

Sandwell Priority Area Draft Delivery Plan – *for discussion*

This paper proposes potential approaches to address the themes identified in the local needs analysis. It is intended to prompt discussion to help ensure we systematically identify programmes and practices that will make a difference and contribute towards improving KS2 and KS4 outcomes.

Questions to consider:

- What is the best way to address the themes? Do we have evidence that we can make a difference?
- How should we deliver it?
- How will we know we are making progress?
- How much of our 'local needs' funding should we allocate to each theme?
- How will we engage schools?
- Which schools will be involved in which priorities?

The change: what needs to change in the classroom to improve KS2/KS4 curriculum?	The activity: what will we deliver, and who will deliver it?	Success criteria: how will we know we've been successful? How will we maximise impact?	Metrics and costs: how will we know we are on track, and how much will it cost?
<p>1. English and maths curriculum: Not enough pupils achieve strong outcomes at KS4 with 54.4% achieving level 4 and above, (10% below national expectations) and 30.5% achieving level 5 and above, (12% below national expectations). Attainment 8 scores have been consistently below national averages, with an increasing gap to 4.5 points. In part, this is because not enough pupils in KS3 have the level of reading skills required to access a broad and balanced curriculum. Transition from KS2 to KS3 is not as effective as it could be, and some groups of children do not continue to make the good progress they make in primary schools when they move to secondary schools. Not enough pupils achieve well at the end of Key Stage 2, with 62% of pupils achieving the standard across reading, writing and maths and reading progress being consistently weaker than maths and writing, over time.</p>			
<p>A. Improving the curriculum offer- primary and secondary</p>	<p>i. School identification from quality assurance, school- based audit to identify best practice and data analysis carried out by NLEs/ external advisors and system leaders- clear action plans created</p> <p>ii. Utilise existing networks and develop further high- quality professional forums for collaboration, led by skilled facilitators to develop curriculum frameworks and resources with a clear focus and purpose beginning with English and Maths – including digital resources (eduu school/ ask OLA)</p> <p>iii. Develop networks across mainstream and specialist provision to adapt and ensure curriculum meets the needs of SEND learners-with external high-</p>	<p>English and maths' leads actively attend networks and good practice is shared</p> <p>Curriculum offer is strengthened, and additional high quality digital resources used in combination with Oak National Academy resources</p> <p>Collaborative practise results in improved provision for SEND learners</p>	<p>Increased attendance rates</p> <p>Improved curricula offer</p> <p>Improved outcomes KS2/4</p> <p>Improved outcomes for SEND learners</p>

	quality facilitators		
B. Ensure continuity of learning and progress for learners KS2 to KS3	<p>i. KS2 practitioners to share standards and end of the KS2 reading, writing and maths expectations the with KS3 colleagues at collaborative network events- training for KS3 colleagues – Team teaching opportunities Y6/Y7- both ways- classroom and sharing examples of work- HAP provision</p> <p>ii. Support Local Authority Transition work KS2/3 on reading, writing and maths</p> <p>iii. Identify pupils who are not at the expected KS2 levels (including SEND) and match with specific targeted interventions</p>	<p>Improved continuity of provision</p> <p>Active collaboration between colleagues including LA</p>	<p>Improved outcomes KS2</p> <p>Long term improvements in KS4 outcomes</p>
C. Develop maths provision	<p>i. Diagnostic assessment of maths outcomes and provision at primary and secondary phases</p> <p>ii. Collaboration with Maths Hub to provide bespoke CPD for identified schools and staff</p> <p>iii. Development of maths leads to share best practise including Maths Mastery, Century Learning, White Rose Maths to strengthen provision –invest in trained facilitators- launch training around</p>	<p>Maths leads actively share good practise</p> <p>Engagement with Maths Hub increased</p> <p>Programmes implemented within schools e.g Maths Mastery/ Century/ White Rose Maths</p>	<p>Participation in CPD from Maths Hub monitored</p> <p>Improved outcomes KS2</p> <p>Improved outcomes KS4</p>

	Century		
D. Develop the teaching of reading at KS2 and KS3 ensuring all schools have a consistent approach and staff have the correct knowledge and skills	i. Diagnostic assessment of reading outcomes and audit of provision across primary and secondary phases by expert group commissioned by the Local Partnership Board. ii. Identified schools to implement strategies to support improvements in provision iv. Use identified tools to highlight difficulties in reading effectively and more quickly v. Use of high- quality targeted interventions including EEF recommended low cost/high evidence impact vi. High quality CPD events to ensure staff have the skills to actively teach the skills of reading delivered by reading expert	Literacy practitioners participate in network events and practise is shared Pupils with difficulties mastering reading identified Increased use of EEF interventions Staff more confident in teaching of reading Improved outcomes in reading Alignment with National Tutoring Programme and NPQ for Literacy	Improved outcomes in reading assessments reflected in internal data sets Long term improvements in KS4 outcomes Decrease in the attainment gap KS2 to KS4 Increase in Progress 8
The change: what needs to change in the classroom to improve KS2/KS4 outcomes?	The activity: what will we deliver, and who will deliver it?	Success criteria: how will we know we've been successful? How will we maximise impact?	Metrics and costs: how will we know we are on track, and how much will it cost?
2. Speech, language, and communication development: Not enough pupils enter school with a readiness to learn or the basic speech, language and communication skills, resulting in lower outcomes at the end of Reception year. This has been exacerbated by pupils not being able to access provision during covid times. In 2019 The percentage of pupils reaching a good level of development (GLD) on the Early Years Foundation Stage Profile (EYFSP) was 65.2% (6.5 points below national) and reaching at least the expected			

standard across all the early learning goals (ELG) 66.8%, five points below national levels. Good early communication and language skills are essential to ensure strong outcomes throughout the primary and secondary phases and into adulthood. We know at KS1 the percentage of pupils in Sandwell reaching the expected standard across all subjects is below national expectations, as it is in KS2 at 62% joint target and there is significant widening of the gap with KS4 outcomes.

<p>A. Enhanced teacher and teaching assistant (TA) capability to support speech and language requirements in Early Years to meet increased pupil needs.</p>	<p>i. Diagnostic assessment and quality assurance undertaken by NLEs/outstanding system leaders/experts with excellent skill set leading to identification of schools and secure understanding of provision across settings</p> <p>ii. Training for early years staff in the identified primary schools with lowest GLD outcomes to be able to deliver speech and language interventions confidently and consistently using EEF recommended (<i>low cost / high evidence impact: +6 months</i>) evidence-based strategies.</p> <p>iii. Training for early years staff in the identified primary schools with highest GLD outcomes to be able to support other schools with speech and language interventions confidently and consistently using EEF recommended</p>	<p>Schools identified</p> <p>Teaching assistants from identified schools trained in selected programmes.</p> <p><i>We will maximise the impact through alignment with:</i> Sandwell's Speech, Language and Communication Needs Pathway through the Local Authority; NELI; English Hub support for phonics; <i>Uptake up of the Early Years NPQ.</i></p>	<p>Increased pupils meeting the expected standard in the phonics screening check at KS1 and through internal assessment data</p> <p>Improved outcomes KS2/4</p> <p>Improved outcomes in EYFS</p>
--	--	---	--

	interventions		
B. Early Identification of need	<p>i. Establish a Brokerage structure that allows us to create capacity in our system to support others.</p> <p>ii. Specialist staff in Special Provision /Research School provide training for mainstream colleagues in identified primary schools to identify pupils' needs early and to support need</p>	<p>Learners' needs are identified early</p> <p>Mainstream staff are confident in identifying need and adapting provision accordingly</p>	Improved outcomes for learners at KS2 and KS4
C. Accelerating 'readiness to learn' through additional out of school support through the Borough wide strategy	i. Linking with the LA and DfE Family Hubs Programme through their 'Hub and Spoke' approach to engaging hard to reach families across the borough	<p>Working with the LA to:</p> <p>Raise the levels of quality first teaching</p> <p>Developing the Early Literacy Programme</p> <p>Linking with the team of Family Hub workers</p> <p>Linking with Youth Services</p> <p>Identify SEND needs at the earliest opportunity</p>	Increased engagement in Family Hubs programmes
D. Supporting 'readiness to learn' through the Local Authority renewed focus on improving attendance levels of pupils throughout the Borough	i. Linking with the LA and DfE on attendance priorities by: Promoting the LA attendance messaging;	<p>Consistent messaging around attendance</p> <p>Professionals collaborating on attendance issues</p>	<p>Increase in sign up to the Attendance Portal</p> <p>Increase in attendance levels- decrease in persistent absentee</p>

	<p>Encouraging sign up to the Attendance Portal;</p> <p>Collaborating with Attendance Advisor;</p> <p>Supporting the implementation of the agreed action plan;</p> <p>Producing an 'Attendance Playbook' for schools' attendance officers</p>		<p>(PA) levels</p> <p>increased outcomes at KS2 and KS4</p>
--	---	--	---

The change: what needs to change in the classroom to enable great teaching and learning? (Leadership)	The activity: what will we deliver, and who will deliver it?	Success criteria: how will we know we've been successful? How will we maximise impact?	Metrics and costs: how will we know we are on track, and how much will it cost?
<p>3. Leading Learning and Teaching: Not enough pupils achieve strong outcomes at KS4 with 54.4% achieving level 4 and above, (10% below national expectations) and 30.5% achieving level 5 and above, (12% below national expectations). Attainment and Progress 8 scores have been consistently below national averages, with an increasing gap to 4.5 points. Not enough pupils achieve well at the end of Key Stage 2, with 62% of pupils achieving the standard across reading, writing and maths and reading progress being consistently weaker than maths and writing, over time.</p>			
<p>A. Accelerate teacher effectiveness in English and Maths at KS4 and in reading, writing and maths at KS2</p>	<p>i. Data analysis and identification of schools</p> <p>ii. Bespoke suite of continuing professional learning (CPL) opportunities around a variety of identified themes delivered by effective leaders of system change for staff who are effective and for those who are not yet consistently effective. Link with NPQs/ Teaching School</p> <p>iii. Develop a classroom culture in which teachers and learners understand and actively practice metacognition and develop resilience</p>	<p>Teachers implement better teaching and learning</p> <p>Teachers become more focused on engaging students</p> <p>Teachers will give learners effective feedback</p> <p>Teachers re-organised their lessons for deeper learning</p> <p>Professional knowledge of metacognition strategies and fit</p> <p>Ability to apply the metacognition research and implement effectively</p>	<p>Improved outcomes at KS2 and KS4</p> <p>Improved attendance levels</p>
<p>B. Collective and instructional leadership-creating the right effective culture and climate for</p>	<p>i. A range of bespoke CPL opportunities for middle and senior leaders led by skilled</p>	<p>Improved learning culture</p>	<p>Improved outcomes at KS2 and KS4</p>

thriving learners and practitioners	local and national experts focussed on how to 'create the right effective culture and climate for thriving learners and practitioners' Link with Billesley Research School offer	clarity and coherence across communications, systems, and processes Shared focus on improving learner outcomes Enactment of a classroom culture where teachers and learners practice metacognition in their learning	
C.Improved collaboration and sharing of good practise through a digital framework to highlight of areas of strength and areas of improvement and facilitate the brokering of support.	i.An online structure is established through a partnership with an EdTech provider that creates the architecture for all schools to work together.		Improved outcomes at KS2 and KS4