

An update on progress following the Scrutiny Inquiry into Raising Attainment in Maths and English (April 2014)

Appendix 1a – Case Studies 1-9

Case study 1: Leeds Community of Catholic Schools- Cardinal Heenan cluster 2 nd Year
Schools: Cardinal Heenan High School, Holy Rosary and St Anne CPS, Immaculate Heart of Mary CPS, St Urban's CPS, Holy Name CPS, St Paul's CPS, St Augustine's CPS
Issues: Reading and writing, development of the workforce- TA support programme, Literacy leadership, transition.
Target group: Support staff, Primary Literacy leaders, KS3 Literacy Leader, class teachers
Actions: <ul style="list-style-type: none"> - Priority areas identified through data, SDP priorities and success of Y1 programme - Brokerage of support and SLA set up by LA- to include work with school leaders SLA package Y1- 5 day SLA package, Y2 10 day - Reading/writing audits undertaken -provision and skills - Group priorities identified - Programme outline designed to include CDP, networking ,sharing and developing good practice and bespoke school input from a consultant
Impact: Feedback from HTs, Literacy leaders and TAs very positive. In-school monitoring evidences recommended strategies and approaches being used. Increased confidence in use of data by Literacy Leaders.
See also data for these schools: Appendix 1b

Case study 2: South Leeds cluster of Schools- Secondary and Primary Schools
Schools: Secondary-Cockburn, Primary Schools- Middleton, Middleton St Philips, Middleton St Marys, Westwood, Beeston, Hugh Gaitskell.
Issues: As a result of Cockburn's last Ofsted inspection; To Raise attainment in English and Maths- increasing links with primary feeder schools in order to raise attainment in literacy and numeracy when students start in year 7.

Target group:
Subject leaders
Actions:
<p>School to school networks have been in place for some time, these needed to be made formal and timetabled, particularly for year 5/6.</p> <p>CPD and sharing good practice opportunities planned including</p> <p>Collating of the primary schools data</p> <p>Numicon training</p> <p>Updates on the new mathematics curriculum</p>
Impact:
<p>Networks are more focused and clearly timetabled, clarity of expectations and consistency of approaches being developed across the cluster.</p> <p>Results in Numeracy are improving across the cluster by 10% in English and 7% in mathematics.</p>

Case study 3a:
School: The Farnley Academy : <u>English</u>
Context:
<p>In 2011 53% of pupils gained A*-C in English.</p> <p>There had been 3 years of poor teaching, marking was erratic, Year 7 were not taught by specialists, there was no moderation or standardisation of work.</p> <p>Less able tended to underachieve.</p> <p>Schemes of work were loose and not underpinned by a consistent methodology.</p> <p>There was no quality assurance of lessons.</p> <p>4 out of 6 members of staff were NQTs.</p> <p>There was no consistent tracking of pupils.</p>
Actions
<ul style="list-style-type: none"> - Changed specification to WJEC board for which the HOD is an examiner. - Standardisation and moderation of controlled assessment took place regularly as a department. This meant that pupils could redo work before it was submitted. - The mark scheme for English changes every year. The school mark against the most stringent mark scheme of recent years. - Moderation takes place within department but also with two other schools. - There has been collaborative writing of schemes of work. This means that they are now in place for every class and all the teacher needs to do is to personalise it appropriately for their pupils. - The collaborative way of working is made clear to new applicants. - The tracking is centralised so that any member of staff can pick up a class. - All classes for one year are timetabled at the same time which allows for fluidity of setting. - Pedagogy is based around modelling and the use of visualisers (the pupils use these

<p>too).</p> <ul style="list-style-type: none"> - There is a drive on effective proof reading. - Green for Growth became embedded in the school as a means of responding to feedback and improving work. - SPaG has become a major focus (and is highlighted in orange in work). - There is a school wide focus on using a formality scale. - Strategic seating plans are in place (these may change according to whether it is a reading or a writing lesson for example). - There is distributed leadership within the department. - There are 3 mocks in a year and there is analysis of which questions individual pupils need support with and homeworks are individualised. - Controlled assessment and exam preparation are taught throughout the year.
<p>Impact</p> <p>83% 3 levels of progress 34% 4 levels of progress 78% 5A*-C 75% of lessons good or outstanding Pupil voice indicates high levels of confidence and engagement The Farnley Academy Ofsted judgement of Outstanding February 2014</p>
<p>Case study 3b:</p>
<p>School: The Farnley Academy: Mathematics</p>
<p>Context:</p> <p>Pupil are significantly below expectations on entry (RAISE) School received Ofsted judgement of 'Notice to improve' in 2010, and 'Satisfactory' in 2011 (under legacy Ofsted frameworks) No leader of mathematics in place Poor levels of staffing in mathematics (supply teachers, NQTs, non-specialists, staff on temporary contracts) and therefore the learning experience was erratic No schemes of learning in place and therefore no consistent approach or pedagogy Persistent underperformance of pupils in mathematics in both attainment and levels of progress (A* - C at 40% in 2011) Poor learning behaviours of pupils</p>
<p>Actions</p> <ul style="list-style-type: none"> - Priority areas identified through monitoring and evaluation - Creative and tenacious approach to recruitment of high calibre specialist staff - Bespoke mathematics CPD through effective Gorse Academy Trust collaborative working - Improvement in mathematics was an intrinsic part of whole school improvement of teaching and learning, behaviour, leadership and standards - Whole school implementation of Positive Discipline (PD) which is described by the leader of mathematics as 'the cornerstone of success' and results in vastly improved behaviour for learning - Common lesson structure introduced allowing teachers to focus on pedagogical skills and pupil progress (discuss mathematical concept; pupils elicit method of

<p>calculation; teacher models calculation and this is driven by the pupils; practise on whiteboard and pupils sharing and discussing ideas; independent problem solving and then apply knowledge to different scenarios)</p> <ul style="list-style-type: none"> - Whole school approach to pupils responding to feedback : Green for Growth - Focus on quality first teaching through supporting consistency and pedagogical practice - Pupils are not required to attend outside classes because the department focuses on the quality first classroom teaching. Teachers ensure pupils are on track and intervene within lessons before data capture points. As a result, no compulsory intervention takes place outside of lessons - A fully resourced scheme of learning has been implemented which all staff use at the same time and therefore set movements are fluid - Strategic seating plans used by the whole school ensure sophisticated personalisation - A Free School Meals form group was established with designated specialist mathematics teacher to support.
<p>Impact</p> <p>83% 3 levels of progress 48% 4 levels of progress 81% 5A*-C 95% of lessons good or outstanding Pupil voice indicates high levels of confidence and engagement Teachers are highly effective at personalising lessons because they have a clear structured framework for teaching mathematics The Farnley Academy Ofsted judgement of Outstanding February 2014</p>

<p>Case study 4 :</p>
<p>School: Cockburn School - a school in challenging circumstances achieving in English and mathematics</p>
<p>Context:</p> <p>The proportion of students eligible for pupil premium at Cockburn is 53.2% which is very significantly higher than the national average. In all year groups, the prior attainment of students at KS2 who join the school is exceptionally low and markedly below the national average.</p> <p>Over the last 5 years there has been a strong consistent trend of improvement at Cockburn. In 2010 the school was rated 'Good' by Ofsted but <i>English and mathematics were identified as areas for improvement</i>. 2011 results showed that although pupils at Cockburn made good progress overall, <i>progress in English was significantly below national averages and progress in maths was only average</i>.</p> <p>Increasing achievement in English and maths has been a priority for the school.</p>

Actions

English:

- Change of exam board from AQA to WJEC resulting in tighter, more consistent teaching and increasing expertise.
- Department includes 2 examiners leading to better understood success criteria and increased staff confidence in assessing pupils.
- Focus on English only GCSE – English Lit dropped from the curriculum.
- Early entry has been used to allow for resitting.
- Increasingly robust standardisation at KS3 as well as KS4.
- Strong emphasis on a collaborative, team approach and large bank of shared resources.
- Wherever possible groups stay with the same teacher each year so no time is wasted identifying pupils' strengths and weaknesses.
- Pupils' achievement kept under constant scrutiny and pupils moved between groups as necessary.
- Development of a more creative and engaging approach including the use of microphones, cameras and apps.
- Increased quality teaching and learning time. 12 weeks prior to GCSEs Y11 pupils have an extra 50 minute English lesson in addition to the 5 x 50 minute sessions they routinely have. 'Usual' English lessons only taught in the mornings and no doubles.
- Saturday morning school delivers English and attracts around 90 pupils, many of whom are eligible for pupil premium.
- Early intervention for weak readers. Y7 pupils with a reading age below 9 are put on well matched programme delivered by 4 specialist staff within the very well-resourced Learning Support Centre. Reading volunteers and 6th form reading mentors also used.
- Use of Accelerated Reader programme used extensively across the school in Y 7-10 for the many pupils with a low reading age. The impact of intervention and reading programmes is closely monitored.
- Whole school drive to improve literacy includes 'Teaching & Learning Essentials' and 'Non-Negotiables' for all lessons, a focus on correct use of English and the quality of extended writing.
- Reading, Writing, Communication & Mathematics [RWCM] group includes representatives from all curriculum areas and meets regularly to develop, share and then disseminate good and outstanding practice.
- CPD seminar cycle regularly used to deliver literacy training e.g. extended writing which is then monitored for impact.

Mathematics:

- Maths specific training with a very strong emphasis on pedagogy and subject knowledge.
- Regular departmental meetings enabling staff to look at maths specific teaching and learning issues on a week to week basis.
- 'Teach maths right' is part of all maths teachers' performance management.
- Careful allocation of pupils to teaching groups and teaching groups to staff ensures

well managed and positive attitudes to learning.

- A team approach to scrutiny of assessment results to challenge and raise teacher aspiration across all groups.
- Strong staff collaboration in planning and sharing resources. A core of stable, long serving and experienced teachers support others new to the school.
- Where end of unit assessments show a lack of understanding, pupils are required to go to the after school 'Sum Club' for additional support.
- Increased teaching and learning time. 12 weeks prior to GCSEs Y11 pupils have an extra 50 minute maths lesson in addition to the 5 x 50 minute sessions they routinely have.

Other:

- Fortnightly joint meetings with English and maths subject leaders and the deputy head provide a good mix of challenge and support. After key assessment points achievement of pupils is compared across both departments, subject leaders are held to account and subsequently hold subject staff to account. Departments work collaboratively with each other and share good practice.
- English and maths given clear priority in school in terms of timetabling and resources.
- 'Red for Reflection' school assessment and feedback model underpins cross curricular literacy.
- Successful school wide drive to ensure high levels of quality teaching, attendance and standards of behaviour have supported improved achievement across all subjects.

Impact

- 2013 results [KS2-4 VA] show that pupils.
 - made progress in *English that was significantly higher than the national average*
 - made progress in *mathematics that was significantly higher than the national average*
 - pupils eligible for *pupil premium made progress in each of the two subjects that was significantly higher than the national average.*
 - overall progress made by pupils at Cockburn has a percentile rank of 1.
- Reading ages have improved across Y7-9.
- Lessons in English and maths show a greater proportion of good and outstanding teaching.

Case study 5: Maths 4 All

Schools: Bankside PS (lead school), Ebor Gardens (lead school), Shire Oak C of E PS, Kirkstall St Stephen's C of E PS, St Chad's C of E PS, Burley St Matthias C of E PS, Shakespeare PS, Iveson PS, Ireland Wood PS, Cookridge PS

Issues:
Gap in attainment in maths for pupils who have English as an additional language
Target group
Year 2 class teachers
Actions
<ul style="list-style-type: none"> - Training day for the whole group led by a CtG consultant and a Maths consultant as well as the two lead teachers from Bankside and Ebor gardens PS. - Lesson study – four collaborative planning and teaching sessions for each group of schools ensuring that a lesson study was carried out in each school participating in the project. Inclusion of EAL pedagogy, use of models and images and culturally inclusive approaches to planning and teaching. - Regular update meetings where individual teachers gave detailed feedback on their progress
Impact
<ul style="list-style-type: none"> - Accelerated attainment for pupils in maths, narrowing the gap in attainment between EAL and non-EAL pupils - All schools reported in their individual case studies that there has been a marked increase in pupil confidence as mathematicians. - A significant increase in confidence in teachers' ability to consistently include strategies to support EAL learners in planning and teaching of Mathematics - The majority of participating teachers have cascaded the good practice learned to other staff in their own schools

<u>Case study 6: Arooj collaborative</u>
Schools: Bankside, Bracken Edge, Brudenell, Carr Manor, Park View Academy, Harehills, Hunslet Moor, Hovingham, Hillcrest, Iveson, Moor Allerton Hall, Pudsey Bolton Royd, Rosebank
Issues:
To raise the attainment of Pakistani and Bangladeshi heritage pupils in Leeds schools
Target group
Senior management (many aspects of the collaborative's work has a direct impact on teaching and learning so the target group also includes class teachers)
Actions
<ul style="list-style-type: none"> • Termly meetings with a focus on sharing good practice in teaching and learning across the collaborative • Curriculum development with a focus on increasing engagement of Pakistani and Bangladeshi heritage pupils in their learning

<ul style="list-style-type: none"> • Marking and feedback partnerships across schools to monitor and evaluate quality of marking and feedback • Writing moderation and identifying next steps across all 13 schools • Visits to each other's schools with a specific focus e.g. attainment in mathematics • Annual Arooj creative writing competition • Quality Plus programme: teachers working in partnership across schools to improve their practice to good and outstanding • Literacy subject leaders development meetings to respond to the new curriculum with a particular focus on EAL learners
Impact
<ul style="list-style-type: none"> • The schools involved have developed a relationship of trust where good practice is willingly shared whilst at the same time schools act as critical friends to each other to ensure that professional development leads to improved outcomes for pupils. • Increased engagement of pupils, parents and the wider community in learning. • Data at L4+ demonstrate that Pakistani and Bangladeshi heritage pupils have shown above average improvement in recent years but remain below the Leeds average and below the national figures for their peer groups. However these gaps in attainment in comparison to the Leeds average and the national figures for their peer groups are being steadily narrowed.

<u>Case study 7: EMA Hubs</u>
<p>Schools: Hub schools: St Bart's, St Peter's, Beecroft & Bankside Partner schools: Allerton C of E, Moor Allerton Hall, Iveson, Hovingham, Shire Oak, Holy Rosary, Blenheim, Hunslet Moor, All Saints C of E Richmond Hill, Chapel Allerton, Burley St Matthias, Wykebeck, Christ Church Upper Armley, Parklands, Cookridge, Roundhay St John's & Sharp Lane (17)</p>
Issues
Raising attainment for vulnerable groups e.g. BME, EAL and pupil premium pupils
Target group
All school staff
Actions
<ul style="list-style-type: none"> • Reciprocal visits between leadership teams of both schools to share good practice and identify areas for development. • Partner school staff spend a whole day at the hub school observing outstanding practice in teaching and learning for vulnerable pupils • Partner schools develop and submit an action plan • Hub school and LA consultant revisit the partner school twice to evaluate progress with the action plan and impact on outcomes for pupils.

Impact
<ul style="list-style-type: none"> • Good practice from outstanding Leeds schools is shared more widely across the city. • Improved outcomes in terms of Ofsted judgements: 4 schools moved from “Satisfactory” to “Good” judgement in most recent Ofsted following EMA Hub partnership work, 1 school moved out of special measures and several schools maintained their good judgements. • Evaluations from partner schools judged the support they received as 100% good or outstanding. • Action plans submitted and evidence of progress seen in review visits.

Case study 8: Inner East cluster of Schools- Primary Schools
Schools: All Saints, Richmond Hill, St Peter’s, Shakespeare, Ebor Gardens, Victoria, St Augustine’s, St Nicholas’, St Patrick’s, Wykebeck and the 3 primary academies Brownhill, Oakwood and Woodlands.
Issues
Subject and middle leadership development- including a mathematics focus
Target group
Subject leaders
Actions
<p>School to school networks have been in place for some time – some sharpening of focus required</p> <p>CPD and sharing good practice opportunities planned including</p> <p>Subject leader preparation for OfSTED inspections</p> <p>Updates on the new mathematics curriculum</p>
Impact
Networks are more focused, clarity of expectations and consistency of approaches being developed across the cluster