

**Briefing for Children's Services Select  
Committee**

**Key Stage 1 Performance 2010**

**5 July 2011**

## 1. Background

**This report sets the context for the Select Committee considering the performance of Oxfordshire children at the end of Key Stage 1 (Year 2).**

- 1.1 The results from the tests taken in 2010 showed that schools in Oxford City scored lowest of all districts in England in Key Stage 1 assessments. The Local Authority was aware that there was underperformance in some of Oxfordshire's schools but this was the first time that the Department for Education produced tables showing results by Districts. Previously the results were published by the DfE at County level only. As a County, we had not looked at individual districts as separate entities before but focused most of our attention on individual schools where there was low performance. Local Authority data has previously been used to compare our performance against National and comparative neighbours. However, underperformance in City schools had been recognised and was one of the key drivers for the city schools re-organisation to a two tier system. In Oxfordshire, service delivery has been managed on an area basis: Northern, Central and Southern so that performance has been monitored and reported locally in the same manner.
- 1.2 The issues for the City area have, therefore, been identified as a Central Area issue rather than a district, or city issue. The Central Area includes more schools than those in the City of Oxford: there are 28 primary schools within the City boundary, but 42 primaries in the Central area. Northern and Southern areas consistently achieve higher figures than the Central area. However, overall standards have been rising in all three areas of the county over the last three years
- 1.3 Levels of deprivation are higher in the Central area and, consequently, more children enter school at below the national average level, as recorded by the Early Years Foundation Stage Profile (EYFSP).

## 2. Primary Schools Performance

- 2.1 The main judgement on attainment, in primary schools in Oxfordshire, made by Ofsted is based particularly on the results of children at the end of Key Stage 2 (Year 6). This is so the difference that the school has made can be fully recognised, although the performance of other year groups is considered. The key judgement is currently on the contextual value added (CVA) to attainment between the Key Stage 1 tests in Year 2 and the Key Stage 2 tests in Year 6. It is also the Year 6 figures for attaining at Level 4 for English and Mathematics combined that are published in 'league tables'. Understandably many

primary schools will put great effort into securing good end of Key Stage 2 results.

- 2.2 From 2011, the factors used to judge primary school performance will change slightly. We will have a new 'Floor Standard', which expects primary schools to achieve 60% of pupils getting Level 4 in English and Mathematics. However, schools will only be deemed below floor if fewer pupils than average make the expected two levels of progress between Key Stage 1 and Key Stage 2 in both English and mathematics so, even with the new standards, primary school performance will still be judged on how much progress is made between end of Key Stage 1 and end of Key Stage 2.
- 2.3 The measurement of progress of children at the age of seven (end of Key Stage 1) is through teacher assessment against specified tasks which cover:
  - Reading
  - Writing
  - Speaking and listening
  - Mathematics
  - Science
- 2.4 The tasks and tests can be taken at a time the school chooses within a given time frame. They last for less than three hours altogether. The results are not reported separately, but are used to help the teachers assess children's work. By the age of seven, most children are expected to achieve level 2. As an Authority we encourage schools to use 2B+ as a measure of success. The most able children would be expected to reach Level 3. Children who are judged as Level 2C are within the expected range, but just below average. Less able children will be scoring at Level 1.
- 2.5 The teacher assessment is moderated by the Local Authority. This is to make sure teachers make consistent assessments of children's work.

### **3. Factors Impacting on Performance**

- 3.1 Many of the children starting in City primaries begin from a very low baseline i.e. with low recorded scores in the EYFSP and it takes beyond Year 2 for them to 'catch up' with their peers.
- 3.2 All testing at Key Stage 1 is conducted and marked by each school, although there is some moderation carried out by the Local Authority.

- 3.3 Anecdotal evidence exists which suggest teachers in City primaries are particularly robust in their assessments. Moderators feel that there is a tendency to err on the side of caution when levelling children.
- 3.4 Schools are not required to set targets for Key Stage 1 tests. The Local Authority tried to encourage them to set and share targets in 2008-09. Not all schools shared their targets so the data gathered was not statistically useful. As a consequence, this was dropped from the 2009-10 School Improvement Partner recording form.

**4. Overall trends For Key Stage 1 in County Primaries over last 3 years**

The proportion of pupils reaching level 2 or above in reading, writing and mathematics remains around the national average. There has been a slight improvement in writing during this time and a slight decrease in the proportion attaining level 2 in mathematics.

<b>% attaining Level 2 or above at KS1</b>						
	<b>Reading</b>		<b>Writing</b>		<b>Maths</b>	
	<b>Oxon</b>	<b>England</b>	<b>Oxon</b>	<b>England</b>	<b>Oxon</b>	<b>England</b>
<b>2008</b>	84	84	78	80	90	90
<b>2009</b>	84	84	80	81	90	89
<b>2010</b>	84	85	79	81	89	89

**5. Tables for reading, writing and mathematics for Oxfordshire at Key Stage 1 compared to Statistical Neighbours**

<b>% pupils attaining Level 2 or above at Key Stage 1 - 2010</b>					
<b>County</b>	<b>Reading</b>	<b>County</b>	<b>Writing</b>	<b>County</b>	<b>Mathematics</b>
Bath & North East Somerset	91	West Berkshire	88	West Berkshire	94
West Berkshire	91	Bath & North East Somerset	87	Bath & North East Somerset	93
Hertfordshire	89	Hampshire	86	Surrey	93
Surrey	89	Hertfordshire	86	Bracknell Forest	92
Buckinghamshire	88	Surrey	86	Hampshire	92
Hampshire	88	Buckinghamshire	84	Hertfordshire	92
Gloucestershire	87	Cambridgeshire	83	Cambridgeshire	91
Bracknell Forest	86	Gloucestershire	83	Gloucestershire	91
Cambridgeshire	86	Bracknell Forest	81	Buckinghamshire	90
Wiltshire	85	Wiltshire	80	<b>Oxfordshire</b>	<b>89</b>
<b>Oxfordshire</b>	<b>84</b>	<b>Oxfordshire</b>	<b>79</b>	Wiltshire	89
<b>National</b>	<b>85</b>	<b>National</b>	<b>81</b>	<b>National</b>	<b>89</b>

It can be seen from the above table that Oxfordshire did not perform well against statistical neighbours at Key Stage 1 in 2010: reading,

writing and mathematics, and performed at or below the national average.

## **6. By District Council against their Comparative Neighbours**

Key Stage 1 attainment for Oxford City's comparator group and the four other Oxfordshire districts is shown in Appendix A.

## **7. Early Years Foundation Stage Profile**

7.1 The Early Years Foundation Stage Profile (EYFSP) is a measure of development of pupils at the end of the Foundation Stage. It is a judgement made across 13 strands: each with a 9 point scale. The expected level is 78+ points across the strands, with at least 6+ points in Communication, Language and Literacy (CLL), and at least 6+ points in Personal, Social and Emotional Development (PSED). This level enables children to access the Key Stage 1 Curriculum.

7.2 Although there is no established statistical link between FSP scores and Key Stage 1 results, it is clear that children performing highly at FSP and, therefore, entering school at above average levels would find it easier to access the Key Stage 1 curriculum and, therefore, could be expected to do better in subsequent tests.

7.3 Between 2008 and 2010, the County averages for 78+ points, with 6+ in each of Communication Language and Literacy (CLL) and Personal, Social Emotional Development (PSED,) which is the National Target we report on, has risen from 50.4% children achieving to 59.3%, with a significant improvement from 2009 when the score was 51.6%. We would expect that this improvement in FSP scores will impact positively on Key Stage 1 scores in 2011 and significantly in 2012.

**Achievement of at least 78 points across the Early Years Foundation Stage with at least 6 in each of the scales in Personal Social and Emotional Development and Communication, Language and Literacy**

	2008	2009	2010	% Point Change 2008-2010
<b>England</b>	<b>49</b>	<b>52</b>	<b>56</b>	<b>7</b>
<b>South East</b>	<b>50</b>	<b>53</b>	<b>58</b>	<b>8</b>
<b>Statistical Neighbour Mean</b>	<b>53</b>	<b>56</b>	<b>58</b>	<b>5</b>
Oxfordshire	50	52	59	9
Bath and North East Somerset	53	57	56	3
Bracknell Forest	43	51	52	9
Buckinghamshire	50	56	57	7
Cambridgeshire	55	50	55	0
Gloucestershire	59	59	60	1
Hampshire	50	51	54	4
Hertfordshire	57	60	61	4
Surrey	60	61	64	4
West Berkshire	50	56	61	11
Wiltshire	57	57	60	3

As the chart shows, we have the second highest improvement against our statistical neighbours and have improved faster than National and South East averages.

7.4 A more detailed report on EYFSP results is attached at Appendix B

8. English as an Additional Language

8.1 Whether or not the number of children with English as an additional language (EAL) is a factor in poor attainment is difficult to say. However as the tables included at Appendix C show, the gap in performance between non-EAL children and children who have English as an additional language, is greater in Oxfordshire than in most of its statistical neighbours. That would seem to suggest that it could be a factor. Members might wish to recommend that further work should be done on this subject.

9. **Actions to date include the following Programmes:**

9.1 **Improving Schools Programme (ISP)**

9.1.1 This has been delivered in 26 schools across the County, 14 of these in the City of Oxford, over the last two years.

9.1.2 There has been significant success in many of these schools, and schools such as Wood Farm, Bayards Hill

and Rose Hill came above the floor target for the first time in 2010. However, the engagement and determination to improve of a school's leadership is crucial to the progress made and where this has been less rigorous results are less impressive.

9.1.3 There will be a verbal presentation on ISP at the Select Committee hearing and a report on the impact of ISP at one Oxfordshire school is attached at Appendix D.

## 9.2 **Developing Successful Schools (DSS)**

This is a programme designed to look at both teaching and management systems within schools in order to raise attainment of pupils and provide the tools to help a school move from being satisfactory to good. There will be a presentation to the Select Committee on this programme on 5 July.

## 9.3 **Communication, Language and Literacy Development (CLLD)**

This programme builds greater quality and capacity in the teaching of early literacy through developing work on speaking and listening, strengthening leadership and management of early literacy and supporting schools and settings with phonics and early reading.

## 9.4 **ECaR (Every Child a Reader), ECaW (Every Child a Writer), ECC (Every Child Counts)**

9.4.1 ECaR – 1 to 1 daily reading sessions for children with the most significant reading difficulties delivered by trained 'Reading Recovery' teachers. These teachers also provide training for other adults who deliver other lighter touch interventions.

9.4.2 ECaW – provided for children in Years 3 and 4 and aiming for them to achieve Level 3 writing by the end of Year 4.

9.4.3 ECC – It is designed to improve the mathematical skills of the lowest attaining Year 2 children (the lowest 5% in mathematical attainment) and includes those with Special Educational Needs.

9.4.4 Written reports on the outcomes achieved through the Every Child a Reader and Every Child Counts programmes have been included at Appendices E and F.

## 9.5 **Interim Executive Boards (IEBs)**

IEBs have been established in schools where the governing body have been unsuccessful in ensuring that the necessary rigor is applied to challenging the school to improve. There is a separate written report on the work of the IEB which is attached as Appendix G.

## 10 **Information from Other Local Authorities**

10.1.1 Warwick City tops the statistical neighbour group that includes Oxford City. In the past Warwick had similar concerns over KS1 as there are for Oxfordshire. The paper attached at Appendix H outlines some of the measures taken that have led to improvements.

10.2 Bath and North East Somerset leads the table of comparators to Oxfordshire as a whole. A paper attached at Appendix J shows factors that are considered to contribute to their positive outcomes at Key Stage 1.



## Appendix A

### Oxford City Council Comparator Group

% children attaining Level 2 or above at KS1 - 2010					
District	Reading	District	Writing	District	Mathematics
Warwick District Council	92	Warwick District Council	88	Warwick District Council	94
Guildford Borough Council	90	Guildford Borough Council	87	Guildford Borough Council	93
Cheltenham Borough Council	89	Cheltenham Borough Council	85	Exeter City Council	93
Dacorum Borough Council	89	Watford Borough Council	85	Cheltenham Borough Council	92
Watford Borough Council	88	Rushmoor Borough Council	85	Rushmoor Borough Council	92
Rushmoor Borough Council	87	Welwyn Hatfield Borough Council	85	Dacorum Borough Council	91
Welwyn Hatfield Borough Council	87	Dacorum Borough Council	84	Watford Borough Council	91
Colchester Borough Council	86	Wycombe District Council	82	Welwyn Hatfield Borough Council	91
Wycombe District Council	86	Exeter City Council	82	Runnymede Borough Council	91
Exeter City Council	85	Runnymede Borough Council	81	Colchester Borough Council	90
Preston City Council	85	Cambridge City Council	81	Preston City Council	90
Runnymede Borough Council	85	Colchester Borough Council	80	Wycombe District Council	88
Cambridge City Council	84	Preston City Council	80	Cambridge City Council	88
Crawley Borough Council	82	Crawley Borough Council	78	Crawley Borough Council	87
Northampton Borough Council	82	Northampton Borough Council	77	Northampton Borough Council	87
Oxford City Council	76	Oxford City Council	71	Oxford City Council	82

## Cherwell District Comparator Group

% children attaining Level 2 or above at KS1 - 2010					
District	Reading	District	Writing	District	Mathematics
East Hertfordshire District Council	91	East Hertfordshire District Council	88	East Hertfordshire District Council	88
Basingstone & Deane Borough Council	90	Bastingstoke & Deane Borough Council	87	Bastingstoke & Deane Borough Council	87
Test Valley Borough Council	90	Test Valley Borough Council	87	Test Valley Borough Council	87
Tonbridge & Malling Borough Council	89	Eastleigh Borough Council	86	Eastleigh Borough Council	86
Aylesbury Vale District Council	88	Tonbridge & Malling Borough Council	85	Tonbridge & Malling Borough Council	85
Eastleigh Borough Council	88	Harrogate Borough Council	85	Harrogate Borough Council	85
Harrogate Borough Council	88	Huntinghamshire District Council	85	Huntinghamshire District Council	85
Huntingdonshire District Council	88	Aylesbury Vale District Council	84	Aylesbury Vale District Council	84
Chelmsford Borough Council	87	Chelmsford Borough Council	84	Chelmsford Borough Council	84
Maidstone Borough Council	87	South Oxfordshire District Council	84	South Oxfordshire District Council	84
Vale of White Horse District Council	87	Maidstone Borough Council	83	Maidstone Borough Council	83
Ashford Borough Council	86	Vale of White Horse District Council	83	Vale of White Horse District Council	83
Colchester Borough Council	86	Ashford Borough Council	81	Ashford Borough Council	81
South Oxfordshire District Council	86	Braintree District Council	81	Braintree District Council	81
Cherwell District Council	85	Colchester Borough Council	80	Colchester Borough Council	80
Braintree District Council	84	Cherwell District Council	78	Cherwell District Council	78

## South Oxfordshire District Comparator Group

% children attaining Level 2 or above at KS1 - 2010					
District	Reading	District	Writing	District	Mathematics
Horsham District Council	92	Horsham District Council	90	Horsham District Council	90
East Hertfordshire District Council	91	East Hertfordshire District Council	88	East Hertfordshire District Council	88
Stratford-on-Avon District Council	91	Stratford-on-Avon District Council	88	Stratford-on-Avon District Council	88
East Hampshire District Council	90	East Hampshire District Council	88	East Hampshire District Council	88
Mid Sussex District Council	90	Test Valley Borough Council	87	Test Valley Borough Council	87
Test Valley Borough Council	90	Mid Sussex District Council	86	Mid Sussex District Council	86
Tonbridge & Malling Borough Council	89	Winchester City Council	86	Winchester City Council	86
Winchester City Council	89	Tonbridge & Malling Borough Council	85	Tonbridge & Malling Borough Council	85
Harrogate Borough Council	88	Harrogate Borough Council	85	Harrogate Borough Council	85
Sevenoaks District Council	88	Sevenoaks District Council	85	Sevenoaks District Council	85
Reigate & Banstead Borough Council	87	Reigate & Banstead Borough Council	84	Reigate & Banstead Borough Council	84
South Cambridgeshire District Council	87	South Cambridgeshire District Council	84	South Cambridgeshire District Council	84
Vale of White Horse District Council	87	<a href="#">South Oxfordshire District Council</a>	<a href="#">84</a>	<a href="#">South Oxfordshire District Council</a>	<a href="#">84</a>
Ashford Borough Council	86	Vale of White Horse District Council	83	Vale of White Horse District Council	83
<a href="#">South Oxfordshire District Council</a>	<a href="#">86</a>	Ashford Borough Council	81	Ashford Borough Council	81
West Oxfordshire District Council	86	West Oxfordshire District Council	81	West Oxfordshire District Council	81

## Vale of White Horse District Comparator Group

% children attaining Level 2 or above at KS1 - 2010					
District	Reading	District	Writing	District	Mathematics
Horsham District Council	92	Horsham District Council	90	Horsham District Council	90
East Hertfordshire District Council	91	East Hertfordshire District Council	88	East Hertfordshire District Council	88
Stratford-on-Avon District Council	91	Stratford-on-Avon District Council	88	Stratford-on-Avon District Council	88
Basingstoke & Deane Borough Council	90	East Hampshire District Council	88	East Hampshire District Council	88
East Hampshire District Council	90	Basingstoke & Deane Borough Council	87	Basingstoke & Deane Borough Council	87
Mid Sussex District Council	90	Test Valley Borough Council	87	Test Valley Borough Council	87
Test Valley Borough Council	90	Mid Sussex District Council	86	Mid Sussex District Council	86
Tonbridge & Malling Borough Council	89	Tonbridge & Malling Borough Council	85	Tonbridge & Malling Borough Council	85
Harrogate Borough Council	88	Harrogate Borough Council	85	Harrogate Borough Council	85
Sevenoaks District Council	88	Sevenoaks District Council	85	Sevenoaks District Council	85
South Cambridgeshire District Council	87	South Cambridgeshire District Council	84	South Cambridgeshire District Council	84
Vale of White Horse District Council	87	South Oxfordshire District Council	84	South Oxfordshire District Council	84
Ashford Borough Council	86	Vale of White Horse District Council	83	Vale of White Horse District Council	83
South Oxfordshire District Council	86	Ashford Borough Council	81	Ashford Borough Council	81
West Oxfordshire District Council	86	West Oxfordshire District Council	81	West Oxfordshire District Council	81
Cherwell District Council	85	Cherwell District Council	78	Cherwell District Council	78

## West Oxfordshire District Comparator Group

% children attaining Level 2 or above at KS1 - 2010					
District	Reading	District	Writing	District	Mathematics
Stratford-on-Avon District Council	91	Stratford-on-Avon District Council	88	Stratford-on-Avon District Council	88
East Hampshire District Council	90	East Hampshire District Council	88	East Hampshire District Council	88
Mid Sussex District Council	90	Test Valley Borough Council	87	Test Valley Borough Council	87
Test Valley Borough Council	90	Mid Sussex District Council	86	Mid Sussex District Council	86
Harborough District Council	89	Harborough District Council	86	Harborough District Council	86
Stroud District Council	89	Tewkesbury Borough Council	86	Tewkesbury Borough Council	86
Tewkesbury Borough Council	89	Wychavon District Council	86	Wychavon District Council	86
Wychavon District Council	89	Sevonoaks District Council	85	Sevonoaks District Council	85
Sevonoaks District Council	88	Stroud District Council	84	Stroud District Council	84
Babergh District Council	87	South Cambridgeshire District Council	84	South Cambridgeshire District Council	84
Maldon District Council	87	South Oxfordshire District Council	84	South Oxfordshire District Council	84
South Cambridgeshire District Council	87	Maldon District Council	83	Maldon District Council	83
Vale of White Horse District Council	87	Vale of White Horse District Council	83	Vale of White Horse District Council	83
Ashford Borough Council	86	Babergh District Council	82	Babergh District Council	82
South Oxfordshire District Council	86	Ashford Borough Council	81	Ashford Borough Council	81
West Oxfordshire District Council	86	West Oxfordshire District Council	81	West Oxfordshire District Council	81

## Appendix B

### Report on Early Years Foundation Stage Profile (EYFSP) Results

EYFS	% L6 +	PSED	CLL	PSED & CLL	points + CLL &	Narrowing the Gap
	2006	79	51	48	48	38
	2007	78	49	47	47	37
	2008	79.6	53.1	50.4	50.3	34.1
	2009	79.5	54.1	51.6	51.6	33.5
	2010	81	62	59	59	32.1

#### **Summary:**

- Early Years Foundation Stage results have improved since 2008 as shown above. Results improved significantly in 2010 and this will have a positive impact upon KS1 results in 2012.
- We are confident that this year we will exceed our targets and improve in all areas of the EYFS Profile – again having a significant impact upon attainment at KS1 in 2013.
- The key indicators of future attainment are PSED (Personal, Social, and Emotional Development) and CLL (Communication, Language and Literacy). The national expectation is that children will attain 6 scale points or more in both PSED and CLL. Research has shown that children who attain 6 scale points or more in both PSED (3 assessment areas) and in CLL (4 assessment areas) go on to attain the national expectations at the end of KS1 and 2 ('Achievement of Children in the EYFSP' Department of Education September 2010 and 'FSP and KS1 Opportunities and Dangers' Fisher Family Trust May 2010)

#### **Actions that are making a difference to raising attainment/narrowing the gap in the EYFSP:**

- Targeted training – schools with low EYFS Profile results especially those with low CLL or PSED results are targeted for extra support and training – developing teacher's confidence and pedagogy with these areas of learning.
- Moderation activities/meetings are organised throughout the year and schools with low EYFSP scores are targeted – teachers knowledge and understanding of assessment processes within the EYFS are developed and judgments are much more robust and accurate
- Information and discussion of EYFS Profile results with head teachers, SIPs, SIAs, Advisory teachers etc – All schools and LA staff have developed a better understanding of the EYFS Profile – how the assessment process works, what the data means, how it relates to KS1 and beyond etc ( 'Judging progress and setting targets in primary and infant schools' document published by David Mankelow February 2011

- Most schools within OCC now use an electronic system of recording children's attainment in Reception e.g. e Profile or the OPT (new resources for Nursery and Reception – developed and launched in January 2011) this means that children's progress can be monitored easily by teachers and Heads. Data can quickly be analysed and issues addressed. Training and support on the above is offered for schools jointly by the EYFS teams and ICT/SIMS
- In-depth analysis of the EYFS Profile results within the LA that allows the EYFS Area teams to target support e.g. QIPS (Quality Improvement Scheme) as appropriate.
- Many schools are involved with the transition INSET 'Continuing the Learning Journey' – this involves both Reception and Year 1 teachers from the same school spending a day looking at the EYFS Profile results and planning how to meet those children's needs in September when they are Year 1. In order to ensure continuity of learning – Year 1 teachers must understand the EYFS and Profile data in order to meet the children's needs. This is vital to a child's success at KS1.

PSED	CLL	PSED & CLL	points + CLL &	Narrowing the Gap
75.3	41.5	39.5	38.8	38.6
73.3	46.4	43.6	43.6	38
75.2	58.7	55.8	55.6	36.1

The above table shows the EYFS Profile data from 2008-2010 for the central area. It shows a significant improvement in 2010 – this will impact on KS1 results in 2012. When compared to other area data – the central area has the lowest scores however in 2010 the biggest gains were made in the city.

PSED	CLL	PSED & CLL	points + CLL &	Narrowing the Gap
81.1	57.1	54.1	54.1	33.9
81.6	55.3	52.9	52.9	32.2
82.1	61.7	59	58.9	30

The above table shows the EYFS Profile data from 2008-2010 for the northern area.

PSED	CLL	PSED & CLL	points + CLL & Narrowing the Gap	
81.9	54.7	51.9	51.9	29.3
82	56.5	54.3	54.2	29.4
85.3	64.8	62.4	62.3	26.7

The above table shows the EYFS Profile data from 2008-2010 for the southern area.

PSED	CLL	PSED & CLL	points + CLL & Narrowing the Gap	
			49	35.2
76	55	51	51	33.6
77	57	53	53	32.2
78	61	57	57	31.2
79	62	59	59	29.9

This table shows the statistical average from 2007-2010. In 2010 we made a significant leap which means that we are similar to our statistical neighbours – scoring higher in PSED, the same for CLL, PSED & CLL combined and raising attainment target. However we still need to catch up on narrowing the gap target

PSED	CLL	PSED & CLL	points + CLL & Narrowing the Gap	
71.0	48.0	45.0	45.0	38.3
71.0	49.0	46.0	46.0	37.2
72.0	53.0	49.0	49.0	35.6
74.0	55.0	52.0	52.0	33.9
77.0	59.0	56.0	56.0	32.7

This table shows the national average from 2006-2010. In 2010 we exceeded the national scores in all areas.



## Targeted City School Training (2009/10) – impact on EYFS Profile data 2010

### Based upon % of children achieving 78 points and 6 sps + in PSE and CLL

<b>School:</b>	<b>2009 data:</b>	<b>2010 data:</b>	<b>% Difference:</b>	<b>Quality assurance:</b>
New Hinskey	34.6%	71.4%	+ 36.8%	
New Marston	45.2%	43.4%	-1.8%	Did resubmit
North Hinskey	40.0%	60.0%	+20.0%	Did resubmit
Sandhills	57.9%	60.0%	+2.1%	
St Alysious	30.0%	66.7%	+36.7%	
Larkrise	33.3%	45.8%	+11.5%	
Rose Hill	21.4%	29.2%	+7.8%	Did resubmit
SS Mary & John	40.7%	54.2%	+13.5%	
East Oxford	18.4%	35.9%	+17.5%	Did resubmit
St Francis	26.8%	45.0%	+18.2%	
Cuttleslowe	37.9%	24.1%	-13.8%	Did resubmit
Pegasus	11.7%	49.2%	+37.5%	Did resubmit
John Henry	35.2%	58.9%	+23.7%	Did resubmit
Newman				
St Swithun's	45.0%	68.6%	+23.6%	
St Barnabas	48.6%	70.6%	+22.0%	
Bayard's Hill	0.0%	18.5%	+18.5%	Did resubmit
Wood Farm	18.2%	29.5%	+11.3%	
St Joes	44.4%	73.3%	+28.9%	
Windale	20.4%	31.3%	+10.9%	Did resubmit
Orchard Meadow	40.0%	50.0%	+10.0%	
Church Cowely St	40.0%	41.7%	+1.7%	
James				
Horspath	40.9%	81.0%	+40.1%	
St John Fisher	41.9%	65.5%	+23.6%	
Cowley St	45.5%	38.6%	-6.9%	
Christopher's				
Wolvercote	30.0%	74.2%	+44.2%	

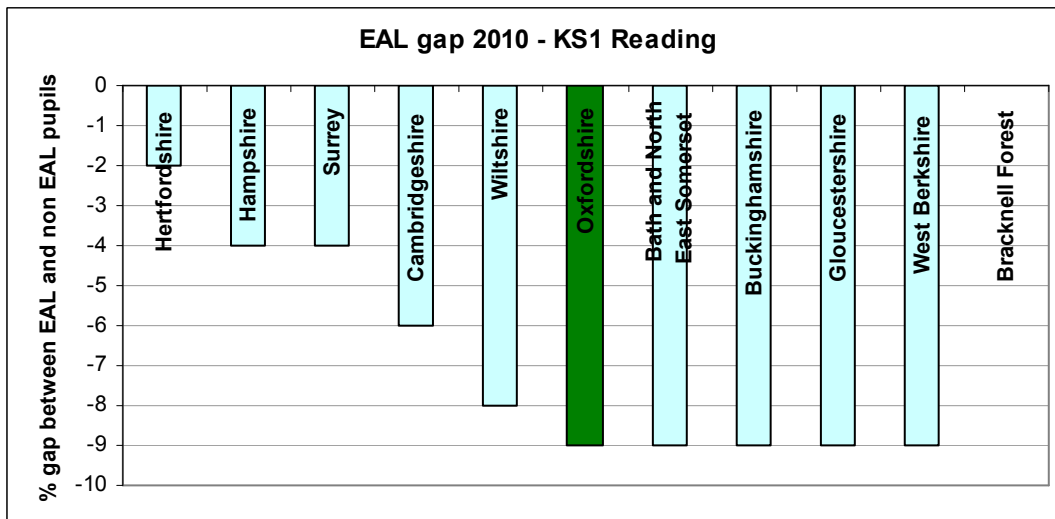
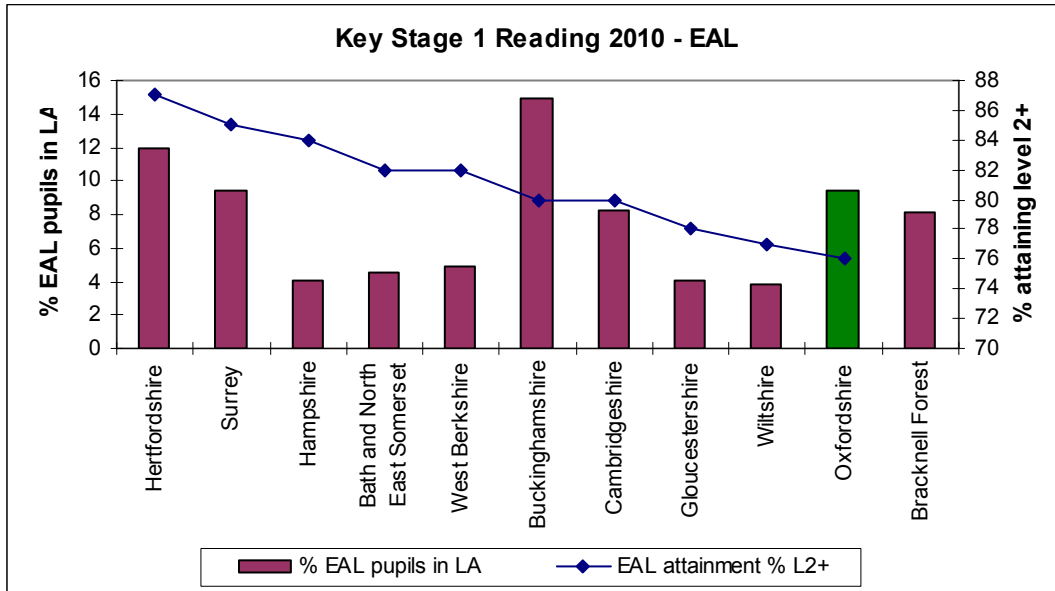
### Summary:

- The above schools attended 2 targeted training days: a training day in autumn (based upon CLL, PSE and EYFSP, data etc) and one in summer (based upon Continuing the learning journey/transition/data)
- Improved outcomes for 22 out of 25 schools - % increases from 2009 to 2010 range from 1.7 to 44.2%
- Only 3 schools did not improve their outcomes for children – Cowley St Christopher's; Cuttleslowe; New Marston.

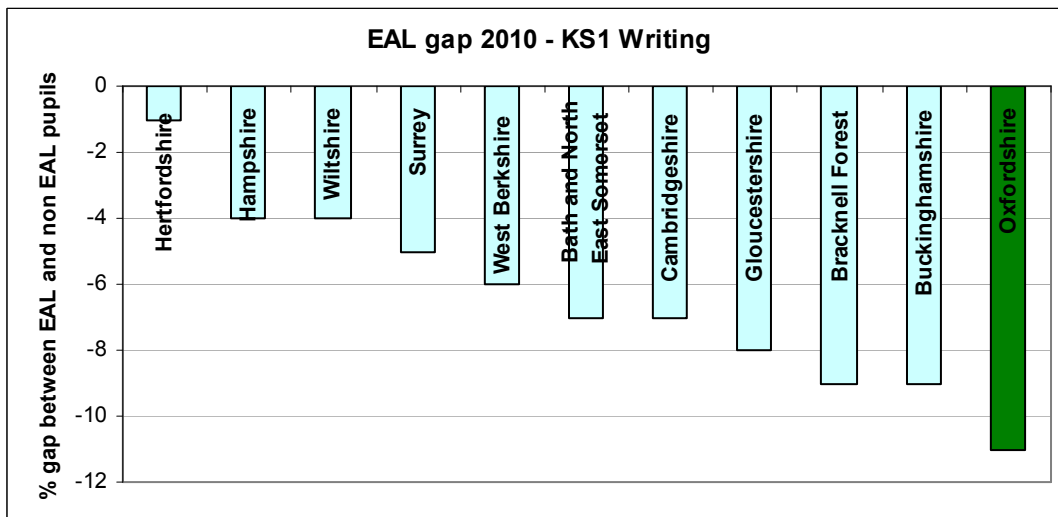
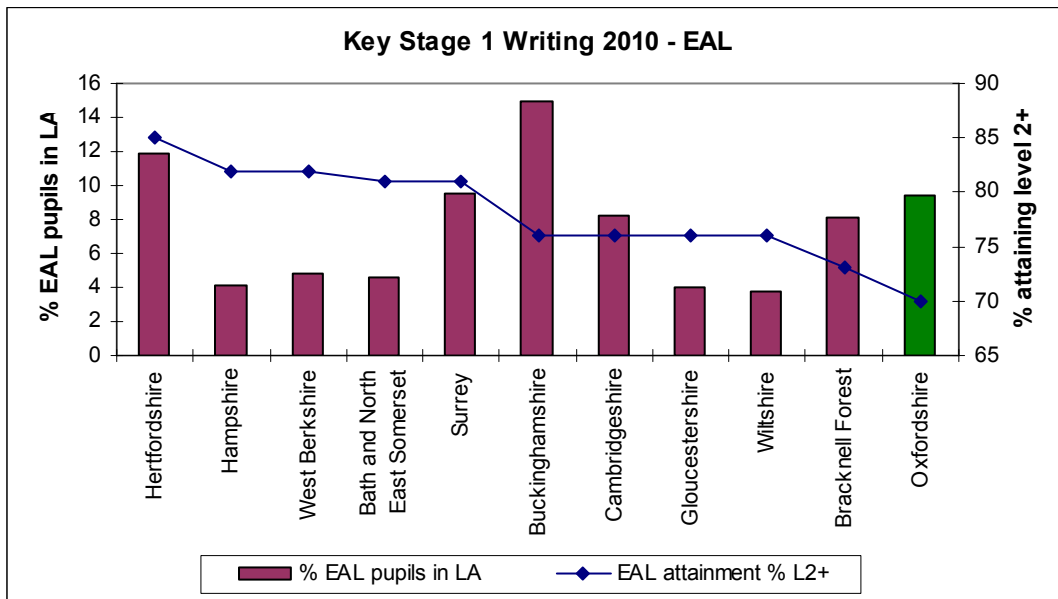
## Appendix C

Performance of children with English as a second language in Oxfordshire compared to statistical neighbours

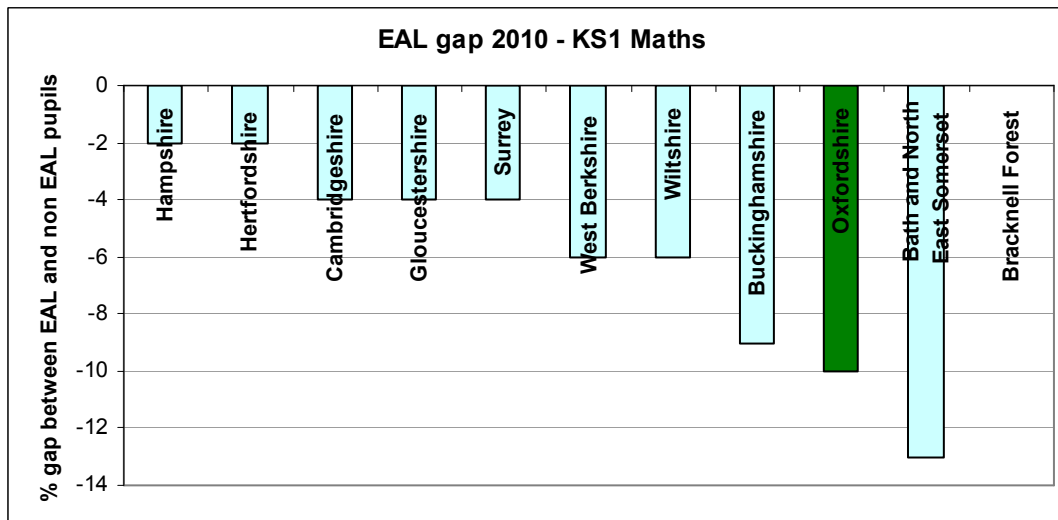
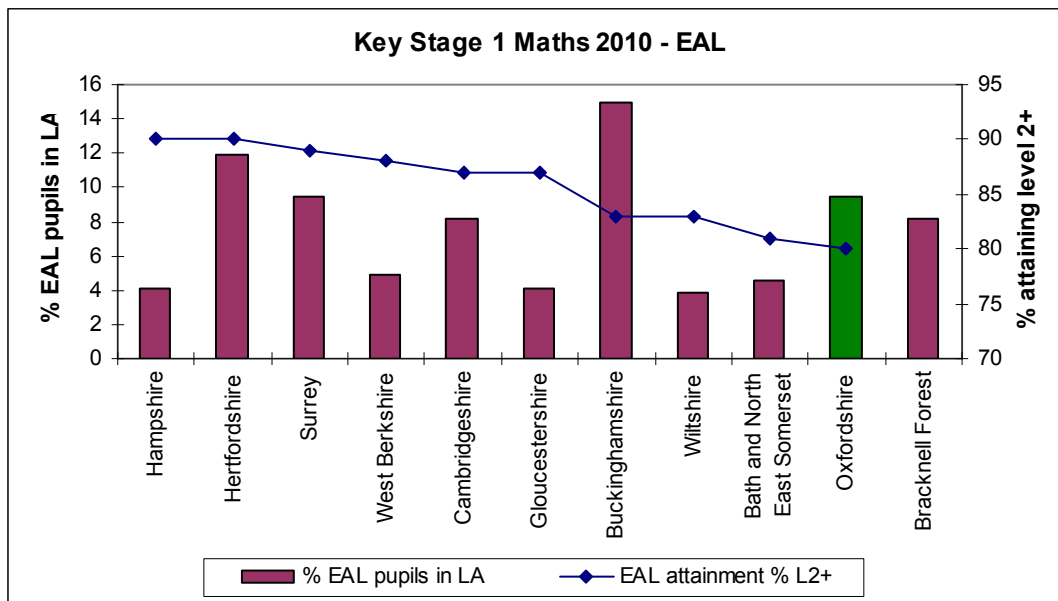
### Reading



# Writing



## Mathematics



## Commentary

Oxfordshire is one of the lowest performers in our statistical neighbour group for EAL children, but this reflects the position for Non EAL children as well. However the gap in performance between Non EAL and EAL children on Oxfordshire is bigger than most of our statistical neighbours.

## Appendix D

### Impact of ISP on St. Amand's Catholic Primary School

In June 2010 after a period of instability with regard to Leadership and Management, the school was considered by the County and Diocese to be in a vulnerable position and many areas of the SEIR (School Improvement Partner's Report ) May 2010 were graded as 4 (inadequate)

A Raising Achievement Plan was put in place and the ISP team involved. The last SEIR in March 2011 graded the school as 3A.

ISP has raised the bar in terms of expectations. Aspirational targets were set using Venn diagrams which plotted target children so that improvement in reading, writing and maths was clear through the year. Regular progress meetings were important in monitoring.

Regular input with regard to Quality First Teaching and Learning resulting in the Ten Essentials for teaching and learning at St Amand's being drawn up and regularly monitored by senior management and the Raising Achievement team set.

The setting up of a Task Group with representatives from the Governors, Local Authority and the Diocese with regular updates as to progress raised aspirations.

The opportunities that ISP has presented in terms of CPD, regular visits to other schools to see good practice, informing our own have resulted in improved progress particularly at Key Stage 1. 100% of children achieved or exceeded their aspirational targets in reading, writing and maths. Targets were set in line with the County's guidelines on what constitutes good progress and validated by the County moderation process.

In Key Stage 1 64% achieved 2a or above in reading, 55% in maths and 55% in writing. All children achieved 2b or above in reading and maths and 82% achieved 2b or above in writing with 45% achieving 2a or above.

Our cohort is small (11 children) and cohorts do fluctuate due to the nature of our school, but the involvement of the ISP process has definitely had impact on progress and achievement.

Likewise the access to expertise and advice received in order to improve the provision and organization of Foundation Stage has ensured that progress across Foundation Stage from data available appears to be good and improved from last year.

We are now using Oxfordshire Pupil Tracker (computer program for assessment and tracking progress) to track children's progress more effectively and accurately using point scores.

As a result of the whole process, staff have a better understanding of using target setting and what constitutes good teaching and Learning. We know we have

**issues still to address but feel that the Task Group and ISP team have been pivotal in our progress to date in raising aspirations in our school.**

**Helen Clark Headteacher**

## Appendix E

### Reading Recovery Annual Report for Oxfordshire 2009-10

#### Introduction

Reading Recovery is a short-term intervention for children who have the lowest achievement in literacy learning in their first years at school. Children are taught individually by a specially trained teacher for 30 minutes each day for an average of 12-20 weeks. The goal is for children to develop effective reading and writing strategies in order to work within an average range of classroom performance.

Evaluation Question 1: How many children were involved in Reading Recovery in Oxfordshire?

**Total Number** **71**

#### Which children?

##### Year group

Children are normally identified and selected between the ages of 5 yrs 9 months and 6yrs 3mths.

##### Year group

**Y1** **56**

**Y2** **15**

##### Gender

Children are selected on literacy levels. Nationally a slightly higher proportion of boys is selected, suggesting that difficulties may arise early.

**Boys** **46**

**Girls** **25**

##### Ethnicity

Children selected are the lowest attaining in their year group.

**Eastern European** **1**

**Any other white background** **48**

**White and black Caribbean** **6**

**White and Asian** **1**

**Any other mixed background** **4**

**Indian** **1**

**Pakistani** **5**

**Caribbean** **3**

**Chinese** **1**

**Other** **1**

##### First Language

Approximately 5% of the entire population speaks English as an additional language. Among Reading Recovery children this statistic varies considerably from place to place.

<b>English</b>	<b>64</b>
<b>Not English</b>	<b>7</b>

### Free School Meals

Although a crude measure, entitlement to free school meals offers an indicator of economic deprivation. Research has shown persistent links between economic deprivation and literacy difficulties. In the general population about 18% of children are entitled to free school meals.

### Free School Meals

<b>Claimed</b>	<b>32</b>
<b>Not claimed</b>	<b>33</b>
<b>Unknown</b>	<b>6</b>

### Special Groups

Certain groups have been shown to be vulnerable to academic underachievement including children of travellers, children of asylum seekers or refugees and “looked after” children.

<b>No</b>	<b>66</b>
<b>Looked After</b>	<b>1</b>
<b>Traveller</b>	<b>2</b>
<b>Other special group</b>	<b>1</b>
<b>Unknown</b>	<b>1</b>

### Evaluation Question 2: What were the programme outcomes for reading Recovery children?

**45 pupils made accelerated progress and were discontinued 86.5% of pupils who had completed the programme**

**7 pupils were referred (made progress but not yet reached the average band in literacy and required more /continued support) 13.5% of pupils who had completed the programme**

**19 pupils are ongoing at point of data collection**

Of the 45 pupils who made accelerated progress

26 boys

19 girls

21 claimed free school meals

24 did not claim free school meals

Included the looked after child and both traveller children

### Evaluation Question 3: What were the literacy levels of children in the Reading Recovery programme?



**On entry pupils had a mean reading age of 4 yrs 10 months. Those having made accelerated progress and discontinued had a mean of 6yrs 7 months - almost 2 years progress in 20 weeks i.e. 4 times the rate of normal progress  
Those who were referred (needed continual support) still left the programme with a mean reading age of 5 yrs 7mths  
Children in Year 1 made greatest progress**

**Evaluation Question 4: What progress did children make after Reading Recovery?**

**After 3 months pupils were found to have a mean reading age of 6yrs 10mths but at 6 months had a mean of 7 yrs 7 months (thus making a years progress in 6 months)**

**Those who had been referred had made 9 months progress at the 6 month marker.**

**Evaluation Question 5: What were the results of National Assessments for Reading Recovery children?**

**When selected these pupils would not be expected to attain level 2  
61% of pupils attained level 2c + in reading  
46% of pupils attained level 2c + in writing**

# Numbers count™



## Local Authority Term Report for Oxfordshire

September 2010 to December 2010

DRAFT

## INTRODUCTION

Numbers Count™ is the numeracy intervention at the heart of the Every Child Counts (ECC) initiative. It aims to enable Year 2 children who have the greatest difficulties with mathematics to make greater progress towards expected levels of attainment so that they will catch up with their peers and achieve Level 2 or where possible Level 2B or better by the end of Key Stage 1. Numbers Count Teachers are also expected to have a wider impact on learning and teaching in their schools and to help to raise standards across the board.

The 12 lowest-attaining Year 2 children in a school normally receive Numbers Count support during the course of a year. Each has an approximately 12-week programme of daily, 30-minute lessons with a specially-trained Numbers Count Teacher, in addition to continuing to take part in their normal class mathematics lessons.

Numbers Count lessons take place in a dedicated teaching area where children can use a wide variety of resources. The teacher begins by making a detailed diagnostic assessment of what each child knows and then decides what each one needs to learn next and plans an individualised programme of lessons to achieve this: no two children follow the same programme. Lessons focus on number and calculation because research has shown that these



elements underpin children's learning across all aspects of mathematics. They follow a set routine and are rigorous and active. The teacher aims to help each child to become numerate and confident, to enjoy actively learning mathematics and to develop the skills and positive attitudes needed to continue to make good progress in normal class mathematics lessons after completing his or her Numbers Count programme.

A Numbers Count Teacher normally teaches four children every morning or afternoon. S/he liaises closely with the child's class teacher to share information about and plan together for the child's progress, and s/he sets regular homework and meets parents to discuss how they can support their children's learning at home.

Numbers Count was devised by Edge Hill University for Every Child Counts in 2008. It has been continually developed in response to impact data, feedback from a wide range of participants and organisations and the findings of an independent evaluation study.

Numbers Count Teachers undertake a specialised professional development programme to learn about the procedures of Numbers Count and about effective methods for teaching number and calculation. They are trained and supported by local authority Teacher Leaders who in turn are trained and supported by Edge Hill University National Trainers.

This report presents an analysis of the implementation and impact of Numbers Count for Oxfordshire for approximately one term, during the period **September 2010 to December 2010**. It is based upon data provided by Numbers Count Teachers and its

purpose is to inform evaluation by participants and stakeholders. A more detailed annual report will be produced after the end of the school year.

## 1. PARTICIPATION IN THE PROGRAMME

A Numbers Count Teacher normally teaches four Year 2 children in each term. Most children enter and exit the programme within one term; some continue into a second term. A few children may exit before completing the programme if they leave their school or are withdrawn. **Table 1.1** shows the numbers of children on the programme during the reporting period and **Table 1.2** and **Table 1.3** analyse their characteristics.

**Table 1.1 Children receiving Numbers Count support  
Oxfordshire: September 2010 to December 2010**

---

Entry		
	Number of children who entered the programme	50
	Number of children who were already on the programme	0
	<b>Total</b>	<b>50</b>
Exit		
	Number of children who completed the programme	40
	Number of children who exited before completion	1
	Number of children who remained on the programme	4
	Number of children with insufficient exit data	5
	<b>Total</b>	<b>50</b>

---

**Table 1.2 Characteristics of children receiving Numbers Count support  
Oxfordshire: September 2010 to December 2010**

<b>Characteristic</b>	<b>Number of children who entered the programme</b>	<b>Percent</b>
<b>Gender</b>		
Male	24	48.0%
Female	26	52.0%
<b>Year Group</b>		
Y2	50	100.0%
<b>First Language</b>		
English	39	78.0%
Other	11	22.0%
<b>Free School Meals Status</b>		
Entitled	18	36.0%
Not entitled or not recorded	32	64.0%
<b>Special Educational Needs Status</b>		
On school SEN register	38	76.0%
School Action	28	56.0%
School Action Plus	10	20.0%
Not on register or not recorded	12	24.0%
<b>Looked After Status</b>		
Not looked after or not recorded	50	100.0%
<b>Season of Birth</b>		
Autumn	9	18.0%
Spring	16	32.0%
Summer	25	50.0%
<b>Reading Recovery History</b>		
No RR history or not recorded	50	100.0%
<b>All Children</b>	<b>50</b>	<b>100.0%</b>

**Table 1.3 Ethnic background of children receiving Numbers Count support  
Oxfordshire: September 2010 to December 2010**

<b>Ethnic Background</b>	<b>Number of children who entered the programme</b>	<b>Percent</b>
<b>White</b>	<b>37</b>	<b>74.0%</b>
White British	33	66.0%
Any other White background	4	8.0%
<b>Mixed</b>	<b>4</b>	<b>8.0%</b>
White and Black Caribbean	3	6.0%
Any other mixed background	1	2.0%
<b>Asian or Asian British</b>	<b>5</b>	<b>10.0%</b>
Pakistani	4	8.0%
Any other Asian background	1	2.0%
<b>Black or Black British</b>	<b>2</b>	<b>4.0%</b>
Black African	1	2.0%
Black Caribbean	1	2.0%
<b>Any other ethnic group</b>	<b>2</b>	<b>4.0%</b>
<b>Minority ethnic background*</b>	<b>17</b>	<b>34.0%</b>

\* All pupils classified as belonging to an ethnic group other than White British

## 2. LESSONS RECEIVED

A child's Numbers Count programme normally lasts for about 12 school weeks, including an initial assessment phase, a teaching phase and an exit phase. Its exact length varies according to the child's needs. Most lessons are 1-to-1, with some paired or small-group lessons if the teacher judges that these will meet the child's needs.

**Table 2.1** shows the lessons received by the children who completed the programme and accounts for any days when they were not taught

*Weeks on Programme* indicates the mean number of calendar weeks between each child's first and last day on the programme, including any periods of school closure. Numbers are shown to one decimal place, so e.g. *13.4 weeks* means *13 weeks and 4 tenths of a week*.

*Days School was Open* indicates the mean number of days that the school was open during this time. This is the maximum number of lessons potentially available to the child.

*Lessons Received* indicates how many lessons were actually taught to each child, expressed as the mean number of days and as a percentage of *Days School was Open*.

*Days when the Teacher was engaged in other Numbers Count activity* indicates days when the teacher was unavailable to teach children because of other Numbers Count commitments

*Lost Lessons* indicates the mean number of days that the school was open and the teacher had no other Numbers Count commitments but children were not taught.

**Table 2.1 Lessons received by children who completed the programme  
Oxfordshire: September 2010 to December 2010**

	Mean Number	Percent of Days School was Open
<b>Number of Children</b>		<b>40</b>
<b>Calendar Weeks on Programme</b>	<b>12.0</b>	
<b>Days School was Open</b>	<b>55.7</b>	
<b>Lessons Received</b>		
1-to-1	41.8	75.1%
Small Group Teaching	1.6	2.8%
<b>Total</b>	<b>43.4</b>	<b>77.9%</b>
<b>Days when the Teacher was engaged in other Numbers Count activity</b>		
Professional development	5.6	10.0%
Other Numbers Count work	1.6	2.9%
<b>Total</b>	<b>7.2</b>	<b>12.9%</b>
<b>Lost Lessons</b>		
Child Absent	3.3	6.0%
Teacher Absent	1.0	1.7%
Other Reason	0.9	1.6%
<b>Total</b>	<b>5.2</b>	<b>9.3%</b>



### 3. ATTITUDES TO MATHEMATICS

Children's confidence and attitudes towards mathematics are assessed through the use of a Numbers Count Attitude Survey when they enter and exit the programme. The outcomes are shown in **Table 3.1**.

*Child's Questions:* the child uses pictures of faces to rate his/her enjoyment of and ability at mathematics.

*Whole-Class Questions:* the child's class teacher or a teaching assistant rates the child's attitude to and participation in whole-class mathematics sessions.

*Group Work Questions:* the child's class teacher or a teaching assistant rates the child's attitude to and participation in small-group mathematics sessions.

*Parent's Questions:* the child's parent rates the interest that the child shows in mathematics at home and the parent's own attitude to helping the child with mathematics.

For each set of questions, scores can range from 4 (least positive attitude) to 20 (most positive attitude); the *Total Score* can therefore range from 16 to 80. It is not always possible to complete all parts of the Attitude Survey for every child.

**Table 3.1 Attitude survey scores and gains for children who completed the programme  
Oxfordshire: September 2010 to December 2010**

	Entry		Exit		Gain	
	Number of Responses	Mean Score	Number of Responses	Mean Score	Number of Responses	Mean Gain
Child's Questions	40	14.2	40	16.9	40	2.8
Whole-Class Questions	40	10.3	40	13.7	40	3.4
Group Work Questions	40	11.3	40	14.2	40	2.9
Parents'/Carers' Questions	38	13.6	39	17.2	37	3.6
<b>Total Score</b>	<b>38</b>	<b>49.6</b>	<b>39</b>	<b>62.3</b>	<b>37</b>	<b>13.4</b>

## 4. TEST SCORES

Children take a Sandwell Early Numeracy Test when they enter and exit the programme. The test includes practical, pictorial, oral, and written tasks and questions. It is normally administered on entry by the Numbers Count Teacher and on exit by a trained Link Teacher who has not taken part in Numbers Count. **Table 4.1** shows children's mean outcomes and gains on the test itself and on equivalent measures calculated from tables in the test manual.

*Age* indicates the mean chronological age of the children in the Numbers Count programme at the time of their entry and exit tests. Ages are shown to one decimal place, so e.g. 77.2 months means 77 months and 2 tenths of a month.

*Test Raw Score* indicates children's mean raw score on the test (range 0 – 76).

*Number Age* indicates the average chronological age of a standardised national sample of children, across all ability ranges and not in the Numbers Count programme, who achieved the same raw score when the test was standardised (range 42 to 97 months).

- Number Age scores that are well below Age indicate that children's attainment is well below the average for their age.
- Number Age scores that are close to Age indicate that children's attainment is close to the average for their age.
- Number Age scores that are well above Age indicate that children's attainment is well above the average for their age.

*Standard Score* indicates the mean of the standard scores calculated for each child (range 60 – 136). Standard scores compare children's raw scores with those of their peers of the same age across the full ability range in the national sample on which the test was standardised.

- A standard score of below 85 is defined as 'below average'. 16% of all children score in this range.
- A standard score of 85 – 115 is 'average'. 68% of all children score in this range, and the mean score is 100.
- A standard score of over 115 is 'above average'. 16% of all children score in this range.

**Table 4.1 Test scores and gains for children who completed the programme  
Oxfordshire: September 2010 to December 2010**

	Entry Mean Score	Exit Mean Score	Gain Mean Gain
Number of Children	40		
Actual Age (months)	75.9	78.7	2.8
Test Raw Score	29.8	44.1	14.3
Number Age (months)	65.1	78.2	13.1
Standard Score	85.9	99.6	13.7

## 5. FOLLOW-UP TESTS

Children take follow-up Sandwell Early Numeracy Tests approximately 3 months and 6 months after completing the programme, to check that they have continued to make progress while receiving normal classroom support. The tests are normally administered by the Numbers Count Teacher. **Table 5.1** shows the changes since their exit tests for children who completed their programme and took a follow-up test in this reporting period. **Table 5.2** tracks children's gains since their entry tests.

**Table 5.1 Changes between exit test and follow-up test for children who had completed the programme  
Oxfordshire: September 2010 to December 2010**

	3-Month Follow-Up Test	6-Month Follow-Up Test
Number of children	0	0
Change since Exit Test		
Age (months)		
Test Raw Score		
Number Age (months)		
Standard Score		

**Table 5.2 Cumulative number age gains for children who took follow-up tests  
Oxfordshire: September 2010 to December 2010**

	Children who took 3- Month Follow-up Tests	Children who took 6- Month Follow-up Tests
Number of children	0	0
Entry Number Age (months)		
Number Age Gain since Entry		
at exit		
at 3-month follow-up		
at 6-month follow-up	n/a	

## Appendix G

### An IEB – a force for rapid change

Once a school is placed in Special Measures, the Local Authority must decide quickly whether a root cause is the ineffectiveness of the existing Governing Body, and whether to dissolve the governing body and form an Interim Executive Board (IEB) to guide the school out of Special Measures.

An IEB is a governing body appointed for a temporary period in exceptional circumstances with the specific task of ensuring school improvement.

Governing bodies can get too close to a school and many develop a predominantly supportive role with senior staff, which can often stifle constructive challenge and mask the very reason for a decline in standards.

In a scenario that is becoming increasingly more self motivated, governors still do not have to have any formal training and many are not clear as to the developing strategic role of the modern governing body.

An IEB is able to create a step change in support and challenge for the school and its leadership, and can very quickly establish a strong rapport and empathy with the school, once the initial suspicion is overcome.

The school must be encouraged to recognise that an IEB is a hugely positive experience for both staff and community – the key focus is always forward and does not dwell on past failure.

The impact of an IEB can be significant, fundamental and long term.

As a group of professionals, supported by members from the local community and parents, the IEB is able to bring the key issues highlighted in the Ofsted report into a fresh and sharp focus, using a portfolio approach to their task. Each member can provide targeted support and challenge as best suited within their area of expertise.

The standard of teaching and learning will quickly improve as better and more accurate methods of assessment give staff a clearer definition of their task. The staff structure can be gradually revised to provide a greater emphasis on the weaknesses, and most importantly, make sure that everyone from the Headteacher through to the support and administration staff feels part of the same team, fully engaged in the task.

As the community are brought into the process through regular communication, the perception of the school changes. The community begin to feel ownership and interest in *their* school increases.

The IEB works best where it can forge strong links with a Local Authority task group of leading practitioners who have a supporting role in the process - and

their approach was vital. The task group must not overwhelm the school with initiatives, but give the school team the space to develop its own skills though the right amount of support, working in collaboration with the IEB, whilst recognising that the IEB is the key driver.

Once the school enters the transition stage from an IEB back to a regular governing body, the IEB role changes from the driver, to the facilitator, to the mentor as the end of Special Measures gets closer.

Although Special Measures is a traumatic and intense process, it is also a cathartic one. The school will emerge stronger and more able to provide the right quality of education to its community. It will be able to adapt to change more readily and progress more quickly towards excellence.

Bob Wintringham

Chair of IEB, Dashwood School (2008/9) and St Christopher's' School  
(2009/11)

## Appendix H

Report from Lorrie Cooper Service Manager - Primary and Early Years  
Learning and Achievement Division

### **Warwickshire County Council**

Children, Young People and Families Directorate

#### **1. Background**

Warwick City is top of the Statistical Neighbour grouping for the City of Oxford.

This report is compiled from information gained during a telephone conversation with Creighton Muirhead

The purpose of the 'phone call was to establish if there were actions that Warwickshire had taken from which Oxfordshire could learn

Ms Cooper revealed that Warwick had similar concerns over Key Stage 1 results some years ago and has worked hard to bring about improvements.

#### **2. Specific Actions taken**

2.1 Headteachers, and Chairs of Governors, of schools of concern were required to attend termly 'Review and Intervention' meetings with the Local Authority to report on the progress being made by pupils

2.2 There has been a heavy focus on learning support

2.3 The LA required School Improvement Partners to review progress data of every year group every term. This was broken down into vulnerable groups data so that it was easier to see where underachievement was an issue

2.4 The LA considers the process outlined in 2.1 has had a 'massive impact', with significant gains in both Key Stage 1 and Key Stage 2.

2.5 Schools were required to produce Learning Improvement Plans rather than School Improvement Plans. (Similar to the Raising Achievement Plan we use)

2.6 Schools were challenged on low pupil progress from Foundation Stage

2.7 The headteacher's role in planning for improvements in learning, monitoring progress and evaluating impact of provision was stressed.

2.8 The importance of keeping and using pupil tracking data was highlighted

2.9 A key part of the raising of expectations by headteachers of their pupils' attainment has been the headteacher Continuing Professional Development programme. This series of termly whole day meetings, financed by the LA last year but 'bought into' by all headteachers this year, has been the vehicle by which the LA has been able to change the culture around low attainment and successfully challenge headteachers to do better.

2.10 LA paid successful schools to provide intensive school to school support

## Appendix J

Report from Bath and North East Somerset Council

### Key Stage 1

Contributing factors to outcomes:

- Strong leadership at all levels
- Until this year National Strategy CPD has been very well attended and schools report this has been valuable. LA consultancy included Key Stage 1 specialism.
- Schools are categorised as 'Priority and Targeted' and receive consultant/lead teacher support as appropriate.
- Communication, Language and Literacy project (National Strategies) very well supported universally by schools.
- Strong focus on phonics development (universal CPD and targeted support).
- Assessment for learning has a high profile within the LA.
- Strong moderation of Key Stage 1. Until this year this has included 100% postal writing audit. (Schools submitted examples of writing representing Levels 2c-3). This year all Year 2 (and significant number of Year 3) attended moderation events and were involved in peer moderation with consultant/lead teacher support.
- Specific programmes/interventions:
  - Raising standards in writing (Story Making commissioned from International Learning & Research Centre [www.ilrc.org.uk](http://www.ilrc.org.uk))
  - Every Child a Reader (ECAR) ten schools.
- OFSTED outcomes are analysed, good practice identified and common areas for development inform future CPD and support.

Wendy Hiscock

Head of Service, School Improvement & Achievement Service