

## **Report for Education Attainment Scrutiny 6 October 2014**

### **Review of the education attainment programme including the KRM Programme**

#### **Corrections**

Paragraph 12

The final bullet point has been changed from:

- Some schools needed to supplement the programme, for example schools felt they needed to continue with guided reading.

To:

- Some schools felt they needed to supplement the programme, for example schools felt they needed to continue with guided reading. However, the programme consultants felt that this approach was not compatible with KRM reading.

Paragraph 20 has been changed from:

The results from this year's Key Stage 1 assessments and phonics are presented in Annex 1. These results indicate that all schools in the project have made progress since the start of the project in Autumn 2012. Overall results for the schools have risen as follows

To:

The results from this year's Key Stage 1 assessments for all schools are presented in Annex 1. These results indicate that all schools in the project have made progress since the start of the project in Autumn 2012.

From

Paragraph 21 has been changed from:

Over the two years, reading has increased by 4 percentage points, writing by 10 and maths by 8 percentage points. This is good progress and some schools have made accelerated progress. The results of the two schools doing KRM maths are now above the national average and both have reached the City Council's target of 95% level 2 and above in maths. Others have moved closer to the average, but not all schools have improved.

To

Across all the schools in both the KRM and Leadership for Learning project, over the two years, reading has increased by 4 percentage points, writing by 10 and maths by 8 percentage points. This is good progress and some schools have made accelerated progress. The results of the two schools doing KRM maths are particularly impressive and are now above the national average and both have reached the City Council's target of 95% level 2 and above in maths. The school implementing KRM Writing improved by 20 percentage points in the last year. Others have moved closer to the average, but not all schools have improved.

Paragraph 22 has been changed from:

The school has experienced significant change this year and has not had sufficient leadership capacity to drive speedy improvement. They have also not been able to participate in the leadership programme so far this year, although the Leadership for Learning programme has offered support in September with coaching training and action learning sets.

To:

In addition, one of the schools did not fully implement the module of the programme focused on individual assessment. The Academy has experienced significant change this year and has not had sufficient leadership capacity to drive speedy improvement. They have also not been able to participate in the leadership programme so far this year, although the Leadership for Learning programme has offered support in September with coaching training and action learning sets.

Paragraph 23 has been changed from:

The attainment results demonstrate that the programme has been a partial success. The main difficulties continue to be the huge challenges these schools have in recruiting staff, particularly middle and senior leaders. There needs to be sufficient senior leadership capacity in schools to drive improvement.

To:

The main difficulties in helping schools to raise attainment continue to be the huge challenges these schools have in recruiting staff, particularly middle and senior leaders. There needs to be sufficient senior leadership capacity in schools to drive improvement.