

School Improvement Strategy 2013 - 2016

Introduction

Welcome to the North Tyneside Children, Young People and Learning Partnership's School Improvement Strategy. This strategy is instrumental in delivering the priority in the Council's Strategic Plan: 'Maintaining excellent education, training and employment opportunities, including apprenticeships and working in collaboration with partners'. It supports the commitments outlined in the Children, Young People and Learning Plan and also ensures our statutory obligations are fulfilled.

The purpose of the strategy

This strategy will ensure that North Tyneside has a coherent approach to tackling educational disadvantage, supporting the most vulnerable to achieve in line with their peers and enabling all pupils to have access to a good local school irrespective of where they live. It will also ensure that young people are better equipped with the skills and knowledge to prepare for employment in the 21st century.

Why are we doing this..... and why now?

National Context

Improving the achievement of children and young people at all ages continues to be a key factor of education policy and is reflected in a number of initiatives. This includes the raising of floor targets for children who are aged 11 and 16. In addition there is even greater emphasis on the progress children make given their starting points. GCSE examinations have been revised and greater focus on achieving good qualifications which include sciences remains. A slimmed down national curriculum will encourage greater flexibility but have a stronger focus on the acquisition of knowledge. The concept of schools supporting schools continues to grow particularly in the areas of teaching and learning, leadership and teacher recruitment. The Teaching School programme and National and Local Leaders of Education are key elements to ensuring excellent system leadership.

A series of national educational reforms are transforming how educational disadvantage is being tackled. Schools have been given the opportunity for greater autonomy to improve outcomes for pupils through the creation of academies and free schools. This has been combined with a drive to raise standards through revised qualifications. In addition, the Ofsted framework by which schools are judged has become more rigorous; the previous 'satisfactory' judgement has been replaced with 'requires improvement'. The rate at which the school is expected to move to good has been accelerated and if a school is judged to require improvement twice it will be placed in special measures on its third inspection. In addition there is a strong focus on raising young people's aspirations and improving their readiness to

work in a globalised and technological focussed economy. The key national documents which have shaped current policy context are summarised as follows:

- The Importance of Teaching – The Schools White Paper 2012
 - Local authorities will increasingly move to a strategic commissioning and oversight role
 - Local authorities can offer support as a ‘traded service’
 - Local authorities will act as champions for parents, families, vulnerable pupils and educational excellence.
- School Standards and Framework Act 1998
 - The local authority has a duty to raise standards in schools.
- The Education and Inspections Act 2006
 - The local authority has a duty to promote high standards and to enable every child to realise their educational potential.
- The Education Act 2011
 - New legal powers to help root out poor behaviour, to tackle underperformance, and to improve the way in which schools are held to account.
- Flexible Free Entitlement for eligible Two Year Olds
 - Up to 570 hours of free, quality early learning, for children from families on low incomes.
- The Academies Act 2010
 - All maintained schools are able to apply to become academies.
 - Establishment of Free Schools is enabled
- Allen Review: Early Intervention
 - Foundation Years (from 0 – 5 years) should deliver high levels of school readiness.
 - 0-18 education cycle should be continuous from birth.
- Ofsted: Framework for School Inspection
 - Refocused on four core areas – achievement, quality of teaching, behaviour and safety, quality of leadership and management.
 - Seeks to raise performance in ‘coasting’ schools.
- Pupil Premium
 - Additional funding for pupils eligible for free school meals during past 6 years of looked after for 6+ months.
 - Summer School Programme for disadvantaged pupils to support transition to secondary schools.
- Ofsted: A Good Inspection for All; Inspection of Local Authority Service
 - How Ofsted will assess the effectiveness of local authorities in delivering their education and training functions.
 - Provides a clear direction to school improvement services as to how they should provide challenge and support to schools.
- Taylor Review of Alternative provision
 - Early identification and intervention before problems become entrenched
 - Greater freedom and accountability for alternative provision institutions
 - Schools should lead on commissioning of alternative provision

Local Context

North Tyneside has a proven track record of high attainment amongst school age children that has risen steadily over recent years. In 2013 almost 80% of learners aged 11 attained the threshold measure of level 4 in reading, writing and maths which is above the national average and 91% made the progress expected of them in reading and 94% in writing. In mathematics 92% made the progress expected of them given their starting points. 64% of students achieved five or more A* - C grades, including English and maths in 2013. This represents an increase of 2% on last year's figures and is North Tyneside's best ever results for this indicator. There has also been a dramatic increase in the achievement of 2 or more A*-C grades in science at GCSE over the last 3 years (from 56% to 80%). While sustained improvement at key stage 2 has established North Tyneside as the best performing authority in the region.

Young people aged 18 have also improved on their achievements in comparison to previous years in both individual subjects and overall performance. However the performance of vulnerable pupils and those from areas of disadvantage is not as good as their peers and in some areas the gap is widening.

Higher level skills offer the best chance of sustainable employment for individuals and are essential for the borough's future prosperity. National policy is focussed on strengthening vocational pathways, particularly apprenticeships. North Tyneside currently has fewer young people with higher level skills and higher levels of youth unemployment than the national average. North Tyneside also has lower levels of participation and attainment in the important science, technology, engineering and maths (STEM) subjects and in modern foreign languages. The proportion of young people in North Tyneside progressing to higher education exceeds the national average. However the borough recorded an 18% drop in university applications in 2012, the 13th biggest drop nationally. It is important that North Tyneside establishes clear pathways from education to higher level employment and skills. More details on how we intend to do this can be found in the Employment and Skills Strategy.

North Tyneside's schools are striving to address educational disadvantage. 86% of the borough's nursery, first and primary schools are currently rated as 'good' or 'outstanding' by OFSTED which is above the national average. Whilst in middle and secondary schools the figure is 71%, slightly below the national average. All special schools in North Tyneside are judged to be good or outstanding. The entitlement of every child to go to a good school is a high priority for the school improvement service. The establishment of the North Tyneside Learning Trust is further improving standards and addressing disadvantage as is the excellent work in collaboration and partnership at locality and borough wide level.

However children and young people with Special Educational Needs are at increased risk of poor education outcomes. Partners are working to develop high quality integrated services that address the needs of each family with a child who has a disability or additional needs. The team will have a strong focus on improving educational attainment.

We have made progress in reducing the attainment gap between some groups of vulnerable pupils and their peers. Results for Looked After Children at key stage 4 are amongst the top quartile nationally this year. The gap between pupils eligible for free school meals and their peers at key stage 2 and 4 is reducing. However the gap in attainment between vulnerable learners and their peers remains significant and in some areas the gap is widening.

Our vision and principles

Supporting schools to secure sustained improvements requires a diverse range of strategies which are personalised to each institution. Resources should focus on schools most in need of improvement; however, it is acknowledged that all schools, including those judged to be outstanding can still have areas for improvement. Similarly schools that are judged to require improvement or who are managing very particularly challenges have elements of good practice that can be shared. In many local authorities school improvement services have been out-sourced particularly in those areas which have a high academy representation. This is not the case in North Tyneside which has the local authority central to the model of collaboration which has been pivotal to the success over recent years. It is within this spirit of collaboration that the North Tyneside's School Improvement strategy will make a significant contribution to the Children, Young People and Learning Partnership's vision of a borough where:

- Children and young people are respected, valued and listened to;
- Childhood is nurtured;
- Children and young people are happy, healthy, confident and safe, and develop as enthusiastic learners and tolerant, compassionate individuals who are challenged and supported to be the best they can be; and
- The power of learning is harnessed to transform the lives of individuals and regenerate our communities.

The partnership's work is underpinned by ten principles that will inform all aspects of our work. Children and young people:

1. Come first.
2. Have a right to be recognised as people with views and interests.
3. Have a right to be protected from harm and discrimination.
4. Have a right to develop as curious, enthusiastic and autonomous learners.
5. Have a right to the best health possible and to medical care.
6. Have a right to live and play in a safe healthy environment.
7. Have a right to an identity.
8. Should have the opportunity to grow up in a family and a community with equality of access regardless of their sex, gender, age, sexual orientation, ethnicity or background.

In addition

9. Parents, carers and communities need to be supported in promoting the interests and welfare of their children and those in their communities.
10. We never give up on a child or young person – no child should be viewed as a lost cause.

What we will do

We have a clear vision for supporting school improvement in the borough that will ensure every child attends a good school and is able to realise their full potential. Our approach is based upon national and local evidence base, along with our existing knowledge and experience of what works. The School Improvement Strategy will focus on five key objectives:

1. Ensure every school in North Tyneside is good or outstanding recognising the importance of high quality leadership.
2. Ensure all schools can accurately judge their own performance and know what they need to do to improve.
3. Ensure all schools have an appropriate curriculum offer.
4. Improve educational outcomes for vulnerable learners.
5. Continue to support and promote collaboration and partnership working.

1. Ensure every school in North Tyneside is good or outstanding.

The single most critical factor for securing good and outstanding schools is the quality of leadership. The promotion of talented leadership at all levels is a key priority for the School Improvement Service. We acknowledge that it is the responsibility of schools to drive their own improvements and promote the importance of school to school support. We will continue to use outstanding headteachers, national and local leaders of education and governance and the teaching schools to strengthen capacity in vulnerable schools and those that are not securely good. We will also ensure that aspiring and new leaders are provided with appropriate support for them to confidently address the challenges of headship. This will be done through direct delivery of leadership programmes; commissioning of activities through the Education Improvement Partnership, North Tyneside Learning Trust and Teaching Schools. Schools causing concern and vulnerable schools will receive targeted support through the intensive Supporting Schools Programme managed by senior staff in the School Improvement Service. This will include direct support to governing bodies where necessary.

2. Ensure all schools can accurately evaluate their performance and know what to do to improve.

A school's ability to make accurate judgements about its own practice is key to its journey of improvement. The School Improvement Service will continue to work in close partnership with the Research and Intelligence team to ensure that high quality data and information are available at an early stage. We will also ensure that schools are able to interpret and evaluate the quantitative and qualitative data effectively. The school development partners will be instrumental in providing support and challenge to schools. If a school's performance data indicates a dip in standards or is a major cause for concern the local authority will support the school to take remedial action immediately.

3. Ensure all schools have an appropriate curriculum offer.

We need to be ambitious for our young people to achieve the qualifications they require to contribute to a global regional and global economy. In addition to the basics in literacy, numeracy and information technology our young people need to become skilled in those subjects that will be essential in a rapidly changing world. Employers seek young people with personal skills in communication, resilience and problem solving as well as recognising the importance of science, technology, engineering and mathematics and also modern foreign languages. Our young people will also need other key skills valued by employers such as creativity and solutions based reasoning in order to succeed as well. Young people, particularly our most vulnerable will need a high degree of resilience and discernment to accommodate the challenges of the 21st century. We will ensure that the employment and skills team work closely with school improvement for these aims to be realised. This will result in more young people, especially from areas of disadvantage, can progress to high level apprenticeships and the best universities. It will include upskilling staff through high quality continuing professional development, to deliver the curriculum.

4. Improve educational outcomes for vulnerable learners

In recent years schools have striven to provide high quality teaching which inspires and engages all young people. This has clearly had an impact on the learning of the vast majority of children and their achievements continue to rise year on year. However, despite the addition of extra resources through the Pupil Premium, there remains a gap between the achievement of our vulnerable pupils and their peers and in some areas this gap is widening. Notwithstanding this there are areas of excellent practice in North Tyneside and some schools have eradicated the gap. We will explore with these schools how they have addressed this and disseminate the good practice. We have reorganised our resources including staff to provide a coherent offer to all children from disadvantaged groups. We now intend to enhance our delivery model to provide different levels of support to vulnerable pupils including providing more effective tracking and reporting arrangements as well as developing 'nurture support' to improve emotional health and wellbeing. We will ensure that risk-taking behaviour is addressed, with a specific focus on e-safety in the current circumstances. We also recognise the importance of ensuring that our very youngest children are ready for schools and are able to make a good start in their learning. The School Improvement Service will work closely with the Prevention and Early Intervention Teams to achieve this aim.

5. Continue to support and promote collaborative and partnership working

Collaboration and partnership work in North Tyneside is central to the School Improvement Strategy. We have achieved a great deal by working together and this continues to be a priority.

We will continue to work closely with colleagues in Public Health to ensure children and young people are encouraged to live a healthy lifestyle and consider their health and wellbeing.

How will we know it is working?

We will measure our performance against the criteria set out in the Action Plan attached as Appendix A.

Next steps

This strategy will be reviewed and refreshed through an ongoing process of consultation and refinement with partners including schools, children and young people. This will include a suite of performance measures that allow us to monitor our progress against the objectives. A quality assurance framework will also be developed. The Primary Learning Partnership and Secondary Education Improvement Partnership will be key to these arrangements.

Governance

The Children, Young People and Learning Partnership has overall responsibility for the School Improvement Strategy. An annual progress report will be presented to the Children, Young People and Learning Partnership Executive Commissioning Board, with exception reports provided as appropriate.

Appendix A

How will we know it is working

Objective	Outcome
Ensure every school in North Tyneside is good or outstanding	<ul style="list-style-type: none"> • Proportion of pupils attending a good / outstanding school, Pupil Referral Unit or Alternative Provision.
Ensure all schools can accurately judge their own performance and know what they need to do to improve	<ul style="list-style-type: none"> • Number of schools in an Ofsted category of concern. • Number of schools requiring improvement.
Ensure all schools have an appropriate curriculum offer	<ul style="list-style-type: none"> • Percentage of pupils in line and above national averages at all key stages. • Pupil progress relative to starting point. • Number of pupils attending a good university or attending a higher level apprenticeship.
Improve educational outcomes for vulnerable learners	<ul style="list-style-type: none"> • Attainment gap between vulnerable pupils and their peers at all key stages. • Percentage of looked after children achieving at least a Level 4 in English and maths at key stage 2. • Percentage of looked after children achieving at least 5A*-C GCSEs inc English and maths. • Percentage of pupils who are subject to fix term or permanent exclusion. • Percentage of pupils who are persistently absent.
Continue to support and promote collaboration and partnership working	<ul style="list-style-type: none"> • All indicators above

Action Plan 2013-2016

Priority 1 – Ensuring every school in North Tyneside is a good/outstanding school

Baseline / Target:	<ul style="list-style-type: none"> Percentage of primary schools judged good or outstanding by Ofsted Percentage of secondary schools judged good or outstanding by Ofsted Percentage of primary pupils attending good or outstanding schools Percentage of secondary pupils attending good or outstanding schools The quality of leadership and management Achievement at each key stages 			
Activity	Milestone	Lead Officer	Date	Performance Measure
Use outstanding headteachers, national and local leaders and the teaching schools to strengthen leadership capacity in vulnerable schools	<ul style="list-style-type: none"> All schools with leadership judgements less than good matched with a National leader of education/ subject leader of education partner 	Senior School Improvement Officer (SSIO) for Primary Senior School Improvement Officer (SSIO) for Secondary	July 2015	<ul style="list-style-type: none"> Leadership judgement of schools by Ofsted Leadership judgement of schools by Local Authority
To prepare aspiring leaders and share good practice in order to ensure at least good leadership in all schools	<ul style="list-style-type: none"> To offer all aspiring primary middle leaders a programme of continuous professional development to support them in applying for and being successfully recruited to middle leadership positions To offer all primary level senior leaders a programme of continuous professional development to support them in applying for and being successfully recruited to Headteacher positions To support and encourage succession planning; two primary headteachers to plan and deliver an 'Aspiring Headteachers' programme from 2014 onwards. 	SSIO for Primary	July 2015 Annually Annually	<ul style="list-style-type: none"> Leadership judgement of schools by Ofsted Leadership judgement of schools by Local Authority
Provide high quality bespoke advice, training and support to schools	<ul style="list-style-type: none"> Positive evaluations received Less than 1% courses cancelled 	SSIO for Primary	Annually	<ul style="list-style-type: none"> Delivery of service level agreements Quality of evaluations for service

<p>through the Children, Young People and Learning Service Level Agreement, and to schools causing concern as identified through the Local Authority school categorisation process and School Development Partner programme.</p>	<ul style="list-style-type: none"> • 100% evaluations good or better • Identification of school reviews • Data analysis • Identify school/dept. needs • Attendance at appropriate training/Senior Leadership Development days • Provide support • Priority schools identified • Contact made, evaluation form completed • Impact of support evaluated by SIA/school • Review data and progress measures 			<p>level agreements</p>
<p>To support leaders of teaching and learning to implement change for sustained school improvement.</p>	<ul style="list-style-type: none"> • Teaching and learning school leaders engaging in networks. 	<p>School Improvement Officer (SIO) Teaching & Learning</p> <p>School Improvement Officer (SIO) Leadership</p>	<p>July 2014</p>	<ul style="list-style-type: none"> • Engagement of 'require improvement schools' in teacher networks • Quality of leadership in teaching and learning

Action Plan 2013-2016

Priority 2 – Ensure all schools can accurately evaluate their performance and know what to do to improve

Baseline / Target:	<ul style="list-style-type: none"> 100% schools meet statutory requirements 			
Activity	Milestone	Lead Officer	Date	Performance Measure
Work in partnership with the Research and Intelligence team to analyse and use data to identify trends and areas	<ul style="list-style-type: none"> Highly quality data packs produced with full analysis by EYSIS 	SSIO	Annually	<ul style="list-style-type: none"> Accuracy of school self-evaluation
Support schools in ensuring that assessment processes are effective, and that end of key stage assessment meets statutory requirements	<ul style="list-style-type: none"> Moderation system in place for key stage 3 Plan/deliver moderation events Ongoing support as dept. Local Authority moderation model Standardise year 8 assessment for middle schools (science) 	SIO Primary Standards	July 2014	<ul style="list-style-type: none"> Quality of school assessment. Quality of moderation

Action Plan 2013-2016
Priority 3 – Ensure all schools have an appropriate curriculum offer

Baseline / Target:	<ul style="list-style-type: none"> • Foundation Stage (percentage achieving a good level of development) • Key stage 2 level 4+ including reading, writing and maths • Key stage 4 5+GCSEs A*-C including English and maths 			
Activity	Milestone	Lead Officer	Date	Performance Measure
Ensure all schools are fully informed and well prepared to implement the new national curriculum and examination framework from September 2014.	<ul style="list-style-type: none"> • School Improvement Officer attendance at Westminster briefing • Dissemination of key messages to Head teachers • Training programme in place for subject leaders. 	SIO Primary Standards and Assessment SIO Secondary standards	July 2014	<ul style="list-style-type: none"> • Schools readiness for new curriculum delivered • Performance in key stages. • Quality of curriculum in all schools.
Ensure all schools engage strategically with the science, technology, engineering and maths (STEM) agenda	<ul style="list-style-type: none"> • All schools to have a strategic lead for STEM. • Increased attendance at STEM network meetings • Increase the number of schools accredited with PSQM (Primary Science Quality Mark) 	SIO Primary Standards and Assessment SIO Secondary standards	July 2014	<ul style="list-style-type: none"> • Increased number of pupils gaining qualifications in STEM subjects at key stage 4 and key stage 5.
Further improve the quality of the foundation curriculum especially in music, modern foreign languages and physical education	<ul style="list-style-type: none"> • Programme of continuous professional development for 2013/14 in place 	SIO Foundation Curriculum and Partnerships SIO Teaching and Learning SIO Foundation Curriculum and Music	July 2014	<ul style="list-style-type: none"> • Quality of teaching and learning as judged by Ofsted and Local Authority • Quality of schools subject leaders as judged by Ofsted and Local Authority.
Ensure schools engage strategically with the English Baccalaureate agenda	<ul style="list-style-type: none"> • Provide comparative data at local and national level to inform school analysis • Support network of school leaders of modern foreign languages to improve the key stage 3 modern foreign languages 			<ul style="list-style-type: none"> • Increased uptake of modern foreign languages at KS4 • Increase in students achieving the English Baccalaureate in 2015

	curriculum and strengthen links with feeder primary schools			<ul style="list-style-type: none"> • Key stage 3 curriculum is more context based and builds upon prior learning in key stage 2
Promote the healthy school programme and the behaviour change work in schools	tbc	SIO Health and Wellbeing	August 2016	<ul style="list-style-type: none"> • Schools engagement in progress of schools.
Work with schools on the key public health priorities	<ul style="list-style-type: none"> • All schools engaged with 35% proactive in demonstrating success 	SIO Health and Wellbeing	August 2014	<ul style="list-style-type: none"> • Evidence of work on key health priorities in schools

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Action Plan 2013-2016
Priority 4 – Improving educational outcomes for vulnerable learners

Baseline / Target:	<ul style="list-style-type: none"> • Looked after children attainment at key stage 2 (% level 4+ including English and maths) Rolling three year average • Looked after children attainment at key stage 4 (% 5+GCSEs A*-C including English and maths) Rolling three year average • Proportion of secondary pupils persistently absent • Percentage of young people from low income backgrounds entering Higher Education (eligible for FSM in Year 11) • % attainment gap at key stage 2 between those eligible for free school meals (FSM) and non-FSM • % attainment gap at key stage 4 between those eligible for free school meals (FSM) and non-FSM 			
Activity	Milestone	Lead Officer	Date	Performance Measure
Further improve transition arrangements for all pupils	<ul style="list-style-type: none"> • Engagement of schools in transition programme • Establish dept. Links with key staff • Engagement in LA transition models for (literature /English) • Review current transition models/activities offered in year7 	SIOs Primary Standards and Secondary standards	July 2014	<ul style="list-style-type: none"> • Performance at key stages 1 to 5.
Ensure school leaders are able to analyse and interpret data effectively to identify underachievement and target appropriate intervention and support	<ul style="list-style-type: none"> • Provide training to senior and middle leaders in conjunction with the research and intelligence team to support the development of tracking and monitoring of pupil achievement 	SIO Primary Standards and Assessment Information systems and governance manager	July 2014	<ul style="list-style-type: none"> • Schools leaders have a clear understanding of expected rates of progress for all pupils. • Achievement gaps narrowed • Quality of assessment
Support schools to improve behaviour for learning and attendance	<ul style="list-style-type: none"> • ESBD review complete 	SIO Health and Wellbeing	August 2014	<ul style="list-style-type: none"> • Attendance across all measures in all phases • Number of permanent and fixed term exclusions.
Promote resilience and nurture work especially for looked after children	<ul style="list-style-type: none"> • 10 schools to be supported to set up nurture groups or nurture support 	SIO Health and Wellbeing	August 2014	<ul style="list-style-type: none"> • Number of exclusions. • Number of managed moves.

<p>Vulnerable learners receive appropriate and effective targeted intervention</p>	<ul style="list-style-type: none"> • English as an additional language pupils make accelerated progress with support from the vulnerable learners • Support schools/dept. In identifying vulnerable learners and needs (through data analysis/work scrutiny etc.) • Ensure senior leaders are aware of student demographic needs through data analysis • Support for appropriate progress measures for vulnerable students 	<p>SIO Health and Wellbeing</p>	<p>Ongoing with annual review</p>	<p>Gap between vulnerable learners and their peers</p>
<p>Provide high quality training to schools to improve the quality and impact of targeted intervention in key stage 1, key stage 2 and key stage 3</p>	<ul style="list-style-type: none"> • Training well attended • Increase in the number of teachers and teaching assistants who are qualified to deliver high quality 1:1 interventions in maths and English • Support schools/dept. To develop appropriate intervention programme • Appropriate in class support • Plan sessions and evaluation of current practice through senior leadership development days • Provide opportunities to develop targeted intervention at senior leadership development days through in school support 	<p>SIO Primary Standards and Assessment</p>	<p>Ongoing</p>	<p>Gap between vulnerable learners and their peers</p>

Action Plan 2013-2016

Priority 5 – Continue to support and promote collaborative and partnership working

Baseline / Target:	<ul style="list-style-type: none"> • Percentage of primary schools judged good or outstanding by Ofsted • Percentage of secondary schools judged good or outstanding by Ofsted • Percentage of primary pupils attending good or outstanding schools • Percentage of secondary pupils attending good or outstanding schools • The quality of leadership and management • Achievement at each key stages 			
Activity	Milestone	Lead Officer	Date	Performance Measure
Continue to ensure cohesion between Learning Trust and School Improvement Service	<ul style="list-style-type: none"> • Commissioning arrangements aligned with school improvement priorities where appropriate • Regular meetings held with CX of Learning Trust 	Head of Children, Young People and Learning	Annually	Performance at all key stages
Continue to ensure the relationships between the Education Improvement Partnership, the Primary Learning Partnership and the School Improvement Service is secure	<ul style="list-style-type: none"> • Meetings of primary and secondary partnerships are focused on school issues • Primary and secondary partnerships achieve greater alignment 	Head of Children, Young People and Learning	Monthly September 2014	As above