

Key Actions in Response to Identified Priorities for Improvement

The Rotherham School Improvement Service (RoSIS) traded offer to schools contains a range of CPD activities linked to the areas for improvement / priorities identified in paragraph 3.3 of the 2018 Education Performance Outcomes report.

Early Years Key Actions

- To continue our drive to narrow the attainment gap between boys and girls by continuing to engage schools and Early Years settings in the 'Improving Outcomes for Boys in the EYFS' project. Cohort 1 will continue the work developed in 2016/17. Cohort 2 was established September 2017 and a third cohort will start in September 2018.
- New developments for 2018 include 'Early Engagement of boys in pre-school provision', aimed at changing practice and developing learning opportunities which ensure boys are engaged in their learning as early as possible. Additional to this will be 'Developing provision to meeting the needs of the 2 year olds'. This is aimed at narrowing the gap between FSM and non-FSM children.
- Developing links with the South Yorkshire Futures which is aimed at increasing social mobility and specifically focuses on the under 5s provision. The project will consider additional professional development needed in the sector for both PVI and schools.
- In addition to the 'Boy Projects' we are making 'engaging/supporting boys' a feature within existing training and network meetings. Each of the 3 EYFS Foundation Leaders Network Meetings will feature 'top tips' for working with boys and an input about engaging boys in writing and 'Expressive Arts and Design' (the lowest areas of EYFSP outcomes)
- All outreach visits to providers will include a focus on LA priorities related to the improvement in boys' attainment and other target groups e.g. those in receipt of Early Years Pupil Premium funding.
- Early Words Together training provided for foundation stage practitioners by the National Literacy Trust. This programme is designed to equip staff to work with parent carers in developing their child's early language acquisition and preparedness for reading and writing.

Phonics Key Actions

- Teaching and Learning Consultant support including: bespoke training in schools, school based workshops to support parents/carers to help their child to use phonics to decode, central training for Teaching Assistants (TAs), central training for teachers new to the phonics screen check, school based phonics reviews, additional mentoring and support for some phonic leads and phonics training for foster carers.

KS1 Key Actions

- A wide range of reading focussed CPD opportunities e.g. Reading for Enjoyment training provided by the National Literacy Trust and Teaching and Learning Consultant support including: bespoke training in schools for teachers and TAs around the teaching and learning of reading comprehension and mathematics, assessment support for year 2 teachers in literacy and maths, school reading and maths reviews with senior and middle leaders, writing assessment support and moderation, provision of resources (written by LA consultants) to support quality planning in reading and writing, school based

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workshops to support parents/carers when helping their child with reading and mathematics.

- A Targeted Support Workshop with a focus on KS1 reading will be held during the Autumn Term 2018. Consistently high performing schools or those that have improved significantly are invited to deliver short “best practice” workshops to other schools. Invited schools are encouraged before they leave the session that day to draw up an action plan of what they will change in their school following their attendance at the workshop. N.B Targeted Workshops have run since 2013 and have proved over time to have a positive impact on improving the performance of those schools that attend.

KS2 Key Actions

- A wide range of reading focussed CPD opportunities including:
 - National Literacy Trust – Reading for Enjoyment training
 - KS2 Oxford University Press Impact Study
- ‘Enhancing Language Acquisition’ is a project that has run from January 2018 and will continue to April 2019. The project is being delivered by Forge Teaching School Alliance in partnership with Bedrock Vocabulary and RoSIS. It focusses on pupils in Year 4 to Year 9 and is designed to narrow the gap between the performance of disadvantaged and non-disadvantaged pupils in language acquisition and in reading. This project is linked to a successful DfE funded bid and is externally monitored and evaluated by the DfE. Early indications are it is having a positive impact on improving pupil outcomes.
- Over 30 schools are also involved in a project for KS2 and KS3 pupils to improve writing skills particularly of the most disadvantaged pupils. The strategy uses the IPEELL approach which was originally developed in Calderdale, funded by the Education Endowment Fund and evaluated by York and Durham Universities. The launch event and first training session for schools have already taken place in September 2018. Further training sessions are planned. This project was submitted as a bid to the DfE but was unsuccessful. Despite this, it is still going ahead and is being run by RoSIS as a research project with regular monitoring and evaluation of progress.
- Teaching and Learning Consultant support including: bespoke training in schools for teachers and TAs around the teaching and learning of reading comprehension and mathematics, assessment support for year 6 teachers in literacy and maths, school reading and maths reviews with senior and middle leaders, writing assessment support and moderation, provision of resources (written by LA consultants) to support quality planning in reading and writing, school based workshops to support parents/carers when helping their child with reading and mathematics.
- Targeted Support Workshops with a focus on KS2 reading and KS2 mathematics will run during the Autumn Term 2018.

KS4 Key Actions

- Secondary school performance data shared at the Joint Headteachers and the Secondary Headteachers meetings.
- Signposting secondary school leaders to relevant sections of the RoSIS and TSA Directory of Services
- Signposting secondary schools to relevant mathematics support from the South Yorkshire Maths hub.

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- Consulting with secondary school leaders regarding the RoSIS Directory of Services and CPD brochure for 2018-19.

Closing the Gap Actions (All Phases)

- 35 Rotherham senior leaders undertook Nationally Accredited Pupil Premium Reviewer training in November 2017. They include leaders from primary, special and secondary schools. We now have a trained workforce that can undertake Pupil Premium Reviews. As part of the new RoSIS Traded Service offer, schools can opt to have these external reviews into their spending of Pupil Premium funding and its impact on improving children's outcomes. Two have already taken place. Another 23 schools to date have requested these Pupil Premium Reviews to be done during the academic year 2018/19. Five Consultant / Associate Headteachers have been identified to lead all of the reviews. At the end of the academic year the outcomes of disadvantaged children in all of the schools that have Pupil Premium Reviews will be carefully analysed. As well as the review, each school will receive a follow up visit 6 months after the review took place to check on progress made in implementing recommended actions from the review.
- A standing agenda item for termly 1:1 meetings with school leaders (part of the RoSIS traded service offer) will be a focussed discussion around provision for and outcomes of disadvantaged pupils.
- Two primary schools with a strong track record of high performance for disadvantaged pupils have agreed to host school based professional learning sessions to share their best practice.
- A Targeted Support Workshop with a focus on improving the performance of disadvantaged pupils in KS1 and KS2 will be held during the Autumn Term 2018.
- All governing boards to be advised to appoint a designated governor with responsibility for the provision and outcomes for disadvantaged pupils.