage 2 results for 2014-15 remained at the same level as last year, the ranking compared to other authorities has dropped to 44th.
 - Similarly, Key Stage 5 measure of 3+ A Levels have declined in absolute terms for the third successive year reducing our ranking from 31st to 50th nationally.

¹ There are 152 Local Authorities with education responsibilities however the Scilly Isles and City of Westminster are excluded as they have a very small number of schools.

Chart 1: RBWM Key stage attainment 2012-15 with Local Authority Ranking



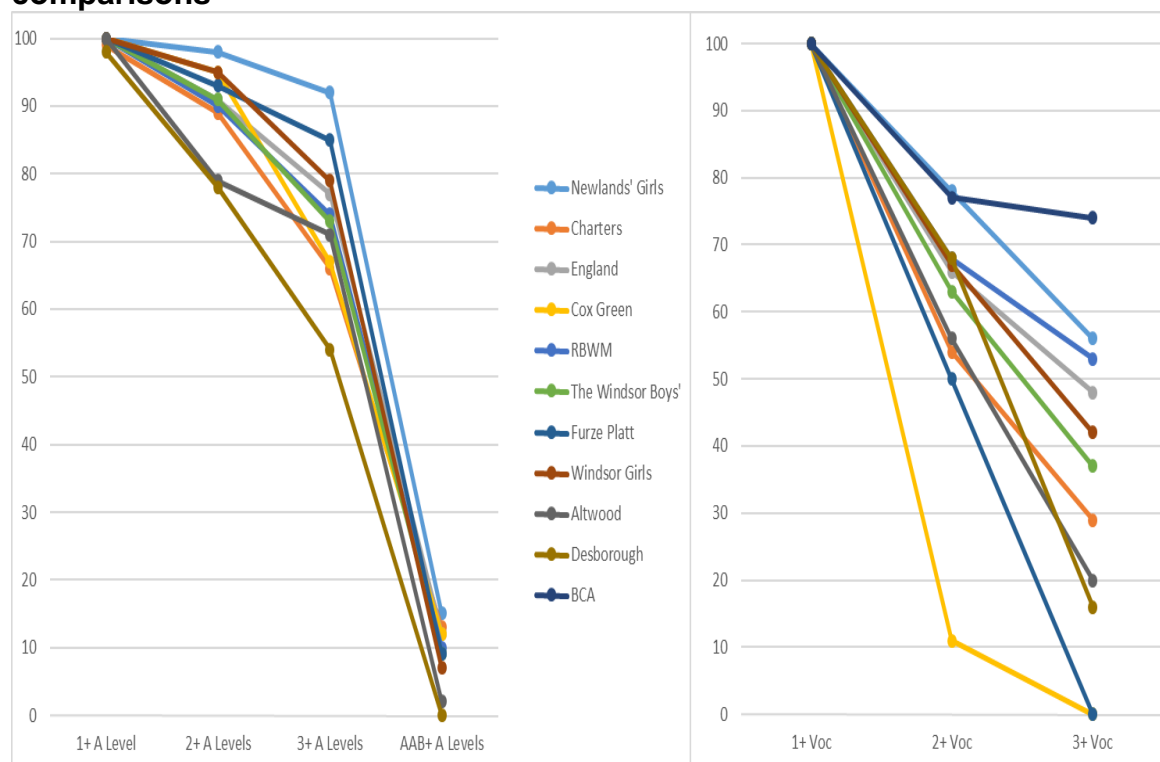
2.6 Further analysis of 2015 Key Stage 2 performance data in Appendix 1 reveals that, while the overall borough performance is 82% compared with 80% nationally, it masks a significant variation. In 2014-15, the overall attainment for those in the two-tier system is 84% ² and that of the three-tier system is 78%³. With just over 30% of pupils within the three tier system this is a significant weakness in the system.

Recommendation on under performance in Key stage 2: The school improvement service works with the schools within the Borough’s three-tier system to identify best practice and barriers to success, including methods of working with larger cohorts of pupils to achieve higher levels of attainment and specifically at Key Stage 2.

2.7 2015 KS5 data shows that the overall borough performance for the proportion of students attaining AAB+ at A level has fallen to 10% compared with 13% in 2015 and 12% nationally. Students opting for vocational subjects, however, are performing slightly above the national average based on those achieving passes in three subjects.

2.8 Chart 2 plots the level of success at A Level and Vocational courses for all state schools and includes national and RBWM performance. It demonstrates that the mixed curriculum deployed in most 6th forms in RBWM reduces the level of overall performance as measured by these two indicators. Newlands Girls performed best at A Level where only nine pupils took vocational courses whilst 74% of BCA’s students passed 3+ vocational subjects compared to the national average of 48%.

Chart 2: Per school A Level and Vocational course performance comparisons



² 802 pupils achieved the benchmark out of a cohort of 957 attending Junior and Primary schools in Yr6.

³ 328 pupils achieved the benchmark out of a cohort of 421 attending Middle schools in Yr6.

2.9 An alternative way to view the success of 6th form education is to consider what the students go on to do next. In the 2015 reporting period, the proportion of students going on to 'top third higher education institutes' jumped from 16% to 21% ahead of the national average of 17%. It should be noted, however, that this figure is based on only 82% of the young people in the cohort, compared to 87% nationally. The data used for this measure is assembled from a range of schools, colleges and services.

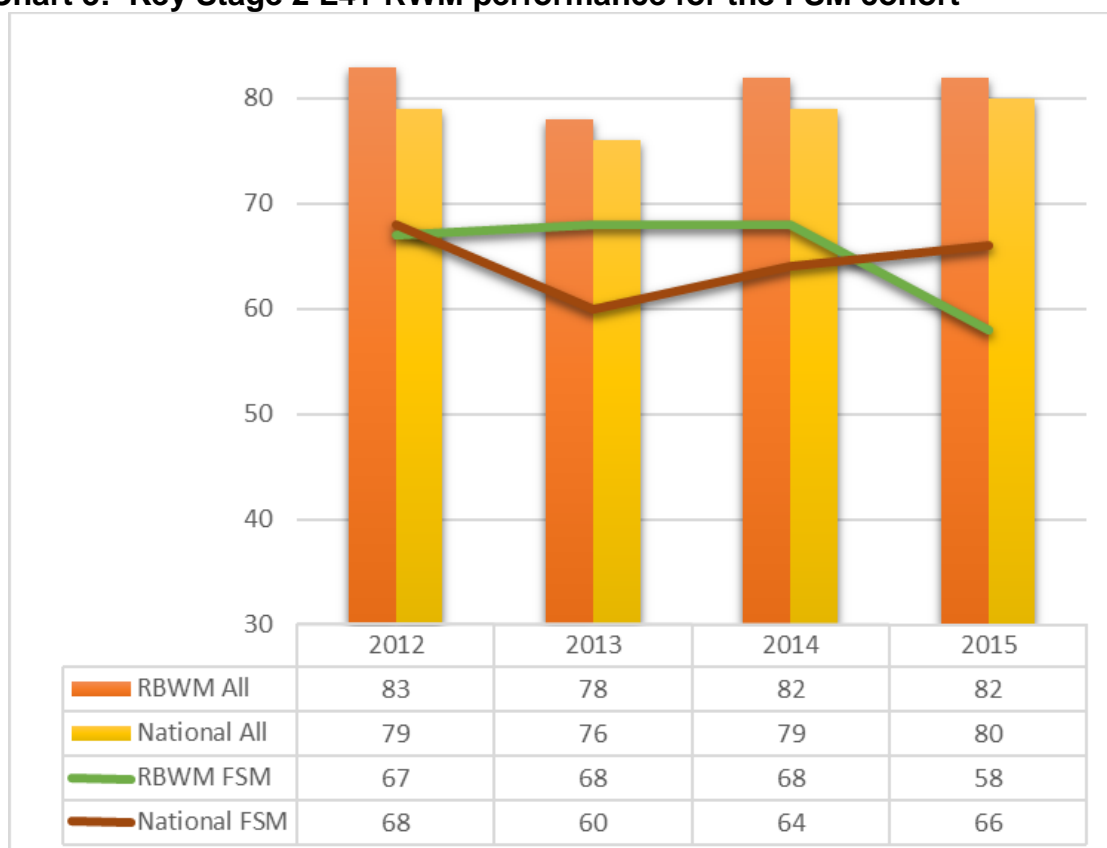
Recommendation on under performance at destination data: Further work is required to strengthen partnership working between the Local Authority, schools and the Elevate project to capture more comprehensive destination information and Governing bodies will be asked to ensure that all young people are getting appropriate and independent careers advice before and during 6th form studies.

Disadvantaged pupils

2.10 There is nationally comparable data for disadvantaged pupils, which includes the Free School Meals, FSM, cohort, at Key Stage 2 and Key Stage 4. Over recent years there has been a national focus on this group of students, underpinned by the Pupil Premium payments to schools.

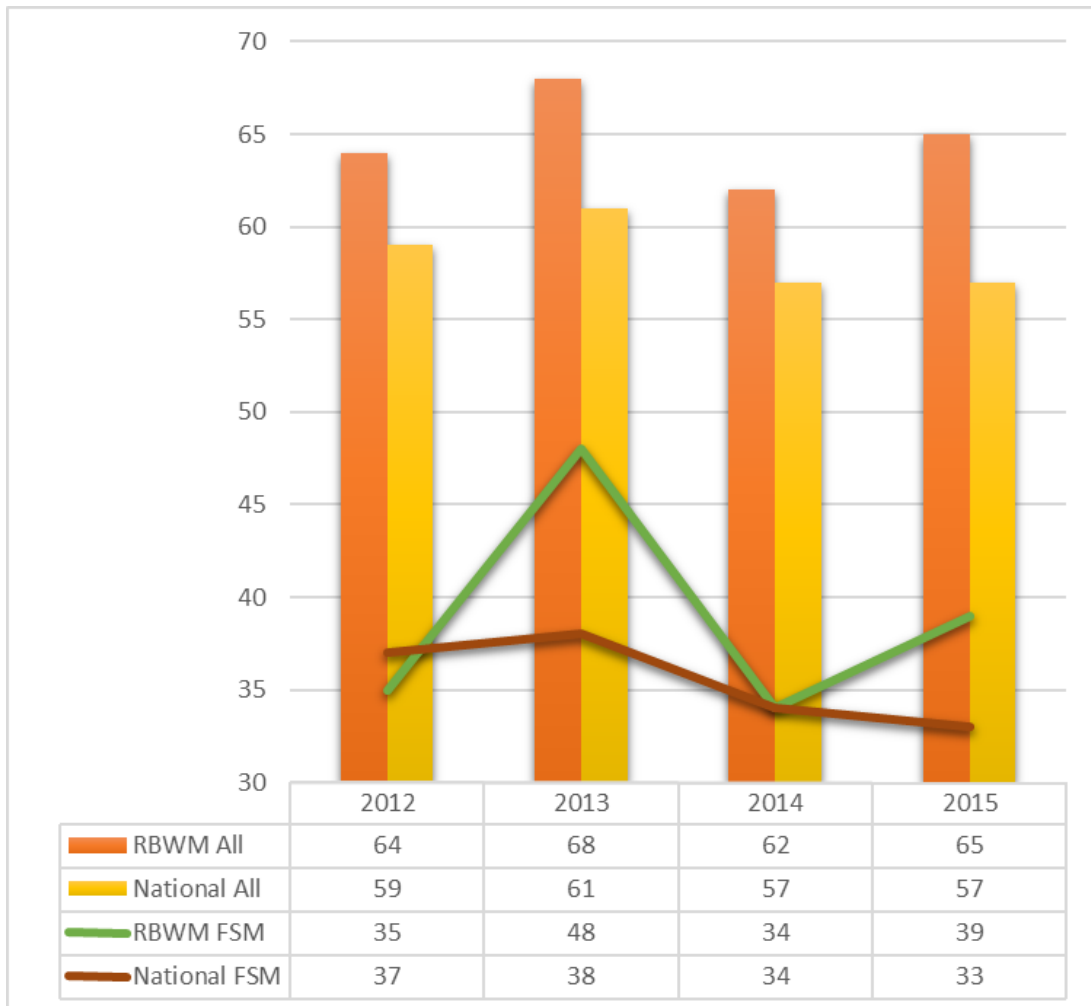
2.11 Chart 3 demonstrates that, nationally since 2013, attainment of pupils in receipt of FSM at Key Stage 2, Level 4+ for reading, writing and mathematics has been increasing more rapidly than attainment of pupils overall. This pattern is not mirrored in RBWM with the gap widening to 24 percentage points compared to 14 percentage points nationally.

Chart 3: Key Stage 2 L4+ RWM performance for the FSM cohort



2.12 Chart 4 demonstrates that nationally at Key Stage 4, attainment for FSM pupils has been falling as has the attainment for all pupils following significant changes in the way performance is measured. Results in the borough show positive increases in attainment for all pupils, including the FSM cohort; up 3 and 5 percentage points respectively from 2014

Chart 4: Key Stage 4 5+ A*-C English & Maths performance for the FSM cohort

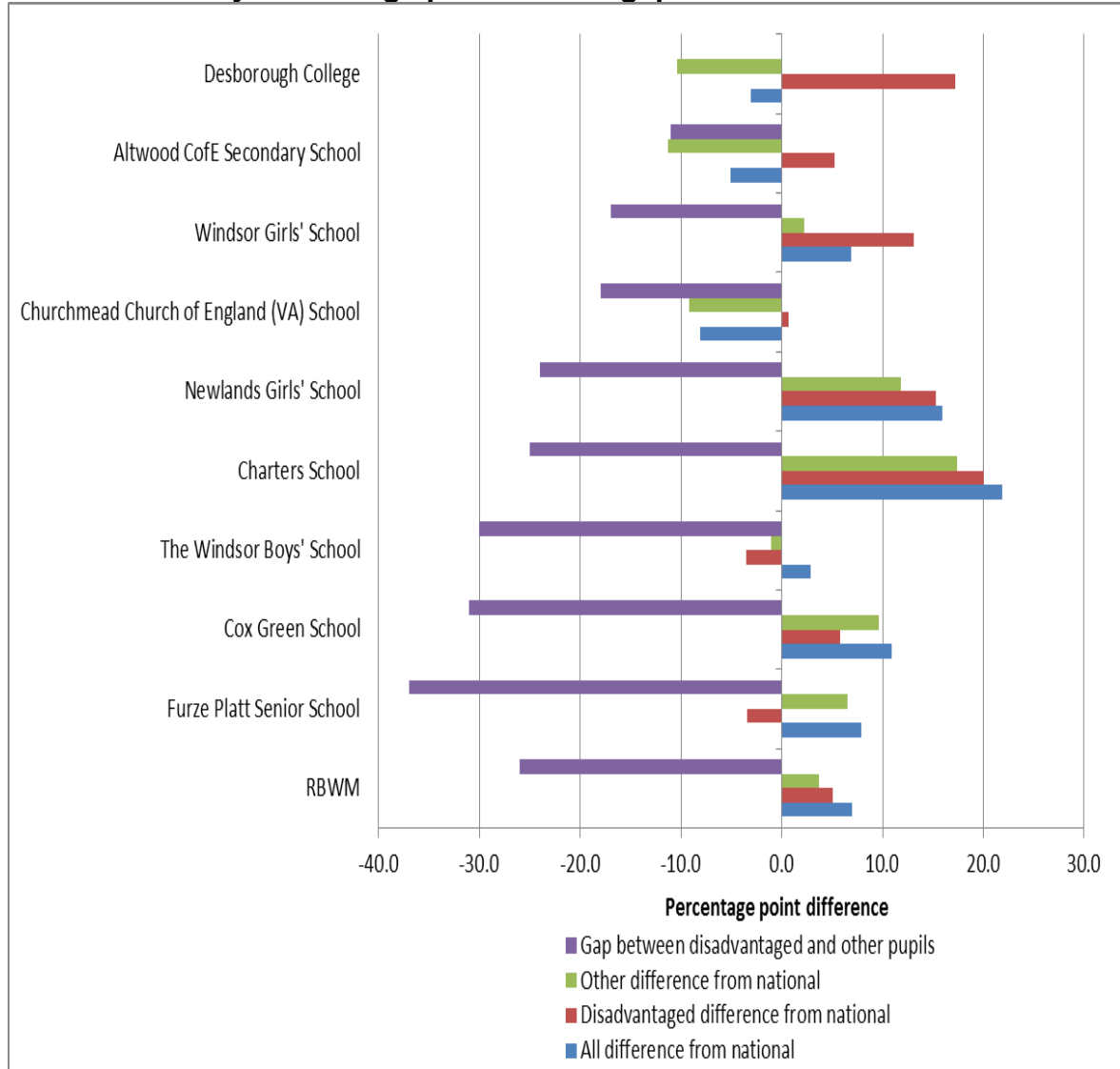


2.13 A borough-wide Pupil Premium conference was delivered with the national Pupil Premium Champion, Sir John Dunsford, in July 2015. All schools were asked to review their plans to narrow the attainment gap. The School Improvement Team continues to work with the schools with the largest cohorts of FSM pupils to share best practice and drive improved outcomes.

Recommendation on under performance of disadvantaged pupils at Key Stage 2: Continue existing work and launch and lead a borough-wide Pupil Premium Champions network for all primary phase schools to ensure they have access to local and national best practice guidance, especially in schools with small FSM cohorts which informs plans published by Governing Bodies

2.14 In the latest statistical release, the Department for Education have published three year average information for GCSE performance. Chart 5 presents results at secondary school level for the cohorts achieving 5+ A*-C GCSEs including English and Maths.

Chart 5: Three year average performance gaps for GCSE benchmark



2.15 This chart shows that, while RBWM GCSE pupils achieve at a higher level than those nationally, there is a 26 percentage point attainment gap between disadvantaged pupils and their peers. The graph also highlights significant differences between schools, notably that there is no attainment gap evident at Desborough College with disadvantaged pupils achieving 17 percentage points higher than similar pupils nationally.

Recommendation on under performance at Key Stage 4: Seek further collaboration with secondary schools to build on the overall high GCSE standards so Governing Bodies publish pupil premium plans which commit to reduce the attainment gap further every year so that all disadvantaged cohorts outperform the national average in line with the best locally.

OfSTED Judgments

2.16 There were 14 Ofsted inspections of schools in the Borough during academic year 2014/15. With two improving and three declining in grade, the proportion of Good or Outstanding schools fell to 74%, compared to the national average of 84%, see Appendix 1, data table 1a for a break down by school type and education phase.

2.17 The Council has committed additional school improvement resources to support all schools to attain or retain a Good judgement. So far in academic year 2015-

16, OfSTED have inspected four school and all have increased their rating. The resource is yielding results and 79% of schools in the Borough are currently judged to be Good or Outstanding.

- 2.18 All relevant schools have an improvement plan to secure a Good judgement from OfSTED. There is an increasing pool of expertise in schools across the Borough, including within nationally established Teaching Schools. This wider expertise can be harnessed to accelerate improvement for children.

Recommendation on under performance on Good/Outstanding school: For maintained schools, the school improvement service adopt a “Team Around the School” approach, bringing together the host school, local authority and other school and external professionals such as the Diocese (as appropriate) to deliver improvement. This includes formal reviews of progress each term, by the Head of Schools and the Chair of Governors to ensure the additional resource is driving educational outcomes.

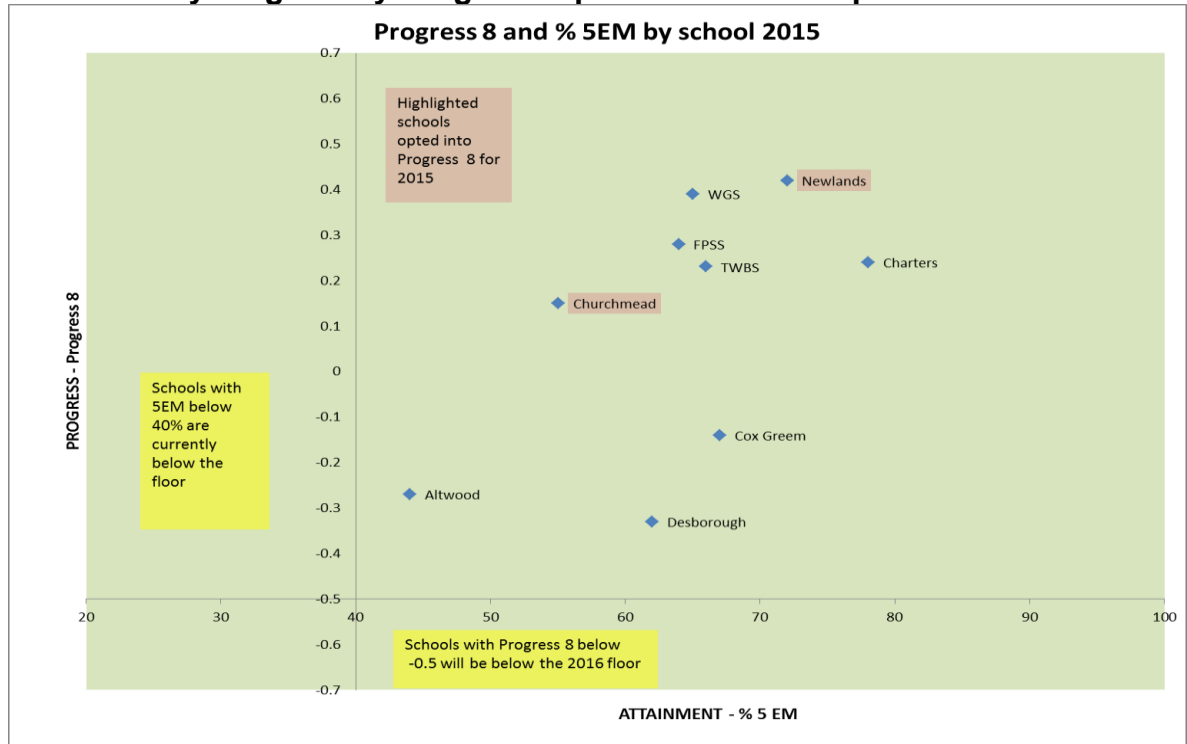
For non-maintained schools, the Council will offer support to the Academy Trust and seek their commitment, along with the Regional School Commissioner, to a published improvement plan which will enable residents to see improvement in standards.

Changes in assessment of secondary performance

- 2.19 The key performance measures for secondary performance will be changing from academic year 2015-16. In particular, a measure called Progress 8, described in Appendix 1, section 4.7, will replace the 5 A*-C including English and Maths measure. Many schools have welcomed this change as it focusses more on the impact schools have had on the progress of a pupil rather than absolute attainment. A Progress 8 result of 0 means that the pupils are achieving in line with the national average. The floor standard will be set at -0.5 which means that, on average, pupils have made half a grade less progress than the national cohort.
- 2.20 The change has been phased in over a couple of years to allow schools time to make curriculum and teaching changes. Some schools in the Borough opted to be measured on this performance indicator in 2014-15, including Newlands and Churchmead. Both schools have performed above the floor standard and above average national outcomes.
- 2.21 Chart 6 is based on data provided by the Department for Education about the Progress 8 performance of all schools in 2014-15. The chart plots Progress 8 against the 2014-15 5+ A*-C inc English and Maths performance on a four quadrant graph. It demonstrates that two schools with better than the 58% national average attainment performance as measured by the current 5 A*-C inc English and Maths are lower than the national average against the new progress measure. This may be due to a number of factors such as the mix of curriculum on offer and the standard of the pupils on entry to the school. All schools should ensure that their school development plan is focussed on improvements in the progress of each and every pupil to secure strong outcomes.

Recommendation on success measures: Work with secondary schools to share emerging best practice for securing progress for every pupil through the school improvement service and in partnership with Teaching Schools.

Chart 6: Key Stage 4 key Progress 8 performance comparison



Proposed changes to education responsibilities and funding

2.22 The Secretary of State for Education announced a two phase consultation to revise the funding of the education system on the 7 March 2016. The first phase has two elements: the role of the local authority and the principles of core school funding.

2.23 It is proposed to remove some responsibilities from local authorities, including school improvement leaving three areas of focus, described by the Department for Education as:

- Securing that sufficient school places are available, ensuring fair access through admissions and working with schools to develop local transport policies, and taking a lead in crisis management and emergency planning.
- Ensuring the needs of vulnerable pupils are met: identifying, assessing and making provision for all children with SEN and disabilities; promoting attendance; and making sure that alternative provision is available for children and young people excluded from school or otherwise unable to attend a mainstream school; leading on safeguarding for those pupils in un-regulated settings, educated at home, tracking children missing education as well as those at risk of extremism; working with schools to ensure they understand and discharge their safeguarding duties; acting as a corporate parent for looked-after children and those adopted from care.
- Acting as champions for all parents and families: listening and promoting the needs of parents children and the local community; supporting parents in navigating the system and ensuring children do not fall through the gaps; supporting children, young people and parents to navigate local SEND arrangements (such as providing information, advice and support); and championing high standards locally.

2.24 The consultation proposes that the following factors are considered as part of allocating core schools funding:

- basic per pupil funding - ensuring a core allocation for the costs of teaching all pupils
- funding for additional needs - including deprivation, low prior attainment and English as an additional language
- school costs - including fixed costs and those related to schools serving rural communities
- area costs - ensuring more funding goes to areas that face the highest costs

2.25 Local authorities will continue to play a role in the distribution of high-needs funding and there is a parallel consultation about changes to the way the funding is calculated and distributed for these pupils.

2.26 The second stage of consultation, later in 2016, will set out illustrations of the impacts of the funding formulae across schools and local authorities. The government will phase the changes in over time so that there is a smooth transition period, including retaining the local authority role in school funding until 2019 to 2020 - although the national funding formula will begin in 2017 to 2018.

3. KEY IMPLICATIONS

3.1 The recommendations throughout section 1 are aimed at improving the attainment of all pupils.

Table 3: Defined outcomes

Defined Outcomes	Unmet	Met	Exceeded	Significantly Exceeded	Date they should be delivered by
% schools inspected during in the next twelve months secure at least Good*	< 85%	85-87%	88-90%	>90%	Mar 17
Reduce FSM gap at Key Stage 2 by	<4%	4-11%	12-15%	>15%	Aug 16
Reduce FSM gap at Key Stage 4 by	<4%	4-11%	12-15%	>15%	Aug 16
Every school has a published Pupil Premium Plan	<100%	100%	N/A	N/A	Dec 16
% increase in pupils going to 'top third Higher Education Institutions'	<5%	5-15%	16-25%	>25%	Aug 16

* Note: Ofsted targets are based on likely inspection dates and current frequency of inspections. The target does not include schools that are unlikely to receive inspections within the defined period such as: schools which are in their first year following academy conversion, schools with a Requires Improvement judgement which are still within the two year HMI monitoring process and those schools which currently have an outstanding judgement where an inspection is possible but not likely. It is suggested that the maximum number of inspections is 20, with only five taken place at the end of February 2016.

4. FINANCIAL DETAILS

4.1 The consultation on changes to the way education is funded will have implications for the local authority. It is expected that the Education Support Grant will be reduced to just £15 per pupil. This was included as income in the medium term financial plan over a longer time scale as set out below in table 4.

Table 4: Education Support Grant in the medium term financial plan

Line	Description	2016/17 Estimate £'000	2017/18 Estimate £'000	2018/19 Estimate £'000	2019/20 Estimate £'000
58	Education Services Grant	-1,031	-786	-541	-300

4.2 This reduction is expected to be implemented more quickly, resulting in £486k less grant in 2017/18 and £241k less income in 2018/19 which will be need to be reflected in the medium term financial plan.

5. LEGAL IMPLICATIONS

5.1 There are no legal implications arising from this report.

6. VALUE FOR MONEY

6.1 Residents will benefit through improved standards in RBWM schools.

7. SUSTAINABILITY IMPACT APPRAISAL

7.1 None.

8. RISK MANAGEMENT

8.1 None.

9. LINKS TO STRATEGIC OBJECTIVES

9.1 This report on the Standards and Quality of Education in the Royal Borough links to the strategic objectives of:

- Residents First – Support Children and Young People
- Value for Money – Invest in the future
- Delivering Together – Deliver Effective Services
- Equipping Ourselves for the Future – Changing Our Culture.

10. EQUALITIES, HUMAN RIGHTS AND COMMUNITY COHESION

10.1 This report identifies pupil groups who underperform in national tests. The key underperforming group identified is pupils eligible for free school meals (FSM). The performance of Special Educational Needs pupils (SEN) and Ethnic groups is also analysed.

11. STAFFING/WORKFORCE AND ACCOMMODATION IMPLICATIONS

11.1 None.

12. PROPERTY AND ASSETS

12.1 None.

13. ANY OTHER IMPLICATIONS

13.1 None.

14. CONSULTATION

14.1 The report will be considered by Corporate Services Overview and Scrutiny Panel on 22 March 2016.

14.2 The data pack version 1 was circulated to schools in December 2015.

15. TIMETABLE FOR IMPLEMENTATION

15.1 The data presented relates to attainment in the past academic year 2014-15. Actions to address priorities for improvement are being implemented during the current academic year, 2015-16.

16. APPENDICES

16.1 Appendix 1: The RBWM Education Data Pack. Academic Year 2014-15, Ver 2.

16.2 Appendix 2: Action plan.

17. BACKGROUND INFORMATION

17.1 None

18. CONSULTATION (MANDATORY)

Name of consultee	Post held and Department	Date sent	Date received	See comments in paragraph:
Internal				
Cllr Burbage	Leader of the Council	4/3/2016	7/3/2016 11/3/16	
Cllr Bicknell	Lead Member		7/3/2016	
Alison Alexander	Managing Director/ Strategic Director Adults, Children and Health	24/2/2016	29/2/2016 6/3/16 10/3/2016	Various
Simon Fletcher	Strategic Director Operations and Customer Services			
Russell O'Keefe	Strategic			

Name of consultee	Post held and Department	Date sent	Date received	See comments in paragraph:
	Director Corporate and Community Services			
Michaela Rizou	Cabinet Policy Assistant	29/02/16	2/3/2016	Various
External				

REPORT HISTORY

Decision type:	Urgency item?
For action	No

Full name of report author	Job title	Full contact no:
Kevin McDaniel	Head of Schools and Education Services	01628 683592

Appendix 1: The RBWM Education Data Pack. Academic Year 2014-15, Ver 2

A1.1 This document has been distributed electronically as it consists of 70 pages of containing several graphs and charts.

Appendix 2: Outline Action Plan

A2.1 This following table outlines the proposed actions to be taken in response to the recommendations in section 2 of the report.

<p>School improvement service works with the three-tier schools to identify best practice and barriers to success, including methods of working with larger cohorts of pupils to achieve higher levels of attainment at Key Stage 2.</p>	<p>Key stage 1 results indicate that all first schools achieved above the national average benchmark (L2+) in Maths and Writing and only one fell below that measure for Reading. Key stage 2 shows the L4+ St Edwards Middle 88% St Peters 82% Trevelyan 79% Dedworth 66%</p> <p>Approach: Bring First and Middle schools together for Active Learning Workshop facilitated by School Improvement, led by National Leader in 3 tier systems (to be identified through national college for school leadership) and have WLP teaching school in attendance. Agenda includes: Myth Busting (eg “First school mark too easily”, “Middle schools expect too much independence at expense of academic progress”) Best practice case studies (St Edwards and external schools recommended by facilitator) Removing barriers exercise (“we could do more if ...”) to identify what is in the way. Joint action planning (1 term, 1 year, 2 year impact targets) for the sector.</p> <p>Project steering group to meet and review progress termly with potential LA investment into CPD stream of work. Encourage to use the Agile approach to the work stream so this is not seen as a “big bang” change.</p>
<p>Strengthen partnership working between the Local Authority, schools and the Elevate project to capture more comprehensive destination information and ask Governing Bodies to ensure that all young people are getting the appropriate and independent careers advice before and during 6th form studies.</p>	<p>Background: Accountability for Independent Careers Advice and Guidance was moved from LA to schools in September 2013. LA retains responsibility for knowing about those who are not in education, employment or training while schools have “destination” measures. There is a fragmentation of systems which track young people post 16.</p> <p>Approach: Re-establish the data sharing network and agreement between Secondary and Upper Schools to maximise the use of a single shared system (that the LA already pays for) which will</p>

	<p>enable the capture of more data at all age groups with operational target of reducing the proportion not captured in the data (after A Levels) to less than 15% (national average regardless of where pupils studied). LA officers meeting on 15 March to move this forward.</p> <p>From the current and updated data, have the network make recommendations how to improve two outcomes:</p> <ol style="list-style-type: none"> 1) Why 12% of disadvantaged students did not sustain (7%) or became NEET (5%) in the year after GCSE's in order to improve the year 10 and 11 careers advice and guidance. 2) What is required to ensure that more that 69% of the cohort leaving 6th form and college are able to successfully secure education or employment/training outcomes. <p>We will need to repurpose and existing post, to lead this and report back on the action plan.</p> <p>All governing bodies will be asked to review the arrangements in place to meet the schools statutory duty to provide independent careers advice and report their findings back to the Council. Governor services to run survey from mid April and report back findings to DMT in June 2016.</p>
<p>Continue existing work and launch and lead a borough-wide Pupil Premium Champions network for all primary phase schools to ensure they have access to local and national best practice guidance, especially in schools with small FSM cohorts, which is reflected in plans published by all Governing Bodies.</p>	<p>Continue the targeted work with 13 schools which have the largest cohorts of FSM pupils, being led by school improvement. Has resulted in focussed plans for each school and first indications of impact will be seen in 2016 results. Next group meeting planned for 25th April and invitation to be made to national award winning secondary school Head to share their best practice.</p> <p>Network of PP champions from every primary school to be led by School Improvement Advisor to raise expectations of every single PP child:</p> <ul style="list-style-type: none"> • Effective PP plans at a school level • Effective differentiation in lessons for each pupil • Cohort progress tracking (how are they doing, how do know, what next?) • PP plan communication to parents and other stakeholders.

	<p>To resource this we will use existing Heads to support School Improvement with our Good / Outstanding schools, freeing up staff to run this network.</p> <p>Governing bodies are required to publish Pupil Premium plans and the Council will audit those plans against the best practise guides, promoting the best for local and national recognition and challenging those that fall short. This will take place in the first half of the summer term 2016.</p>
<p>Seek further collaboration with secondary schools to build on the overall high GCSE standards so Governing Bodies publish pupil premium plans which commit to reduce the attainment gap further every year.</p>	<p>Using secondary specialist resources from nearby Teaching Schools we will commission a task and finish group to learn from those with no or small gaps (Desborough) and those where the FSM significantly out perform the national average (Charters, Newlands, WGS and Desborough). The group will be asked to develop a shared view of the yr9 cohort starting GCSE course in Sept 16 and follow them for two years with an action plan of interventions.</p> <p>In addition to providing resource to lead the group we would expect the work to result in an improved CPD specification that the Teaching schools can take forward for all schools.</p> <p>Secondary schools will be included in the Pupil Premium plan audit described above.</p>
<p>For maintained schools seeking Good judgements, the school improvement service adopt a “Team Around the School” approach, bringing together the host school, local authority, other school and external professionals (such as the Diocese) as appropriate to deliver improvement. This includes formal reviews of progress each term, by the Head of Schools and the Chair of Governors to ensure the additional resource is driving educational outcomes.</p>	<p>When schools are not securely judged Good or Outstanding our commitment remains to invest school improvement capacity, over and above that which the school and Academy Trust in line with our core offer.</p> <p>By creating or joining the Team Around the School we can add:</p> <ul style="list-style-type: none"> • critical challenge to the process of identifying what needs to change • broad knowledge of expertise to assist with making the change • external validation that the change has happened <p>The Head of Service, with the Chair of Governors, would expect to review progress of the action plan each half-term with the team to ensure that the actions are having impact and that the right resources are deployed. For faith schools, the Diocesan teams will be expected to contribute to these plans.</p>

<p>For non-maintained schools, the Council will offer support to the Academy Trust and seek their commitment, along with the Regional School Commissioner, to a published improvement plan which will enable residents to see improvement in standards.</p>	<p>We would seek to use the expertise and skills of education professionals across the borough whenever possible to provide career development opportunities for valuable teachers and keep the money within the education system. We should commission relevant training for this work in order that we can grow the capacity of leaders within the system.</p> <p>Non-maintained schools will be asked to publish their school improvement plans and commitments so that parents are able understand what commitments are being made in those schools that are not under local authority leadership but fall instead under a Trust and the Regional Schools commissioner.</p>
<p>Work with secondary schools to share emerging best practice for securing progress for every pupil as measured by Progress 8.</p>	<p>Run a Progress 8 lessons learnt review from those schools which opted to be measured by Progress 8 in 2015 (Newlands and Churchmead) with all schools and commission relevant paid-for training through Teaching school networks. Approach schools to take part after Easter break.</p>