

School Effectiveness Priorities 2015 – 2016 – Achieving Excellence Together

1. Every school will be judged good or outstanding – there will be minimal variation in the quality of education provided

- Develop understanding of new assessment and accountabilities – promoting high expectations and consistent practices in every year/phase
- Strengthen opportunities for good schools to become outstanding and maximise engagement in primary and secondary phase
- Strengthen the effectiveness of school governance through high quality recruitment, induction and training
- Develop the role of Primary School Improvement Strategy group in raising expectations
- Build on strengthen existing systems to identify risks early and target appropriate support/challenge

2. Every school will have the highest expectations for the well-being, progress and achievement of learners – significantly reducing the gaps between groups of children and their peers**Early Years and Primary**

- **EYFS priority to be inserted**
- Accelerate progress and achievement in reading and writing KS1 and KS2
- Maintain upward trajectory of improvement in mathematics KS1 and KS2
- Reduce cross-school variation in progress measures by promoting more robust and consistent use of comparative data to set high expectations
- Improve progress of most able KS1 and KS2 R W M
- Deepen analysis and identification of underachieving Indian pupils KS1, KS2
- Improve progress and achievement of Black African pupils KS1, KS2
- Improve progress and outcomes for pupils with SEN statements KS2
- Continue to close the gap between disadvantaged pupils and their peers at every key stage especially White PP pupils
- Reduce variation in quality of provision and outcomes for children with SEND

Secondary

- Improve the percentage of pupils gaining full Level 2 qualification at KS4
- Improve the percentage pupils gaining English and mathematics by 19
- Increase the number and range of progression pathways at L2 and L3 to enhance progression and employability including number taking STEM at L3
- Reduce cross-school variation in progress measures by promoting more robust and consistent use of comparative data to set high expectations
- Improve progress of middle attainers KS2 to KS4 especially boys and Black Caribbean
- Improve attendance, progress and achievement of GRT pupils
- Continue to close the gap between disadvantaged pupils and their peers at every key stage especially White PP pupils
- Reduce variation in quality of provision and outcomes for children with SEND

Special

- Maintain high levels of pupil progress and develop consistent approaches to assessment beyond levels

Broader achievement and well-being

- Increase access to leadership tools and approaches to promote best safeguarding practices
- Increase schools' access to high quality tools and training to promote personal development, health and well-being
- Increase number of schools effectively monitoring and evaluating their extended service provision
- Further develop the range and reach of extended services to maximise parental participation to support school improvement priorities
- Expand the enrichment opportunities available to primary and special school pupils with a focus on aspirations and enterprise
- Increase the number of schools effectively monitoring and evaluating their extended service provision
- Strengthen the use of technology through the curriculum and number of schools delivering Computing Curriculum KS2

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<ul style="list-style-type: none"> • Significantly improve the percentage of primary-aged children who have the opportunity to learn a musical instrument through whole class teaching • Significantly increase the number of schools engaged in singing programmes with access to choirs and ensembles • Ensure that every child has access to progression routes and ensembles to develop musical ability • Significantly increase the number and range of opportunities to access ensembles at different levels
<p>3. Every school and provider will address gaps in the quality of provision and progression pathways for children and young people with SEND to secure the very best inclusive practices</p>
<ul style="list-style-type: none"> • Improve consistency of leadership for SEN and raise expectations in primary and secondary phase through robust peer review and leadership tools • Improvement achievement of statemented pupils at end KS4 • Improve access for pupils with SEN and low attainment to appropriate pathways Level 1, Level 2 mainstream • Improve progression pathways and retention rates from special schools to P16 providers • Improve the quality and consistency of ARP in accelerating pupil progress through effective mainstream links especially in secondary phase • Strengthen assessment beyond levels in special schools • Further strengthen SENCo training programme and access to National Award in primary and secondary phase
<p>4. Ealing will be recognised as a leading LA in promoting educational excellence through providing, brokering and commissioning high quality educational services, innovation and high quality leadership in partnership with schools</p>
<ul style="list-style-type: none"> • Develop range and quality of training programmes and networks for NQTs, Recently Qualified Teachers, early leaders – middle leaders – senior leaders across phases • Strengthen opportunities for cross-phase leadership in relation to key priorities – reading, writing, mathematics • Strengthen the role and capacity of headteacher leaders in school improvement strategy groups and in providing direct support to schools other than their own • Maintain high levels of satisfaction across all areas of service delivery to maintain current income levels and immediately address areas deemed to require improvement • Enhance the capacity of Ealing’s Teaching School Alliances to provide high quality professional development for Ealing schools • Support the recruitment and retention of teachers in Ealing schools • Sustain high quality information, guidance and training to develop the school workforce • Further develop EGfL as central communication hub • Contribute to Council-wide (WLA) strategy to link education ambitions to Employment and Skills Strategy (preparing for P16 Review)

19/10/2015