



# School Development, Quality Evaluation & Enhancement in Wiltshire Schools.

Helen Southwell, School Improvement Coordinator  
Wiltshire Council

...or in other words...



14 October 2015

# A bit about me

## Past

20 year primary teacher, SLT, AHT  
2002 seconded to support schools in special measures  
2004 ICT Adviser, integration of technology in to T & L  
2008 lead SW project to procure, develop and roll out learning platform across SW  
2010 T & L coordinator managing curriculum development team



## Present

**2014**

School Improvement Coordinator, managing team of 40 SIAs working with school leaders

- providing support and challenge
- support recruitment of new head teachers
- providing induction, mentoring and coaching to new head teachers
- providing regular updates and training on local and national priorities

## Future

Continue to develop in current role  
Responding to changing landscape of education  
Provide the best quality support & challenge to our school promoting high standards that enable all pupil to fulfil their potential.

# Aims:

By the end of the session delegates will:

- be clear how the Local Authority fulfils its statutory duty for School Improvement in Wiltshire
- have considered some of the factors that influence pupil attainment
- explored the What? Why? How? of effective learning

- What would make it successful for you?



# Wiltshire



# School Landscape



- 29 publicly funded **secondary schools**
  - 7 LA maintained
  - 6 special schools
  - 22 academies
    - includes 2 grammar schools
- 200 publicly funded **primary schools**
  - 155 LA maintained
  - 45 academies
- 28 independent schools
- 1 College offering FE and HE qualifications
- 1 University Technical College





# Despite a changing landscape...



## Statutory duty

Local Authorities continue to have a statutory duty stated in section 13A of the education Act 1996 to

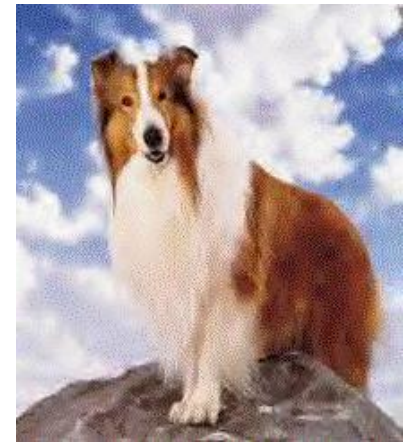
- promote high standards,
- ensure fair access
- promote fulfilment of learning potential

~ 63197 pupils in 229 schools



# LA role in school improvement

- Ofsted Inspection of **L**ocal **A**uthority **S**chool **I**mprovement





# Purpose of LA inspection



- Provides external evaluation of how well LAs carry out their statutory duties in relation to promoting high standards in schools and other providers (Section 13A of 1996 Ed Act) including support for Schools causing concern (Part 4 of 2006 Education and Inspection Act)
- Provides a report on LA performance
- Provides info to the Secretary of State
- Promotes improvement
- Requires LA to consider the required action

# What will be inspected?



**policy and strategy for supporting schools**

**knows schools and other providers**

**identification of, and intervention in,**

**impact of local authority support and challenge over time**

**funding to effect improvement**

# What will be inspected?



- the effectiveness of corporate and strategic leadership of school improvement
- the clarity and transparency of **policy and strategy for supporting schools** and other providers' improvement, and how clearly the local authority has defined its monitoring, challenge, support and intervention roles
- the extent to which the local authority **knows schools and other providers**, their performance and the standards they achieve and how effectively support is focused on areas of greatest need
- the effectiveness of the local authority's **identification of, and intervention in**, underperforming schools, including the use of formal powers available to the local authority
- the **impact of local authority support and challenge over time** and the rate at which schools and other providers are improving
- the extent to which the local authority brokers support for schools and other providers
- the effectiveness of strategies to support highly effective leadership and management in schools and other providers
- support and challenge for school governance, where applicable
- the way the local authority uses any available **funding to effect improvement**, including how it is focused on areas of greatest need.

# Some of the triggers

- % of pupils who attend Good or better schools is lower than that found nationally
- higher than average number of schools in an Ofsted Inadequate category and/or not securing rapid improvement
- Attainment levels across LA are lower than that found nationally and/or trend of improvement is weak
- Rates of progress are lower and/or trend of improvement is weak
- Pupils eligible for pupil premium achieve less well than pupils not eligible for pupil premium nationally
- Secretary of State requires an Inspection



# So, how are we doing in Wiltshire?



As of 08/09/15



As at 31/08/2013



As at 31/08/2012



As at 31/08/2011



As at 31/08/2010



As at 31/08/2009



# 91.2%



© Can Stock Photo

Ofsted Overall effectiveness 08/09/15	Percentage of Pupils			
	All Schools	Primary	Secondary	Special
Outstanding	22%	18%	25%	33%
Good	69%	70%	66%	67%
Requires Improvement (Satisfactory)	8%	10%	9%	-
Inadequate	<1%	1%	0	-
No rating	<1%	1%	-	-
Total Good and Outstanding	91%	88%	91%	100%



# RI → G Conversion rate

- Percentage of schools re-inspected and getting to good following a judgement of requiring improvement

# 86%



- National conversion rate of ~65%.

# Some of the triggers

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# Priorities

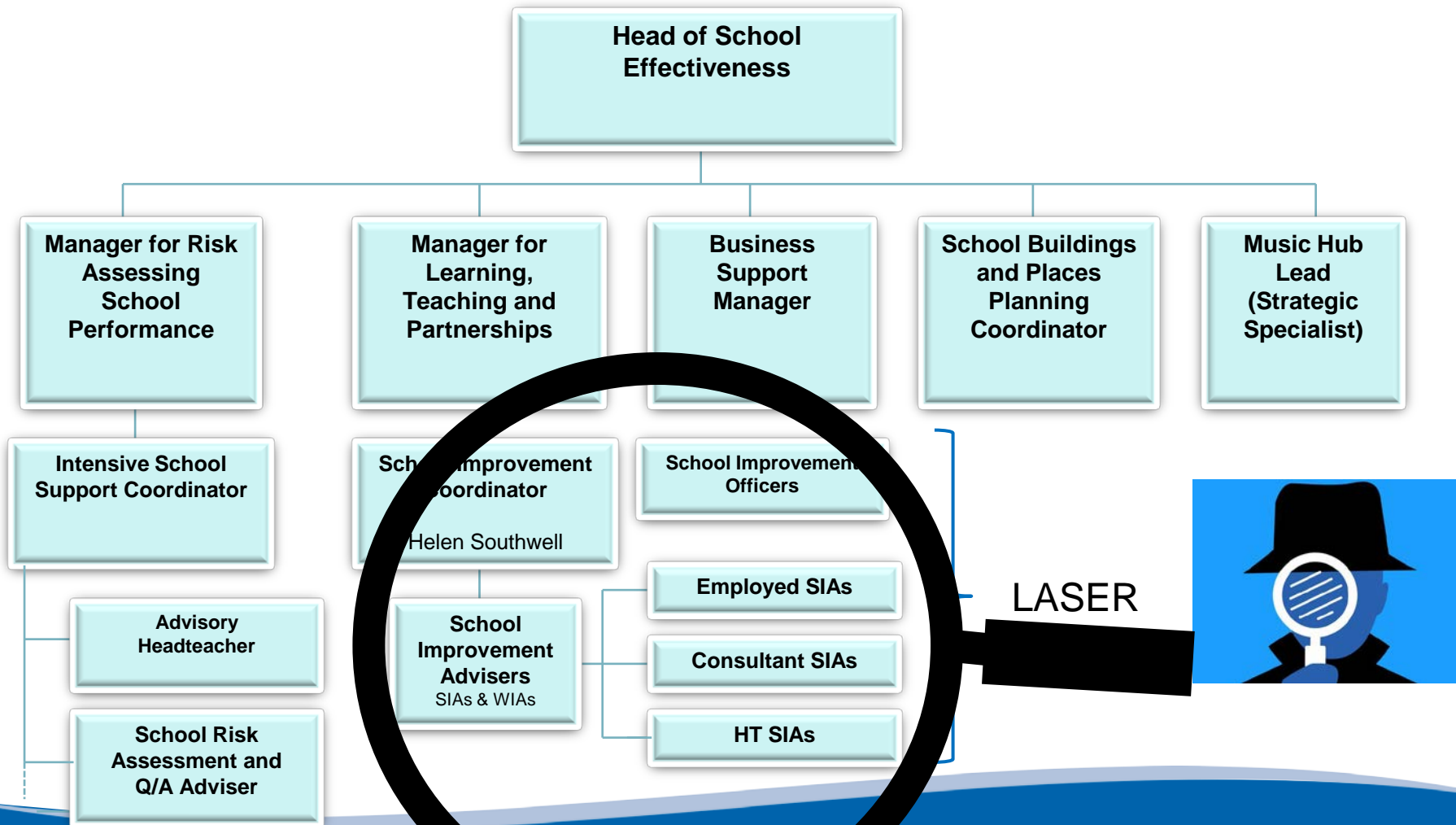


- Priority 1: All children to attend good or outstanding provision
- Priority 2: Raising attainment
- Priority 3: Raise achievement of disadvantaged pupils
- Priority 4: Improve systems and procedures for school improvement



# School Effectiveness Team

(Part of Commissioning, Performance and School Effectiveness,)



LASER



# School Improvement Adviser Programme



## Purpose of Visits:

- (Familiarisation)
- Effectiveness of Leadership and Management (inc. safeguarding)
- Teaching, Learning and Assessment (inc. provision for disadvantaged pupils)
- Personal development, behaviour and welfare (inc. EYFS/6th Form)
- Outcomes for children and learners
- Headteacher Performance Management (HTPM)



# Rag rating

R	<b>Already causing concern</b> – unacceptably low standards of performance or have a <u>high risk</u> of being so or other significant vulnerabilities
A	<b>Vulnerable</b> – at risk of providing an unacceptably low standard of performance but not yet doing so, other vulnerabilities – <u>medium risk</u>
G	<b>Secure</b> – providing at least an acceptable (good) standard of performance for pupils and there are <u>no known risks evident</u>





## Local Authority School Effectiveness Review

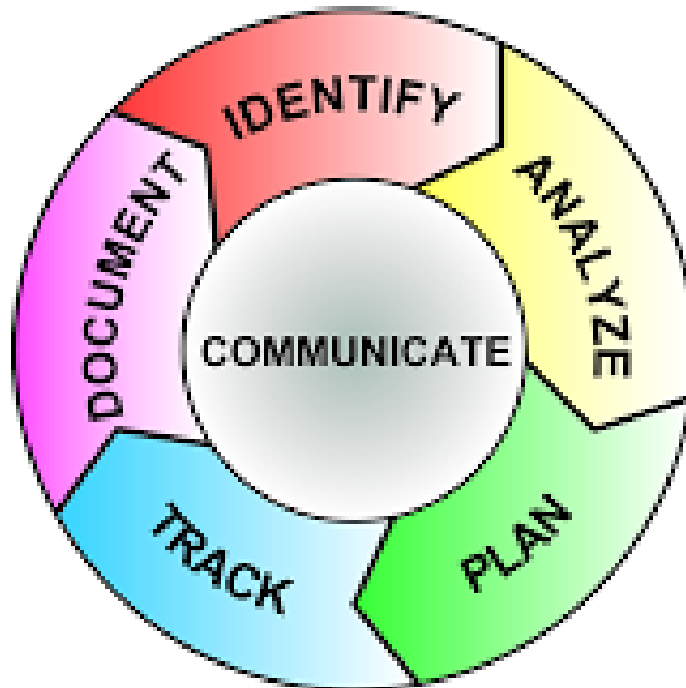
- identify risks of school failure, vulnerability or decline
- systematic, regular and methodical interrogation of data and information



# Risk Assessment

**Systematic** examinations of what could cause ‘harm’ in order that **actions can be taken to minimise risk of future harm** and/or stop ‘harm’

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Date / Time	Title & key foci	School Audience
<b>Wednesday, 30 September 2015</b>  13:00 – 16:00	<b>Proving Improvement</b> <ul style="list-style-type: none"> <li>• Planning, implementing effective improvement actions</li> <li>• Monitoring &amp; evaluating impact</li> <li>• Working effectively with Ofsted &amp; HMI</li> </ul>	Headteacher Senior Leadership Team Chair of Governors
<b>Wednesday, 04 November 2015</b>  13:00 – 16:00	<b>Improving the Quality of Teaching &amp; Learning (1)</b> <ul style="list-style-type: none"> <li>• Improving classroom pedagogy</li> </ul>	Headteacher Senior Leadership Team Chair of Governors
<b>Wednesday, 02 December 2015</b>  13:00 – 16:00	<b>Improving the Quality of Teaching &amp; Learning (2)</b> <ul style="list-style-type: none"> <li>• Assessment &amp; the curriculum</li> <li>• EYFS curriculum</li> </ul>	Headteacher Senior Leadership Team Subject Leaders
<b>Wednesday, 27 January 2016</b>  13:00 – 16:00	<b>Effective Governance (1)</b> <ul style="list-style-type: none"> <li>• Update on statutory requirements</li> <li>• Effective Governance &amp; Ofsted</li> <li>• School Development Planning</li> </ul>	Headteacher Chair of Governors 2 Governors
<b>Wednesday, 09 March 2016</b>  13:00 – 16:00	<b>Improving Leadership &amp; Management</b> <ul style="list-style-type: none"> <li>• Middle leadership – expectations</li> <li>• Leading &amp; managing in the middle</li> </ul>	Headteacher Senior Leadership Team Subject leaders
<b>Thursday, 21 April 2016</b>  13:00 – 16:00	<b>Effective Governance (2)</b> <ul style="list-style-type: none"> <li>• Monitoring &amp; Evaluation</li> <li>• School visits</li> </ul>	Headteacher Chair of Governors 2 Governors

WISP + WIA

# Impact



Outcomes for WISP in Wiltshire so far.....

- 48 schools have been part of WISP
- 41 are now Good
- 5 schools now academies
- 1 school amalgamated
- 1 school remains RI

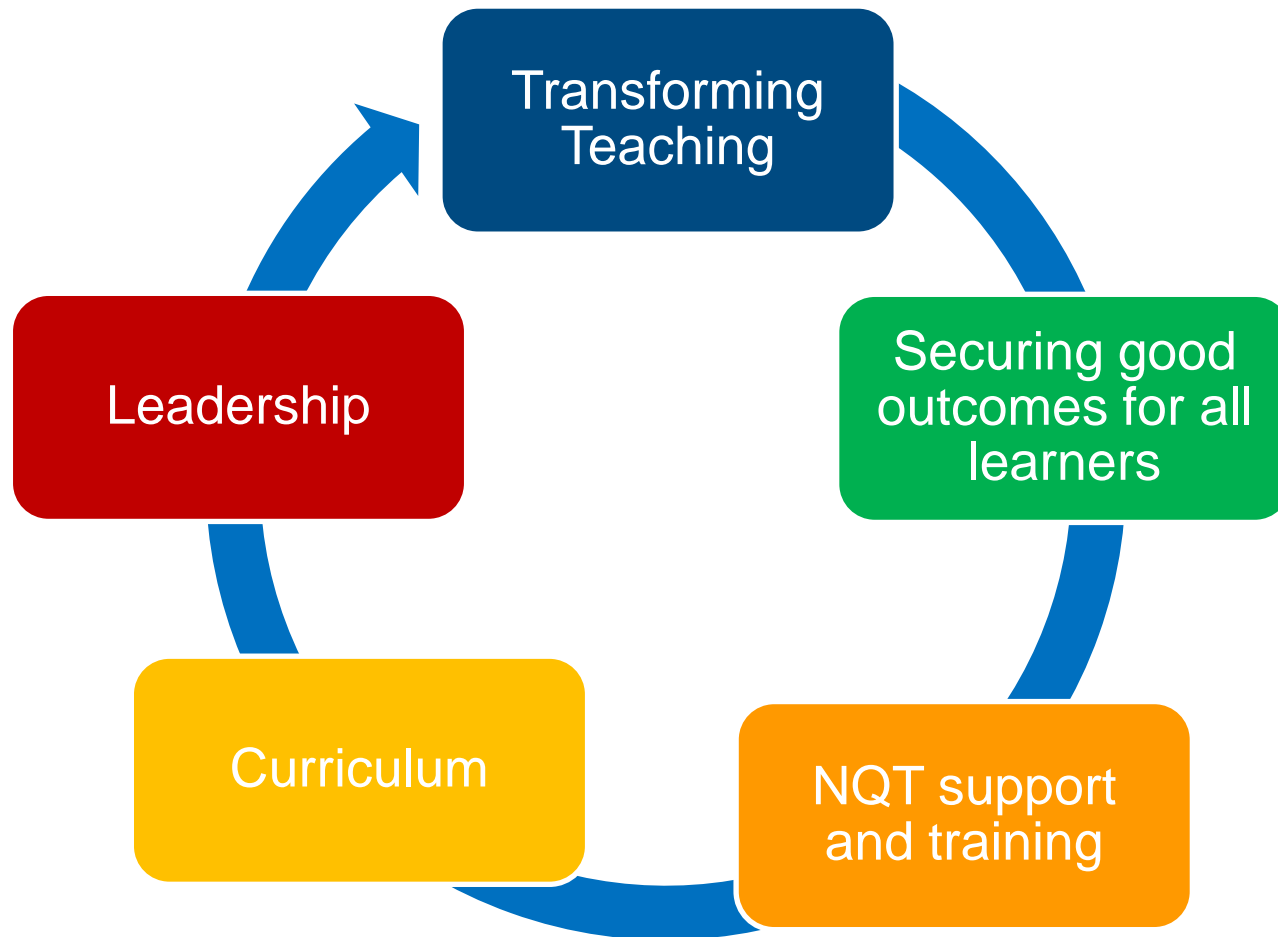
*“The school is part of the Wiltshire Improving Schools Partnership and through this it has received a high level of effective support from the local authority. Leaders have welcomed this support in their drive to improve the school.”*

July 2015





# Continual Professional Development





# Continual Professional Development



Provider	Contact Details
<b>Wiltshire Local Authority</b>	Course details: <a href="http://www.wiltscpd.co.uk/cpd/">http://www.wiltscpd.co.uk/cpd/</a> Enquiries: Debra Chant 01225 713881
<b>The Mead Teaching School Alliance</b>	Sarah Crowther (Teaching Schools Administrator) 01225 759273 <a href="mailto:scrowther@themead.wilts.sch.uk">scrowther@themead.wilts.sch.uk</a> <a href="http://www.themeadteachingschool.org.uk/the-big-six/cpd">www.themeadteachingschool.org.uk/the-big-six/cpd</a>
<b>North Wilts Teaching School Alliance</b>	Rhiannon Hayden (Teaching Schools & Teacher Development Administrator) <a href="mailto:Rhayden@rwba.org.uk">Rhayden@rwba.org.uk</a>
<b>Pickwick Learning Teaching School Alliance</b>	Course details: <a href="http://www.pltsa.co.uk">www.pltsa.co.uk</a> Andrea Phillips (Teaching Schools Administrator) <a href="mailto:aphillips@corsham-pri.wilts.sch.uk">aphillips@corsham-pri.wilts.sch.uk</a> / 01249 712387
<b>Avon Teaching School Alliance</b>	Alison Simpson (Teaching School Manager/Assistant Head) <a href="mailto:asimpson@malmesbury.wilts.sch.uk">asimpson@malmesbury.wilts.sch.uk</a>

# Transforming Teaching Programme



## The Modules

- How Mindsets can underpin effective learning
- Developing Active Learning Strategies
- Formative Assessment as a tool for excellence
- The role of Questioning and Talk in the classroom
- Engagement, Challenge, Marking and Feedback

What does the research tell us?

Action research in the classroom



# Actions which have impact.....

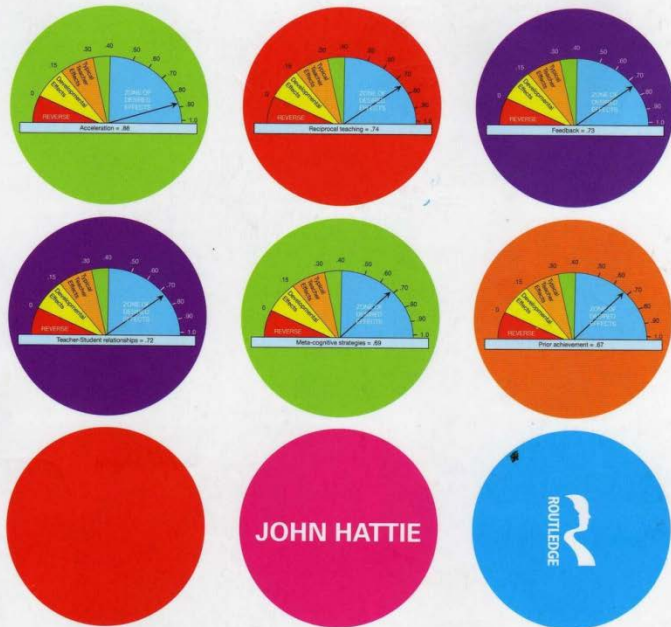


- What does the research tell us?



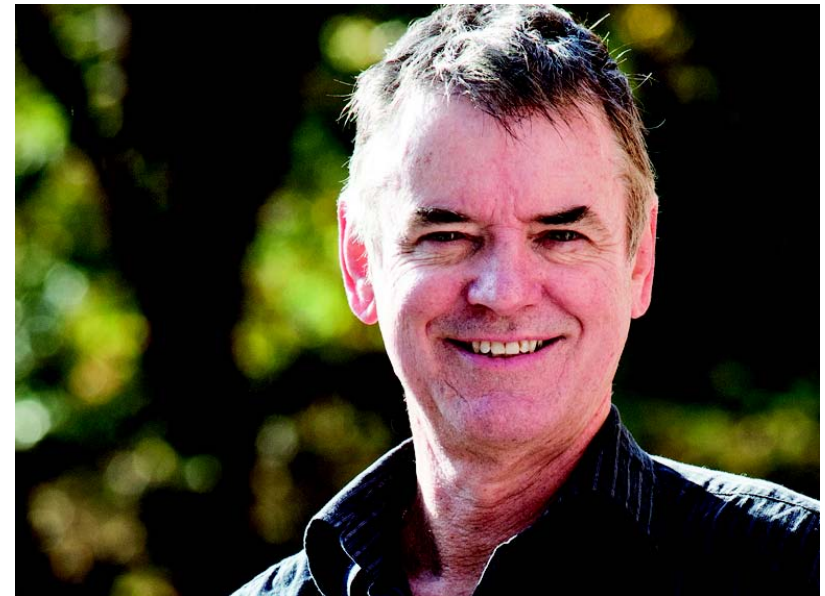
# VISIBLE LEARNING

A SYNTHESIS OF OVER  
800 META-ANALYSES  
RELATING TO ACHIEVEMENT

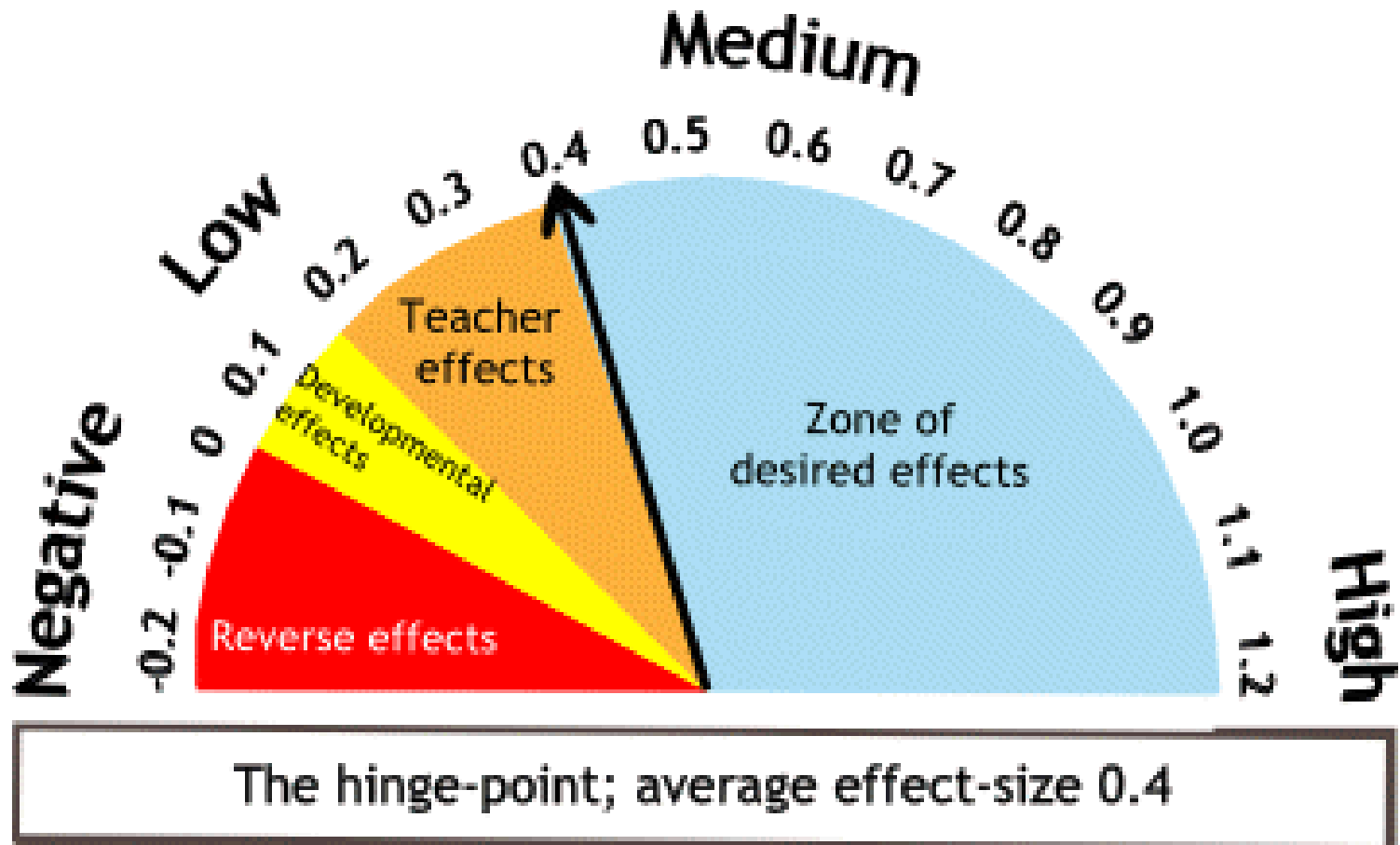


## Visible Learning Effects

### John Hattie (2011)



# What makes the difference?



# Influences on attainment

Ability grouping

Teacher clarity

Class size < 30

Problem solving approach

Moving to a different school

Spaced v mass practise

Homework

Formative evaluation

Teacher-student relations

Staying at home

CPD

Acceleration

Retention

Challenge of goals

Gender

Parental involvement in learning

Parental aspirations for  
achievement

Summer Holidays

Feedback

Assessment Literate Children



# What the data says

Ability grouping	<b>0.1</b>	Acceleration	<b>0.72</b>
Teacher clarity	<b>0.75</b>	Retention	<b>-0.18</b>
Class size < 30	<b>0.2</b>	Challenge of goals	<b>0.52</b>
Problem solving approach	<b>0.61</b>	Gender	<b>0.12</b>
Moving to a different school	<b>-0.36</b>	Parental involvement	<b>0.51</b>
Spaced v mass practise	<b>0.71</b>	Parental aspirations for ach.	<b>0.8</b>
Homework	<b>0.29</b>	Summer Holidays	<b>-0.2</b>
Formative evaluation	<b>0.9</b>	Feedback	<b>0.75</b>
Teacher-student relations	<b>0.72</b>	Assessment literate children	<b>1.44</b>
Staying at home	<b>0.15</b>	CPD	<b>0.62</b>

# Know thy impact



Effect size = average (time 2) – average (time 1)

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Average spread (sd)

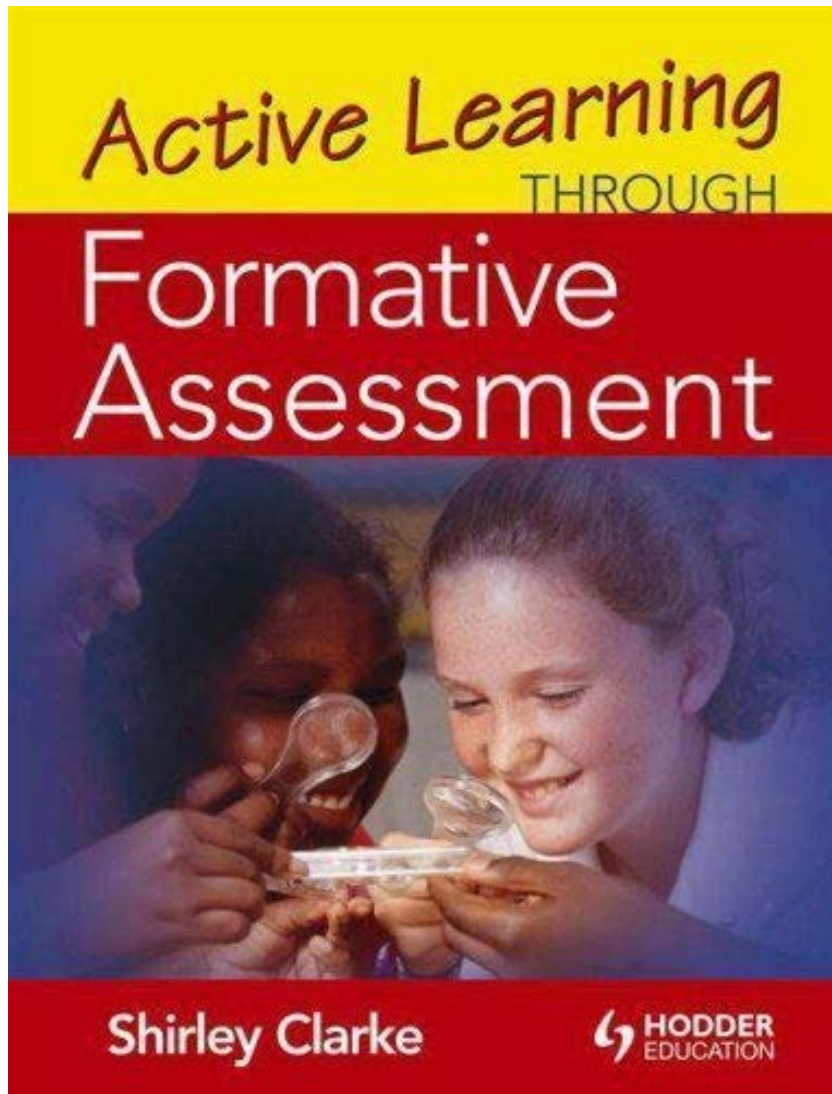


# Good → Outstanding

Good (2)	Outstanding (1)
<p>Teachers use their secure subject knowledge to plan learning that sustains pupils' interest and challenges their thinking. They use questioning skilfully to probe pupils' responses and they reshape tasks and explanations so that pupils better understand new concepts. Teachers tackle misconceptions and build on pupils' strengths.</p>	<p>Teachers demonstrate deep knowledge and understanding of the subjects they teach. They use questioning highly effectively and demonstrate understanding of the ways pupils think about subject content. They identify pupils' common misconceptions and act to ensure they are corrected.</p>
<p>Teachers use effective planning to help pupils learn well. Time in lessons is used productively. Pupils focus well on their learning because teachers reinforce expectations for conduct and set clear tasks that challenge pupils.</p>	<p>Teachers plan lessons very effectively, making maximum use of lesson time and coordinating lesson resources well. They manage pupils' behaviour highly effectively with clear rules that are consistently enforced.</p>
<p>In lessons, teachers develop, consolidate and deepen pupils' knowledge, understanding and skills. They give sufficient time for pupils to review what they are learning and to develop further. Teachers identify and support effectively those pupils who start to fall behind and intervene quickly to help them to improve their learning.</p>	<p>Teachers provide adequate time for practice to embed the pupils' knowledge, understanding and skills securely. They introduce subject content progressively and constantly demand more of pupils. Teachers identify and support any pupil who is falling behind, and enable almost all to catch up.</p>
<p></p>	<p>Teachers check pupils' understanding systematically and effectively in lessons, offering clearly directed and timely support.</p>
<p>Teachers give pupils feedback in line with the school's assessment policy. Pupils use this feedback well and they know what they need to do to improve</p>	<p>Teachers provide pupils with incisive feedback, in line with the school's assessment policy, about what pupils can do to improve their knowledge, understanding and skills. The pupils use this feedback effectively.</p>

# Active Learning Through Formative Assessment

Shirley Clarke 2008

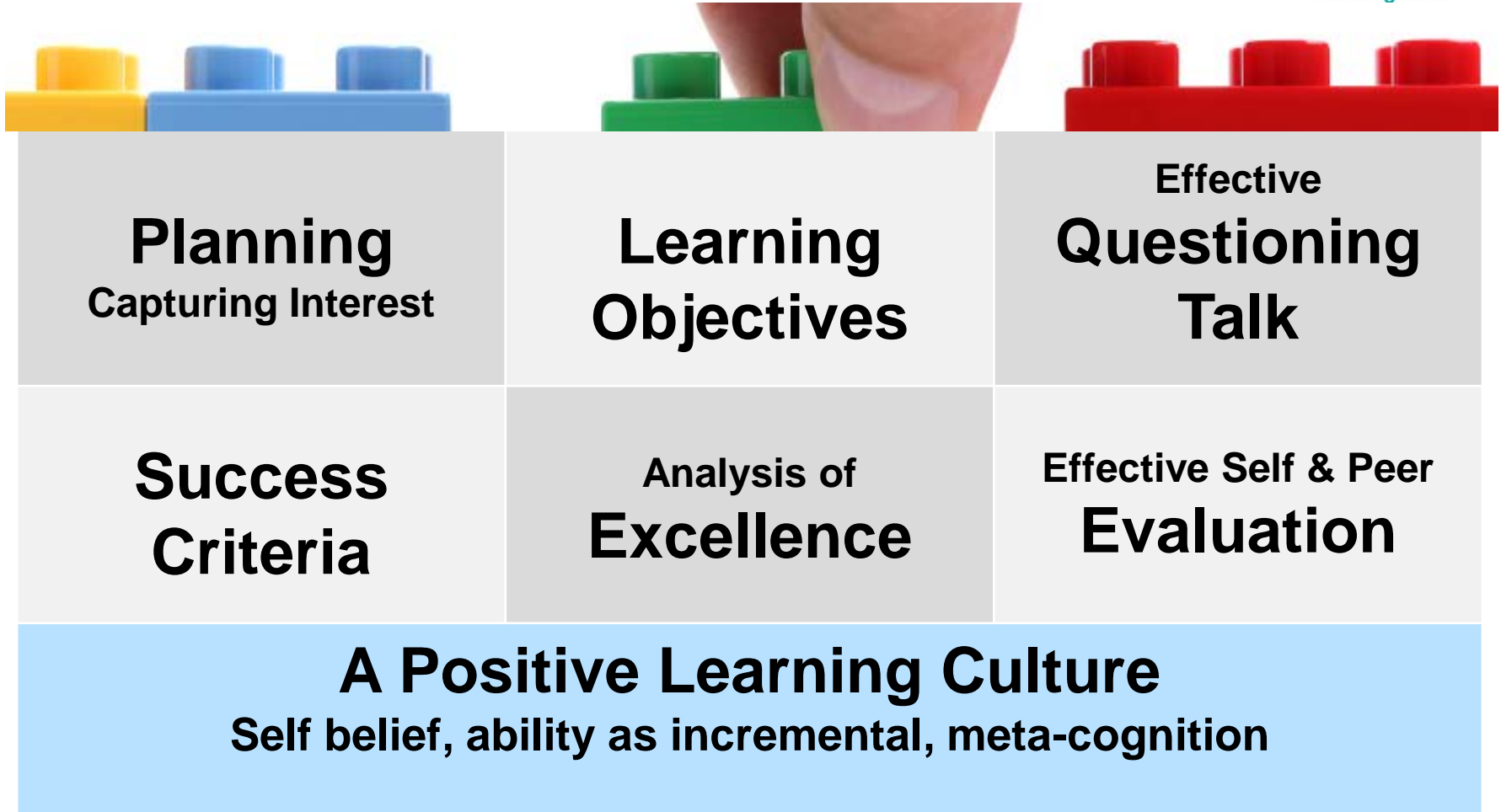






## **A Positive Learning Culture**

**Self belief, ability as incremental, meta-cognition**





# Formative Assessment

<b>Planning</b> Capturing Interest	<b>Learning Objectives</b>	Effective <b>Questioning Talk</b>
<b>Success Criteria</b>	Analysis of <b>Excellence</b>	Effective Self & Peer <b>Evaluation</b>

## A Positive Learning Culture

Self belief, ability as incremental, meta-cognition



# Developing a learning culture

*“All learners need self-belief and the ability to reflect on how they learn for that learning to be successful.”*



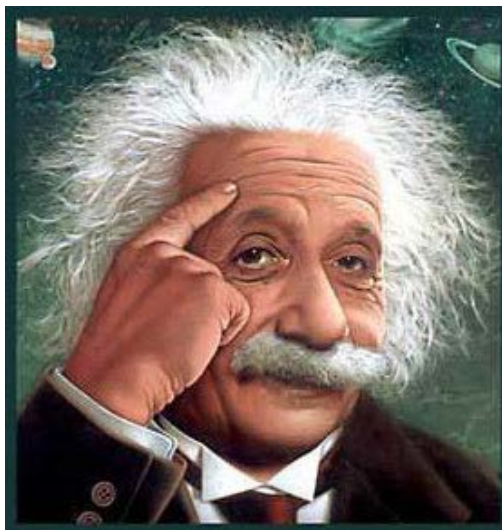
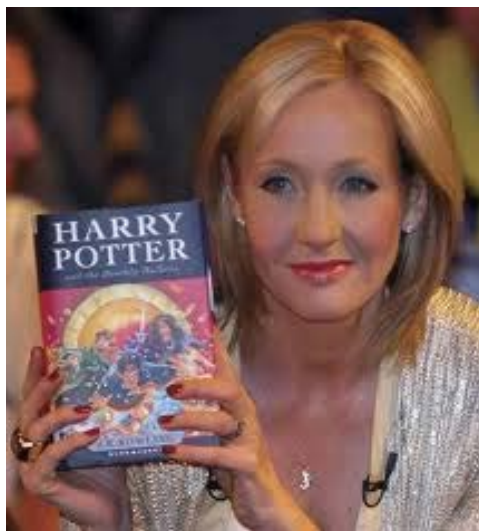
# Characteristics





**FIXED OR**  
**GROWTH**  
**MINDSET?**



5:48



9.10

Fixed Mindset	Growth Mindset
	
Intelligence is static	Intelligence is expandable
I must look clever	I want to learn ore
Avoids challenges	Embraces challenges
Gives up easily	Persists in the face of set backs
Sees effort as pointless	Sees effort as the way
Ignores useful criticism	Learns from criticism
<p><i>Likely to plateau early and achieve less than full potential</i></p>	<p><i>Reaches ever higher levels of achievement</i></p>

# Developing a Growth Mindset



- Establish current mindsets
  - Introduce fixed/growth mindset
  - Understand how the brain works
- Praise effort/achievement not ability
  - Be conscious of the language used and its effect
  - Explore role models which demonstrate hard work
- Avoid external rewards
  - Reinforce steps of learning
  - Celebrate the journey of learning



# Effective starts to lessons

- Questions
- Activities-involving children
- **Learning Objectives**
- Success Criteria
- Discussing Excellence



# Discuss



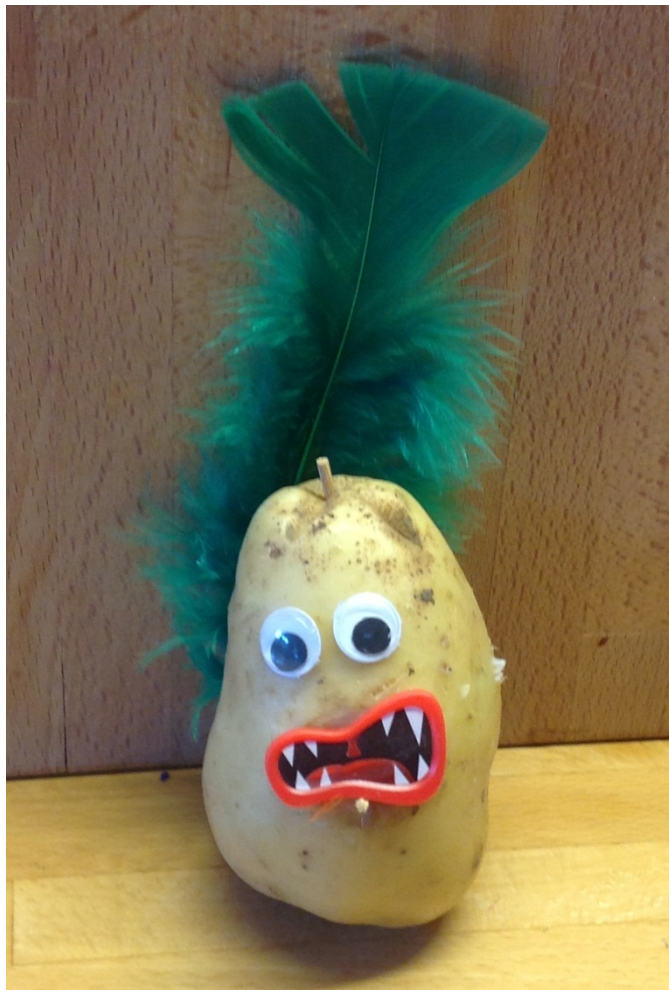
# Effective starts to lessons

- Questions
- Activities
- Learning Objectives
- **Success Criteria**
- Discussing Excellence



# Success criteria – why bother?











# Success criteria

Assessment	Required characteristics
Excelling	Potato shape significantly altered
Exceeding	Weight supported on legs
Expected	Additional decorative features
Developing	Additional body features e.g. ears, tail, wings, feet, legs
Emerging	Facial features e.g. eyes, nose, mouth

# Effective starts to lessons

## Success Criteria

*“Once children have success criteria, they have a framework for a formative dialogue, with other peers or teachers which enable them to:*

- *Ensure understanding*
- *Identify success*
- *Know what makes excellence*
- *Determine difficulties*
- *Discuss strategies for improvement*
- *Reflect on progress*

Shirley Clarke, 2013

# Clarifying the learning

- The reason – pupils are clear about *how* to succeed
- Language
  - Steps to success
  - What makes good
  - How will I be successful
  - Success criteria

*“Pupils are eager to know how to improve their learning. They capitalise on opportunities to use feedback, written or oral, to improve.”*

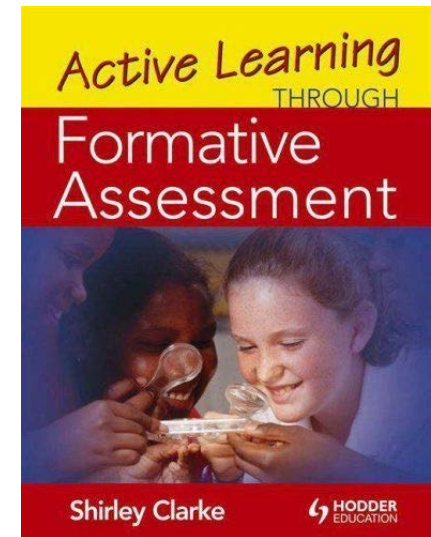


# Active Learning Through Formative Assessment

Shirley Clarke 2008

"The best device available is a Visualiser... Visualisers have provided the technical answer for projecting work, so we can analyse pieces of work which were too small for everyone to see at once."

p.121



## Hattie

Assessment literate children **1.44**

Visualisation **0.55**



Intro

# Involving the children...

- Hide & Reveal
- Demonstrate
- Model the task
- Doing it wrong
- Presenting something 'wrong' or 'incomplete'
- An excellent product
- Comparing products (for closed literacy L.O.s)
- Up levelling

# Judging teaching over time



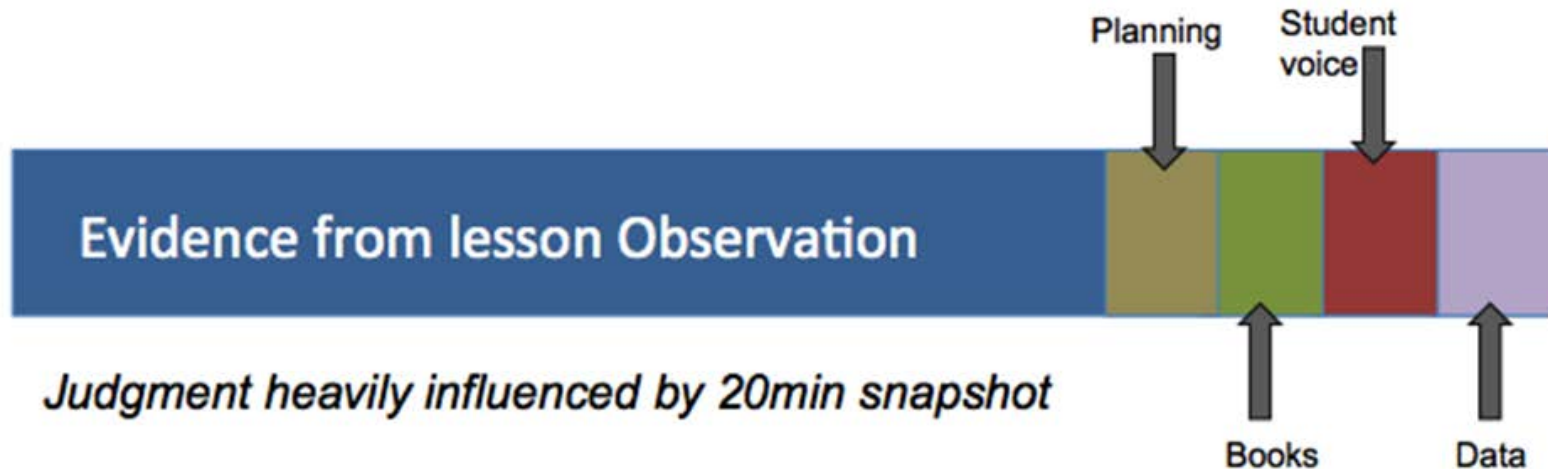
“Inspectors will use a considerable amount of first-hand evidence gained from observing pupils in lessons, talking to them about their work, scrutinising their work and assessing how well leaders are securing continual improvements in teaching.”

Ofsted handbook 2015

Improving teaching needs to move much more toward rewarding teaching that has **strong habits that typically create learning conditions that enable students to consistently make good progress.**

...not in 20 minutes

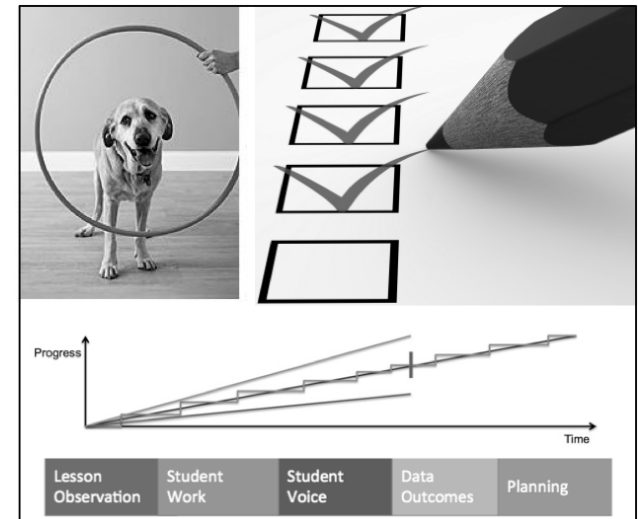
# Are they getting a good deal?



*Judgment influenced by progress over time and typicality of teaching*

Progress over time is good or better	Lesson has the conditions to generate good progress over time	
Progress over time is good or better	Lesson does not reflect the conditions required to achieve good or better progress over time	
Progress over time for a significant minority is below expected progress	Lesson has the conditions to generate good progress over time	
Progress over time for a significant minority is below expected progress	Lesson does not reflect the conditions required to achieve good or better progress over time	

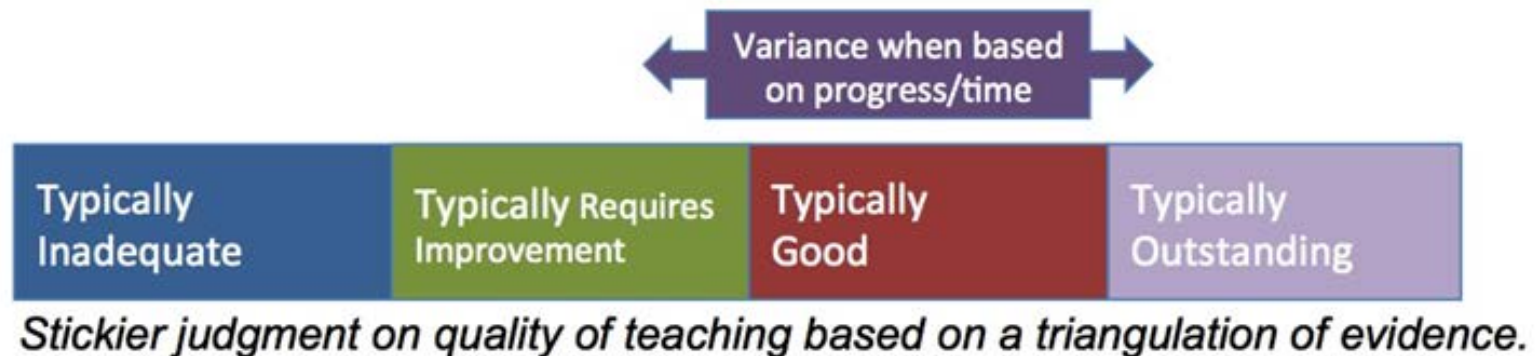
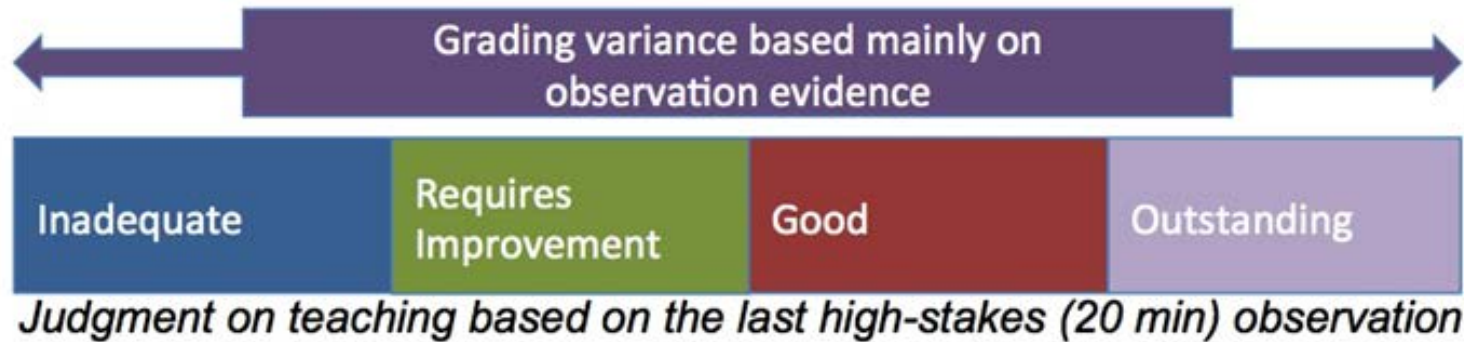
*Where teaching uses effective approaches and habits that secure progress over time the evidence **will always be in books, in the planning, in the student voice, the routines, shown in the quality of feedback, in the purpose and meaningfulness of the learning journey.***



[www.bba.bristol.sch.uk/judge-teaching-over-time-not-over-20-minutes/](http://www.bba.bristol.sch.uk/judge-teaching-over-time-not-over-20-minutes/)



# Typicality and habits





...and finally

