

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

Appendix 6 – Further details re Recommendation 9

Closing the Gap in the Early Years Foundation Stage

In response to the significant gap in outcomes between EAL pupils and non-EAL pupils in Leeds, a working party was set up to produce practical guidance to support FS staff in making accurate assessments of EAL pupils linked to the new Early Learning Goals. A second aim of the group was to equip all staff with the skills and strategies needed to ensure that EAL pupils' potential can be fully recognised and evidenced across all areas of learning with a particular focus on the prime areas including understanding, speaking, listening, reading, writing and number.

Fifteen settings worked together to produce an exemplification booklet to support accurate assessment of EAL pupils in the Early Years. The booklet has subsequently been sent to all Early Years settings and is used extensively in training and moderation sessions.

It is hoped that this will result in more favourable outcomes for EAL pupils in this academic year especially in terms of the prime areas of learning including understanding, speaking, listening, reading, writing and number.

Primary Team

Report templates include for recording the outcomes for vulnerable groups and key issues arising from the data are used as a starting point for discussion with schools as part of their core allocated time. Key actions and progress are reviewed on subsequent visits with activities to support school self-evaluation in-built. For example a school's data may indicate that outcomes for White UK girls does not compare favourably with their peers in school and/or similar groups nationally. This would be recorded on the report and discussed. It may then be included in the priority section and subsequent adviser work e.g. work scrutiny or learning conversations with pupils about their targets and next steps would take a focus on this group to analyse evidence of progress.

Leeds Learning Partnership (LLP)

Within the LLP, schools are challenged to identify best practice and share it, developing a coherent and systematic set of interventions that:

- empower school leaders to work collaboratively
- change attitudes
- raise expectations of pupils and schools

- empower parents so that learning and educational achievement are not only seen as important but is also exciting and stimulating and has relevance to pupils
- improves outcomes and closes the gap

In 2013/14 the LLP CPD programme has included specific modules and opportunities to share best practice in Closing the Gap this has included cascading the findings of national research across the partnership such as DfE's pupil premium toolkit, the Sutton Trust 'teaching and learning toolkit' and Ofsted's report 'The Pupil Premium: how schools are spending the funding successfully to maximise achievement'. The effectiveness of this module will be evaluated in Summer 2014.

In 2014/15 the secondary traded offer 'Advanced Membership' will include the new 'intervention leadership package' a programme of CPD for senior leaders and governors responsible for the effective use of pupil premium funding and mathematics and English leaders responsible for intervention within their subject areas. The programme will be facilitated by LA advisers supported by Ofsted HMIs and will strengthen schools' capacity to strategically spend pupil premium and year 7 catch up funding to ensure maximum impact. The programme will be based on research that tells us what really makes a difference and will be coupled with a new Pay As You Go CPD programme for teachers and support staff that will explore those teaching and learning strategies proven to raise attainment and accelerate progress at both a national and local level.

The Arooj Collaborative

The collaborative is a partnership between Leeds LA and a group of thirteen primary schools working to raise the attainment of Pakistani and Bangladeshi heritage pupils in Leeds. Pakistani heritage pupils are the largest ethnic minority group in Leeds, accounting for 6% of the overall school pupil population and are a key priority for the LA as attainment levels for these pupils remains below their peers both in Leeds and nationally.

The Arooj collaborative enables the LA to address the issue of under attainment of two key priority groups for Children's Services Leeds in a coherent and systematic way which empowers school leaders to work collaboratively to turn the curve and change the attitudes and expectations of pupils, their parents and schools so that learning and educational achievement are not only seen as important but have relevance to pupils in an exciting and stimulating way.

Arooj is a vibrant and active group which covers many aspects of school improvement. Meetings are held once a term and are attended by senior leadership colleagues from each school. The venue is rotated between schools and always finishes with a learning walk around the host school in the spirit of sharing good practice which is a key aspect of the collaborative. The agendas for these meetings are very much school-led and based on key priorities for Arooj schools. A head teacher and a deputy head teacher from two Arooj

schools work closely with the LA to suggest areas for development which then go out to consultation with all schools.

The Arooj Creative Writing Awards is an annual event run in partnership with Leeds School Library Service and is open to all primary schools in Leeds. It has gone from strength to strength since its inception in 2010. Arooj schools are specifically targeted for the awards with BME authors invited to launch the annual theme at an assembly in each school. Hundreds of entries are received in each of three categories: poetry, short stories and calligraphy. *Short-listed candidates are invited to a prestigious awards ceremony in Leeds Civic Hall where the winners and runners-up receive their prizes from the Lord Mayor, councillors and members of Children's Services Leadership Team.* A book of the winning entries is published annually and distributed to Arooj schools, Leeds libraries and to the winning entrants themselves.

The following key teaching approaches are required across all topics:

- Collaboration between schools by pairing schools to plan the topic together, holding regular meetings with the whole group to share ideas and expertise and setting up a web space for teachers to share planning and resources as well as an email distribution list to improve communication.
- EAL (English as an Additional Language) pedagogy is at the heart of all planning and teaching as the majority of these pupils are linguistically gifted, speaking a range of languages including English.
- A focus on independent learning skills to improve the quality of critical and creative thinking in our pupils.
- A project -based approach to learning which enables young people to actively engage with learning in English and mathematics and use a variety of forms to showcase their learning. *In 2013, pupils in years 5 and 6 participated in a maths-based enterprise topic culminating in the pupils setting up marketplace events in their own schools followed by a larger public event at Kirkgate Market, Leeds.*

Ofsted acknowledged the impact of the Arooj collaborative on pupil learning in one primary school report (Brudenell)

Each topic has been very successful, resulting in increased enjoyment and engagement in learning for pupils, increased attendance and improved behaviour, greater parental engagement and improved performance for pupils in reading, writing and mathematics. Teachers have also enjoyed the collaborative and creative nature of the topic and have seen the benefits of working more closely together as groups of teachers from across the schools to share, compare, encourage and to be encouraged.

The Quality Plus Programme

The Quality Plus programme was devised and run within the Arooj collaborative in recognition of the fact that the quality of teaching has the most significant impact on school improvement. The "plus" aspect of the programme's title refers to the central importance of EAL pedagogy to quality first teaching in Arooj schools. In most schools within the collaborative there is in-school variation in the quality of teaching with good and

outstanding practice in evidence across a range of areas such as in EYFS, Maths, Literacy, individual year groups as well as some satisfactory teaching. The School's White Paper promotes school to school support as an efficient tool for school improvement and this collaborative is an excellent vehicle for teachers to support each other to become good and outstanding teachers for EAL learners.

Outstanding teachers are created who have the ability to coach others. They also have consistent good or outstanding practice in their own teaching. The partner teacher must be open to learning from their peers and committed to developing their practice. Ten outstanding teachers have worked in partnership with ten teachers who expressed a desire to improve their teaching. Teachers were closely matched in terms of year group where possible and were provided with CPD in EAL pedagogy, Coaching and Feedback and the key elements of outstanding teaching. Following the CPD, each pair of teachers completed three or four lesson study sessions together starting with a visit to the lead teacher's school to observe an outstanding lesson. This was followed by three lesson study sessions in the partner teacher's classroom. Teachers were asked to focus on a specific aspect of teaching to improve on and to identify three targeted pupils to measure progress. Regular progress meetings were facilitated by the LA consultant where good practice was shared between all twenty participating staff.

Overall, there has been very positive feedback on the impact of this programme on pupil learning. In the majority of partnerships, the three targeted pupils made accelerated progress in their learning in the core subjects such as English and mathematics. All teachers reported an increased confidence, enthusiasm and ownership of learning amongst their pupils. The majority of teachers who participated in the programme were very positive about the experience and felt that they benefitted from taking part whether as lead or partner teachers. All felt they had learned new skills and many saw distinct improvements in their teaching. One of the proposed outcomes of the Quality Plus programme was to support and prepare outstanding teachers to apply for SLE status thus ensuring teaching staff from Arooj schools would contribute to city-wide CPD. *Two participating teachers successfully applied to become SLEs through a local teaching school and are now deployed in partnership with the LA to support other schools with a specific focus on EAL pedagogy.*

EAL Writing Improvement

Improving attainment in writing is a key area for development in Arooj schools. Groups of teachers meet regularly to moderate samples of writing from level 1 to level 5 with a particular focus on the grammatical challenges faced by EAL learners. Professional development on sentence level work was provided by the LA consultant and next steps in learning were a key focus of the moderation process. This gave teachers increased confidence in knowing how to support their pupils in making progress from one level to the next. This development work was led by a deputy head teacher in a primary school who compiled portfolios of moderated writing at each level which were distributed to all Arooj schools.

Related School Improvement Initiatives

Examples of other areas the collaborative have worked on together include: Early Years provision, Teaching and Learning Policy, Teaching of Mathematics, Dual Language Learning, Marking and Feedback, Data analysis, Reading workshops for parents in partnership with Leeds Libraries and a Spelling, Punctuation and Grammar Policy.

Spelling, Punctuation and Grammar has also been identified as an area for development.

EMA Hub Programme

This facilitates school to school support with good and outstanding leaders supporting schools where outcomes for vulnerable learners are less good.

Aims:

- To increase teacher confidence in teaching EAL learners
- To improve teacher practice in the teaching of mathematics, reading or writing
- To encourage greater collaboration between teachers within the collaborative
- To positively impact on children's attitude to learning and progress
- To facilitate the development of a team of Specialist Leaders in Education in Maths/Literacy/Early Years with an EAL focus

3 schools moved from "Satisfactory" to "Good" judgement in most recent Ofsted following EMA Hub partnership work

Maths4All

The launch of this year's Maths 4 All programme took place with seven schools participating in the programme in partnership with Bankside and Ebor Gardens. *The* schools are: Hunslet Moor, Hunslet St Joseph's, Hugh Gaitskell, Beeston St Francis of Assisi, Windmill/Low Road federation, Chapel Allerton and Wykebeck.

Bankside Foundation Stage has been recruited as a hub to provide support for other Foundation Stage settings in Leeds with a focus on language development and closing the gap in attainment for EAL pupils. The FS1 and FS2 leaders have both been awarded SLE status by NCSL and are currently providing support to the FS unit at Iveson primary. The Closing the Gap team will be identifying further targeted schools to participate in this programme.

Clusters – an example of collaborative working in the CHESS cluster

All schools within the cluster work collaboratively to ensure consistently good and better practice in relation to improving across all cluster settings, leading to accelerated progress and attainment in English and mathematics by sharing good and outstanding practice.

They have developed pedagogic 'non-negotiables' which can be distilled in *the seven 'p's (the 'magnificent seven')*:

- Pitch (concerned with accurately differentiated provision based on high expectation and appropriate challenge)
- Purpose (concerned with clarity of success criteria and intentions within an engaging and relevant curriculum)
- Participation (concerned with all pupils' active involvement and ownership in learning, metacognition and assessment)
- Persistence (concerned with risk taking, 'stickability' and resilience to challenge)
- Pace (concerned with internal pace of the learning and teaching to maximise learning and progress)
- Place (concerned with well organised and resourced environment to facilitate high quality collaborative learning)
- Pleasure (concerned with enjoyment and engagement in learning)

There is a key focus on English and mathematics. In combination the 7 elements are interdependent and critical in determining good and better progress to raise attainment of all pupils and groups. This policy recognises the importance and value of effective quality first teaching to promote first language value as well as enhancing additional language development. There are also 'Agreed Key Elements' of the contract of teaching and learning.

Accurate 'Assessment for Learning' and precise use of assessment information to plan for appropriately differentiated next step experiences lies at the heart of the pedagogic practice and underpins all that follows. Planning is inclusive of both concept development and language development. In relation to improving English:

- Key vocabulary in the context of a sentence is introduced (written down) at the start of every teaching and learning session. It is explicitly referred back to throughout the session
- Success Steps/Criteria are used routinely to structure effective teaching and learning. These are modelled to reinforce the learning pathway.
- Children are reminded of levels of current learning and also next steps
- Questions are asked to all and answered by all throughout the lesson, ensuring high levels of active participation in the learning. Oracy is key to successful learners; confident individuals and responsible citizens. Children are encouraged to actively 'own' their learning.
- The quality and range of questioning (planned and in response to in lesson assessment) is key to encourage exploration of meta-thinking and routine reflection about work and thinking. Questioning should lead to extended and deepened exploration of understanding and ideas.
- Teachers are aware of the need to teach academic language explicitly and are good role models of academic language themselves.
- Grammatical accuracy is explicitly taught.