

Deputy and Assistant Headteachers' Meeting

Nursery, Primary, Secondary and Special Schools

29 November 2012

Agenda

1. **Welcome** – Mike Horton (LNI West Network)
2. **End of Key Stage Results** – John Paxton (Barnet Narrowing the Gap)
3. **BPSI Updates** – Richard Griggs (BPSI Manager), John Maxwell (Headteacher – Holly Park), Nicola Woolf (Headteacher – Foulds)
4. **Children's Service Restructure** - Chris Brook (LNI South Network)
5. **Feedback from Education Strategy Conference** - Chris Brook (LNI South Network)
6. **Governance within Leadership and Management** – Mike Horton (LNI West Network)
7. **Demonstrating progress** – Neil Marlow (LNI East Network) / Stuart Gray (LNI Central Network)
 - Importance of demonstrating progress
 - In KS3 for pupils who achieve a Level 5 or 6 at the end of KS2
 - In KS2 for pupils who achieve a Level 3 at the end of KS1
8. **Organisation of Pupil Progress Meetings** – Neil Marlow (LNI East Network)
9. **Planning for future Deputy Headteacher support** – Chris Skinner (LNI Central Network)

Primary School Performance Data

Initial analysis

October 2012

Based on unvalidated data

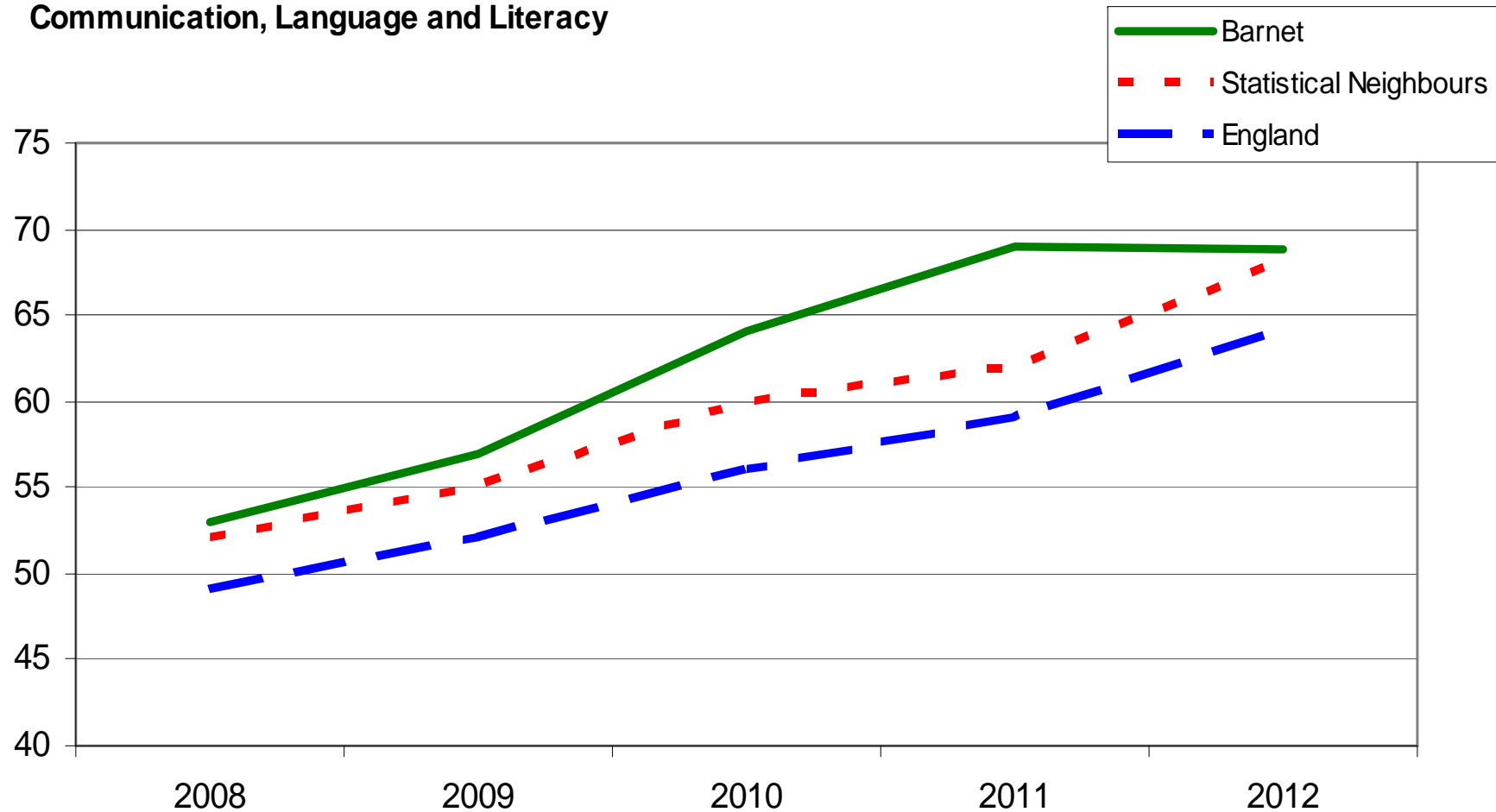
NB: unvalidated data – subject to change

Early Years Foundation Stage

- Overall performance was in line with 2011
- However the gap between us and our statistical neighbours is narrowing
- The gap between the lowest achieving 20% and the rest increased this year. This is after 5 years of continuous reduction in the gap.

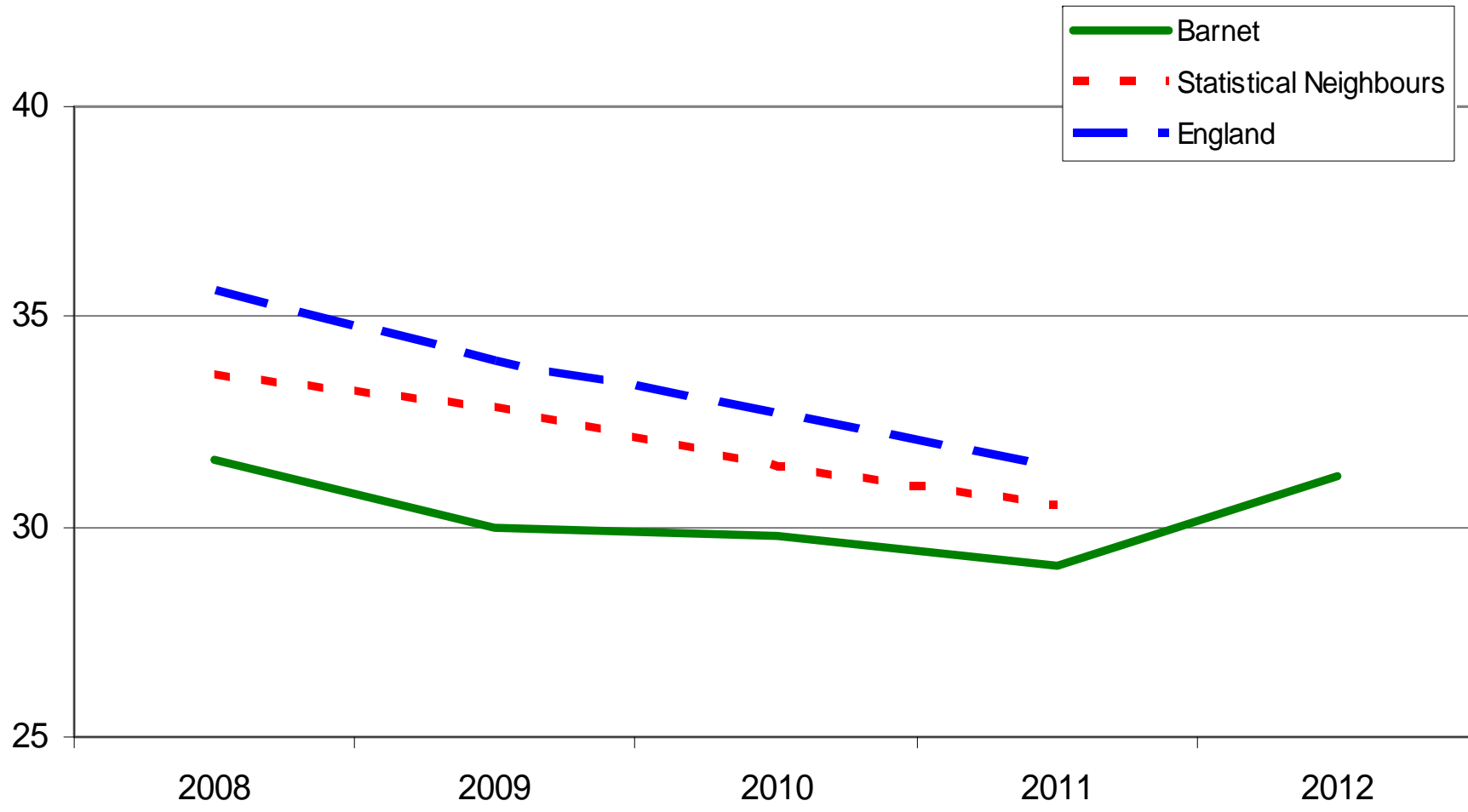
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Achievement of at least 78 points across the Early Years Foundation Stage with at least 6 in each of the scales in Personal Social and Emotional Development and Communication, Language and Literacy



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The gap between the lowest achieving 20% in the Early Years Foundation Stage and the rest

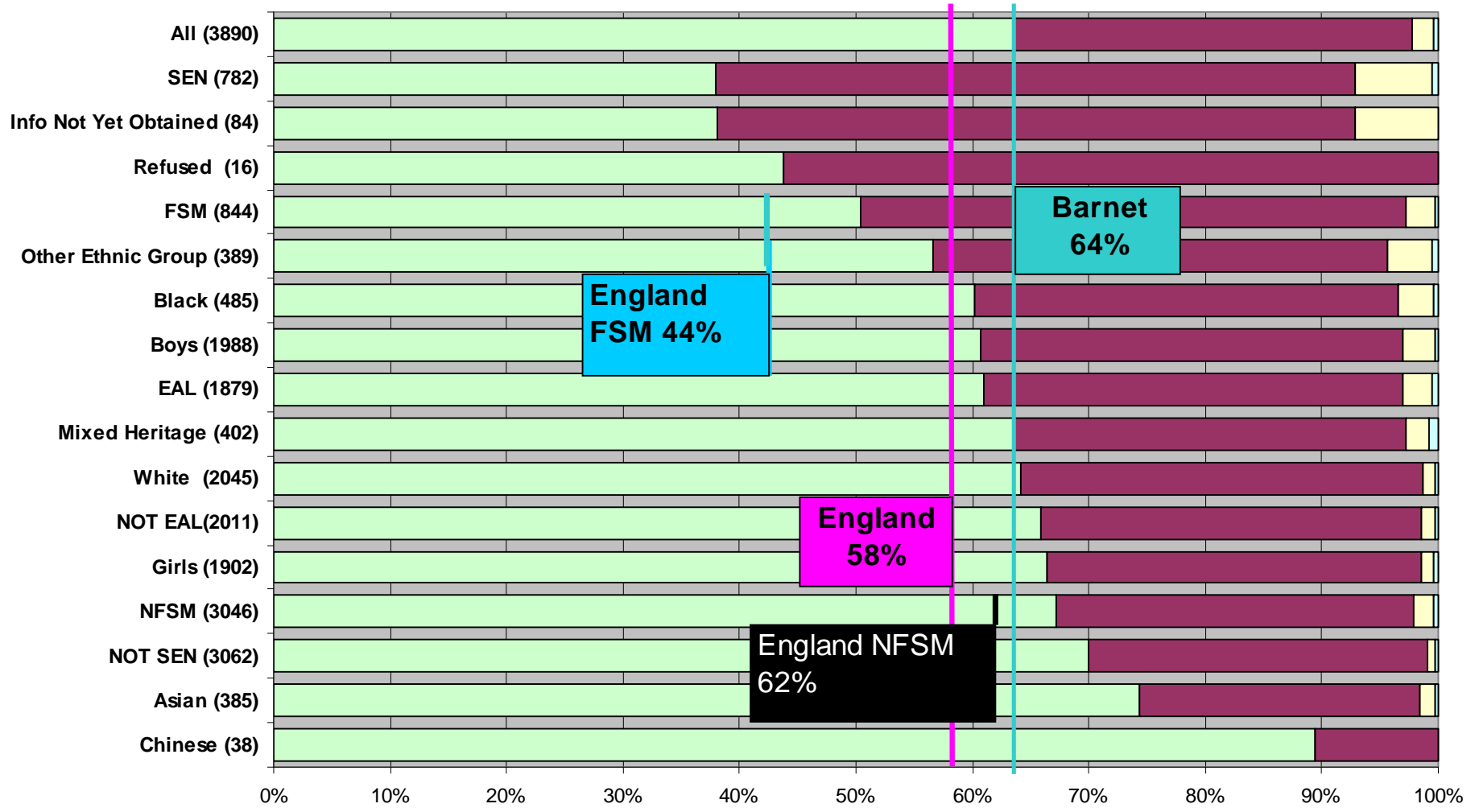


Key Stage 1

NB: unvalidated data – subject to change

BARNET: PHONICS TEST 2012

■ Working At
 ■ Working towards
 ■ Disapplied
 ■ Absent



NB: unvalidated data – subject to change

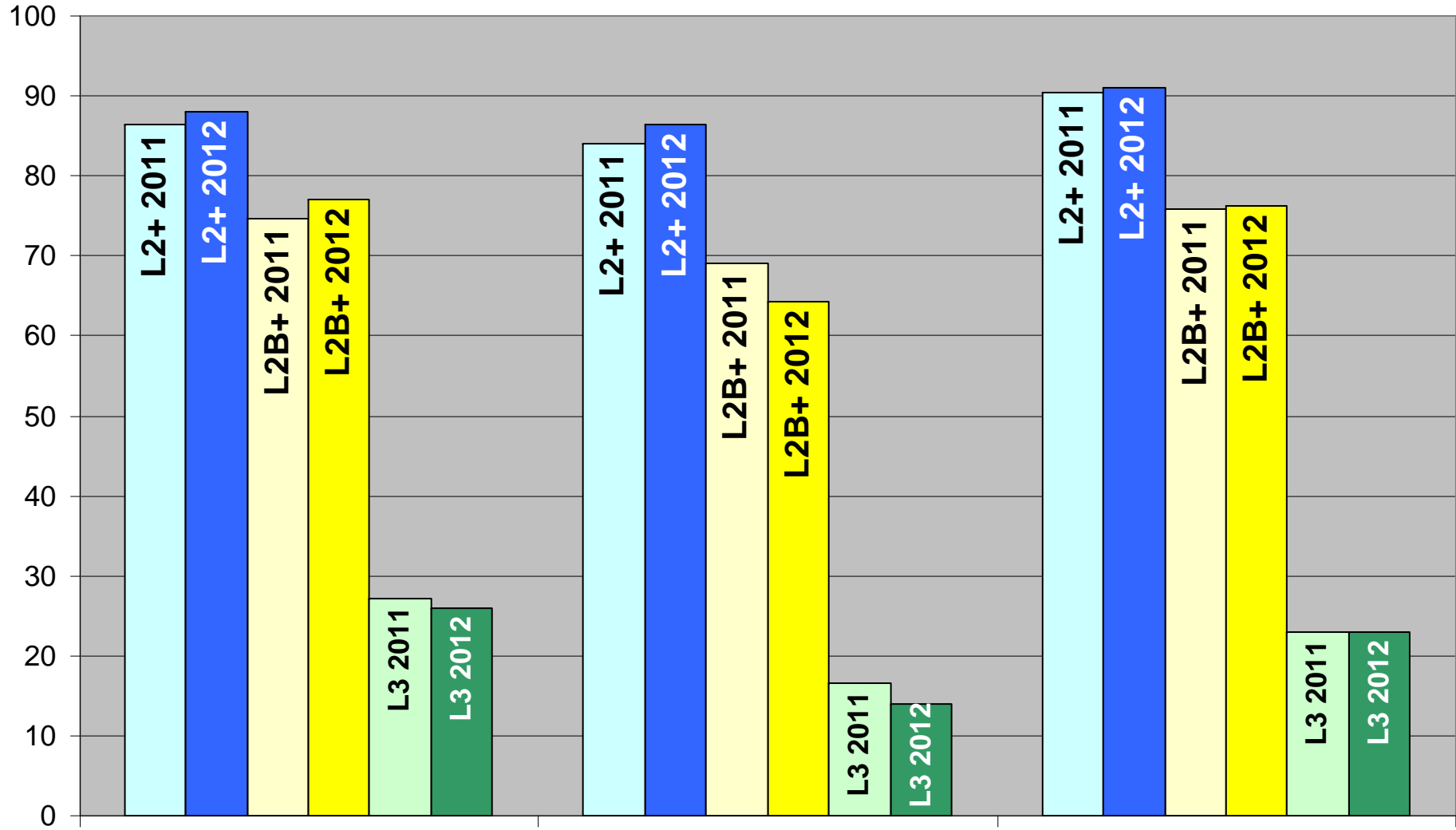


KS1 Assessments 2012: Headlines

- All pupils: Year on year improvement at 2+ in all subjects; variable outcomes at 2B+ and L3
- Improvements in line with national and SN
- Improvements Y on Y for FSM pupils at all levels RWM combined: FSM gap narrowed on 2011
- Writing continues to lag behind Reading and Maths

NB: unvalidated data – subject to change

BARNET KS1 ASSESSMENT: 2011-12



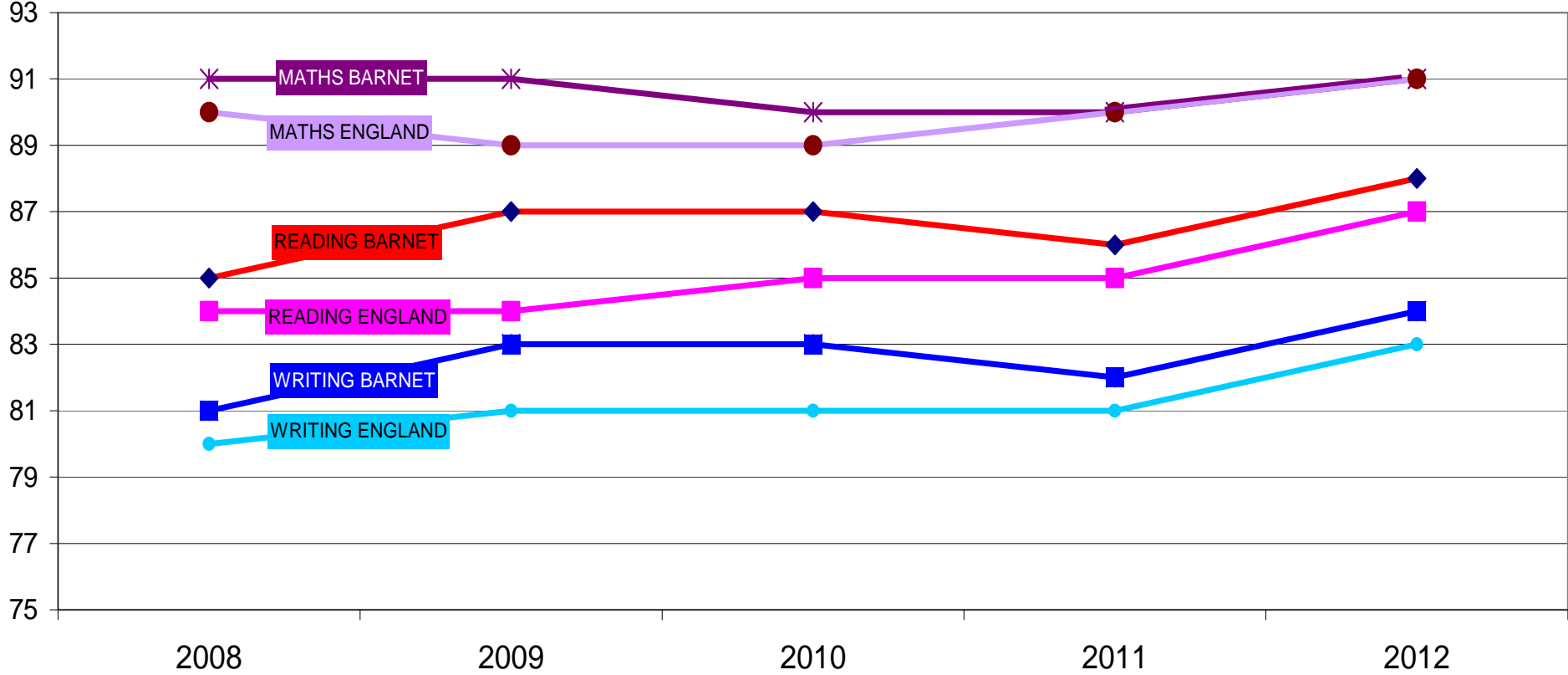
Reading

Writing

Maths

NB: unvalidated data – subject to change

KS1 ASSESSMENT LEVEL 2+

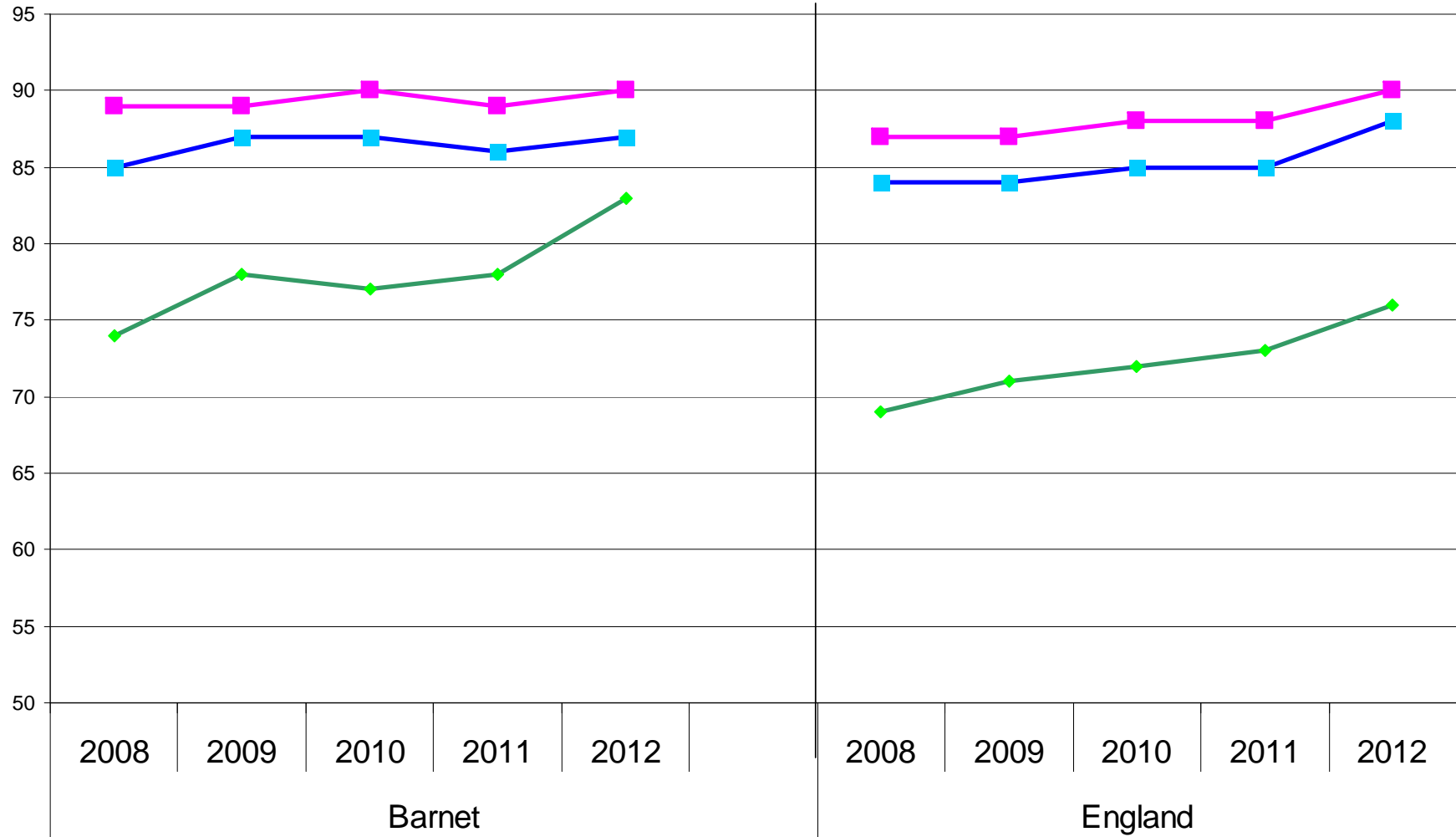


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KS1 READING L2+

FSM NFSM ALL

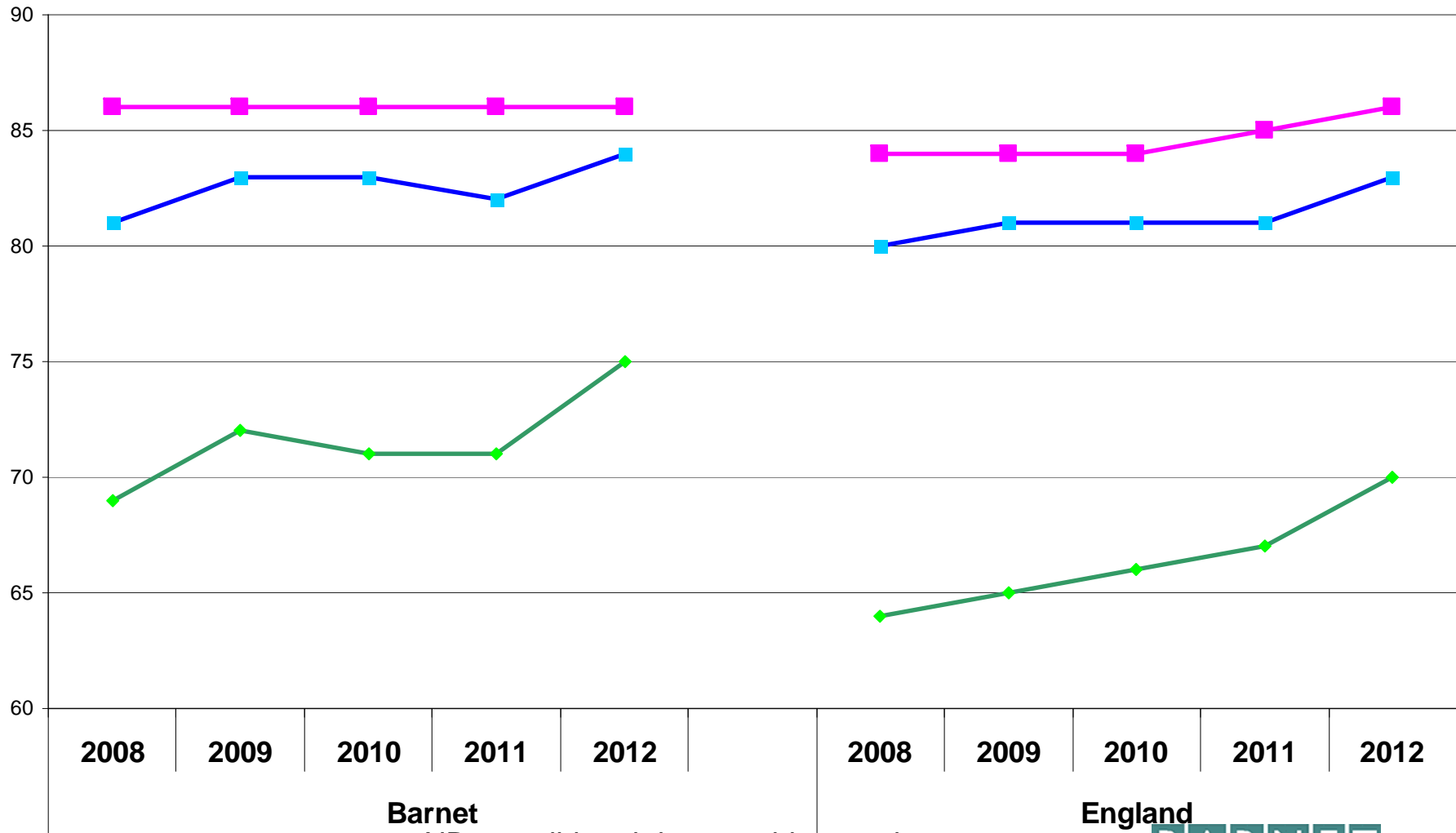


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KS1 WRITING L2+

—◆— FSM —■— NFSM —■— ALL



Barnet

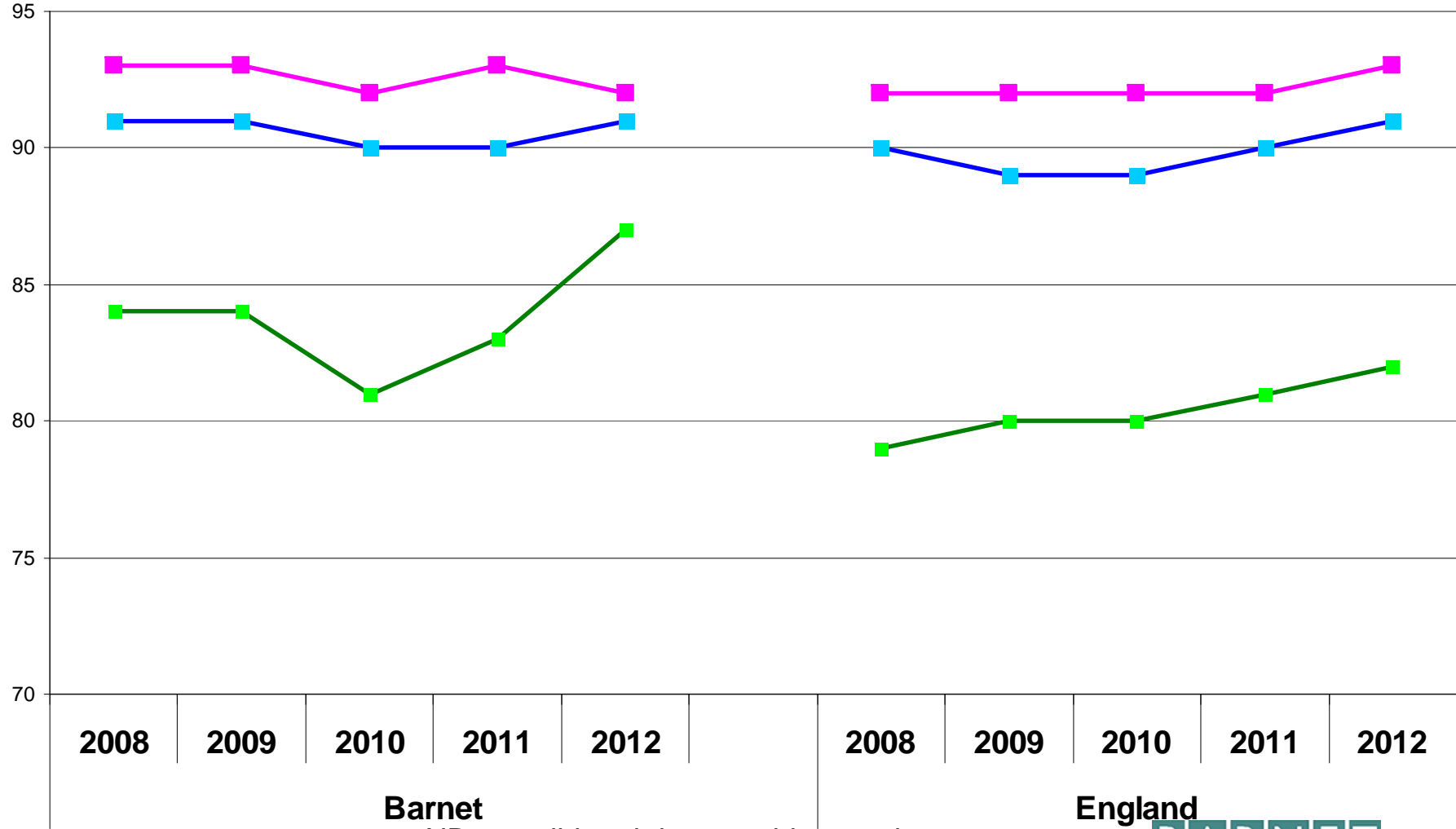
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England



KS1 MATHS L2+

FSM NFSM ALL



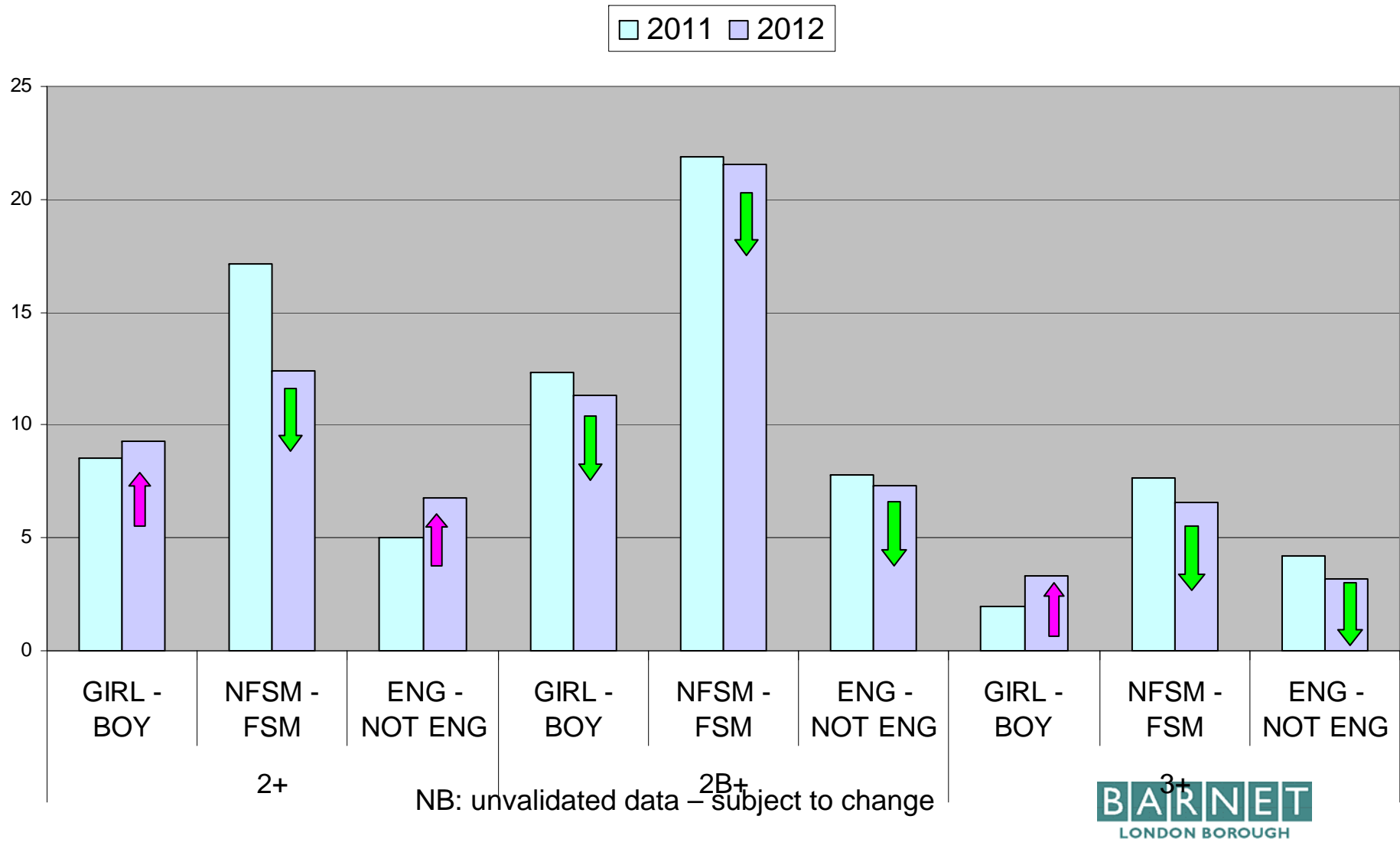
Barnet

England

NB: unvalidated data – subject to change

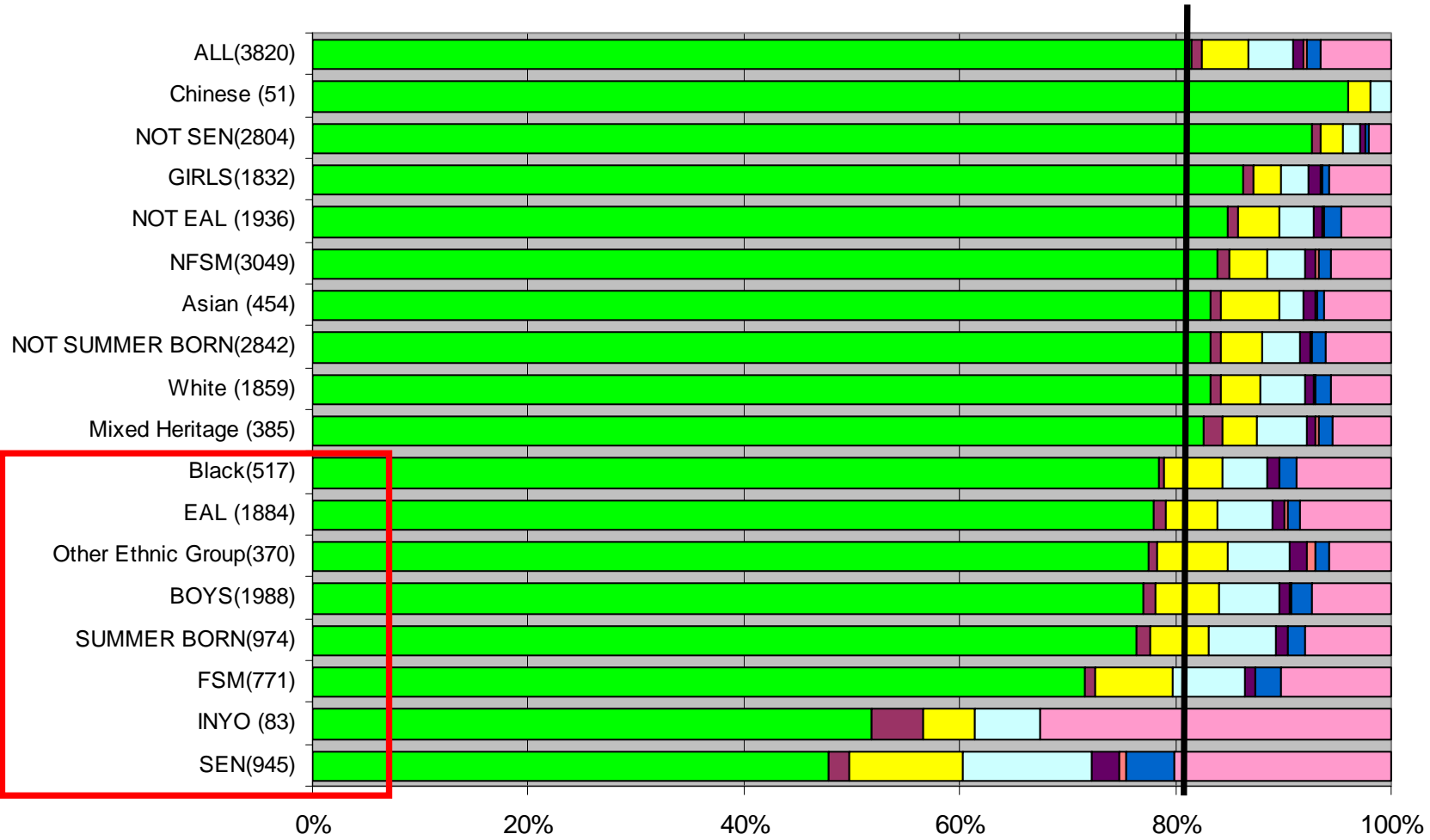


Barnet KS1 Reading, Writing, Maths Attainment gaps



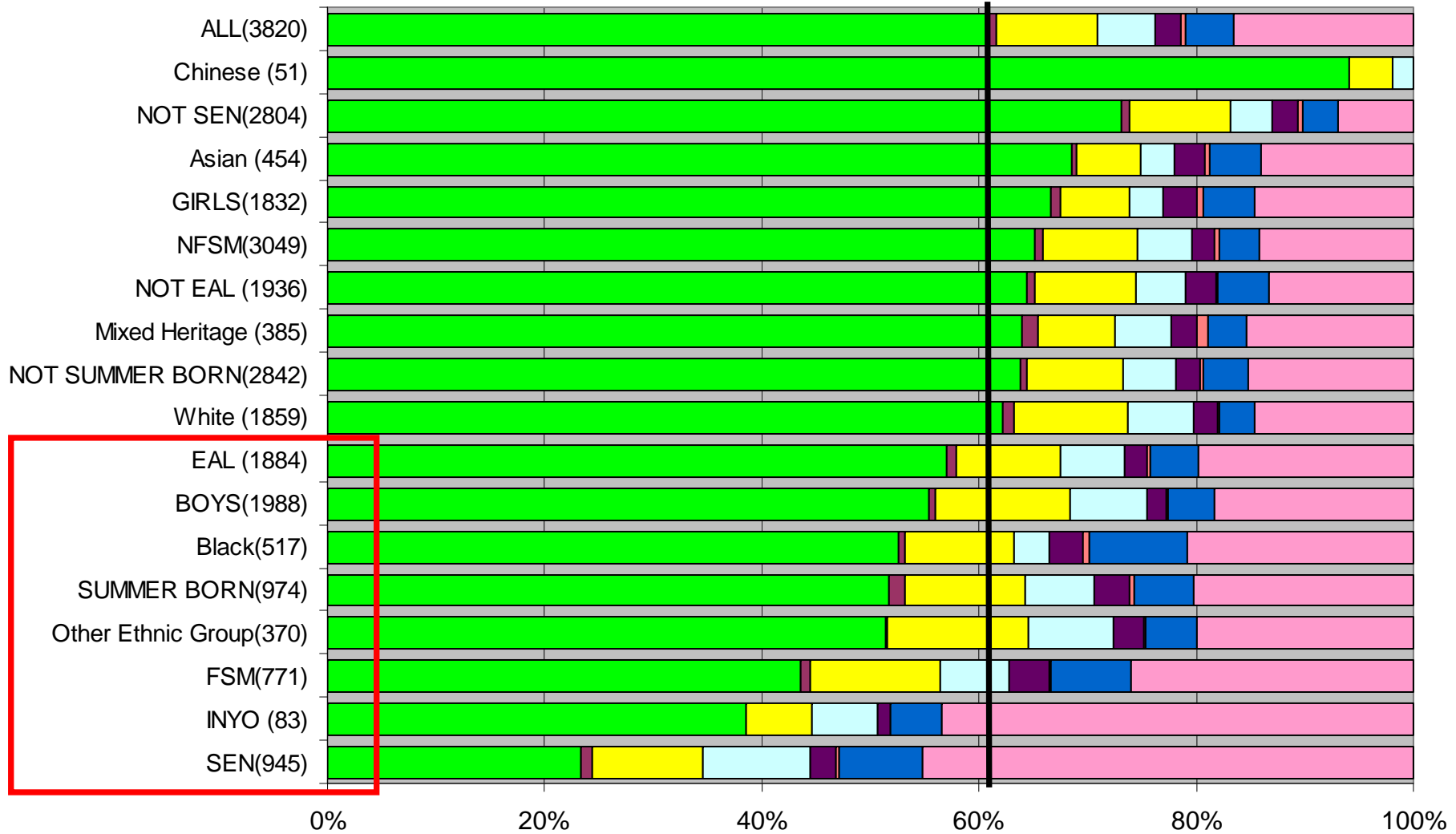
Barnet KS1 2012: L2+

■ RWM
 ■ rWM
 ■ RwM
 ■ rwM
 ■ RWm
 ■ rWm
 ■ Rwm
 ■ rwm



NB: unvalidated data – subject to change

BARNET KS1 2012 L2B+



KS1: Areas for development

- Writing for all groups
- Boys' Literacy at all levels
- FSM pupils' performance at L2B+ and L3
- EAL learners' Literacy at L2+

NB: unvalidated data – subject to change

Lessons Learned from KS1 Moderation

What went well

- 90% of samples agreed as presented
- 10% changed in the light of moderation discussion
- Generally good range of writing
- In discussion, teachers showed extensive knowledge of individual children

Even better if

- Greater variety of non-fiction writing in literacy work and across the curriculum
- Wider range of mathematical contexts – more real-life application
- Less reliance on reading tests- more on teacher assessment from guided sessions, building a holistic picture of child's reading
- Develop manageable ways to capture evidence from teacher assessment
- Use planning in moderation meetings
- Planned provision for more able in R, W & M
- Wider range of evidence for more able pupils

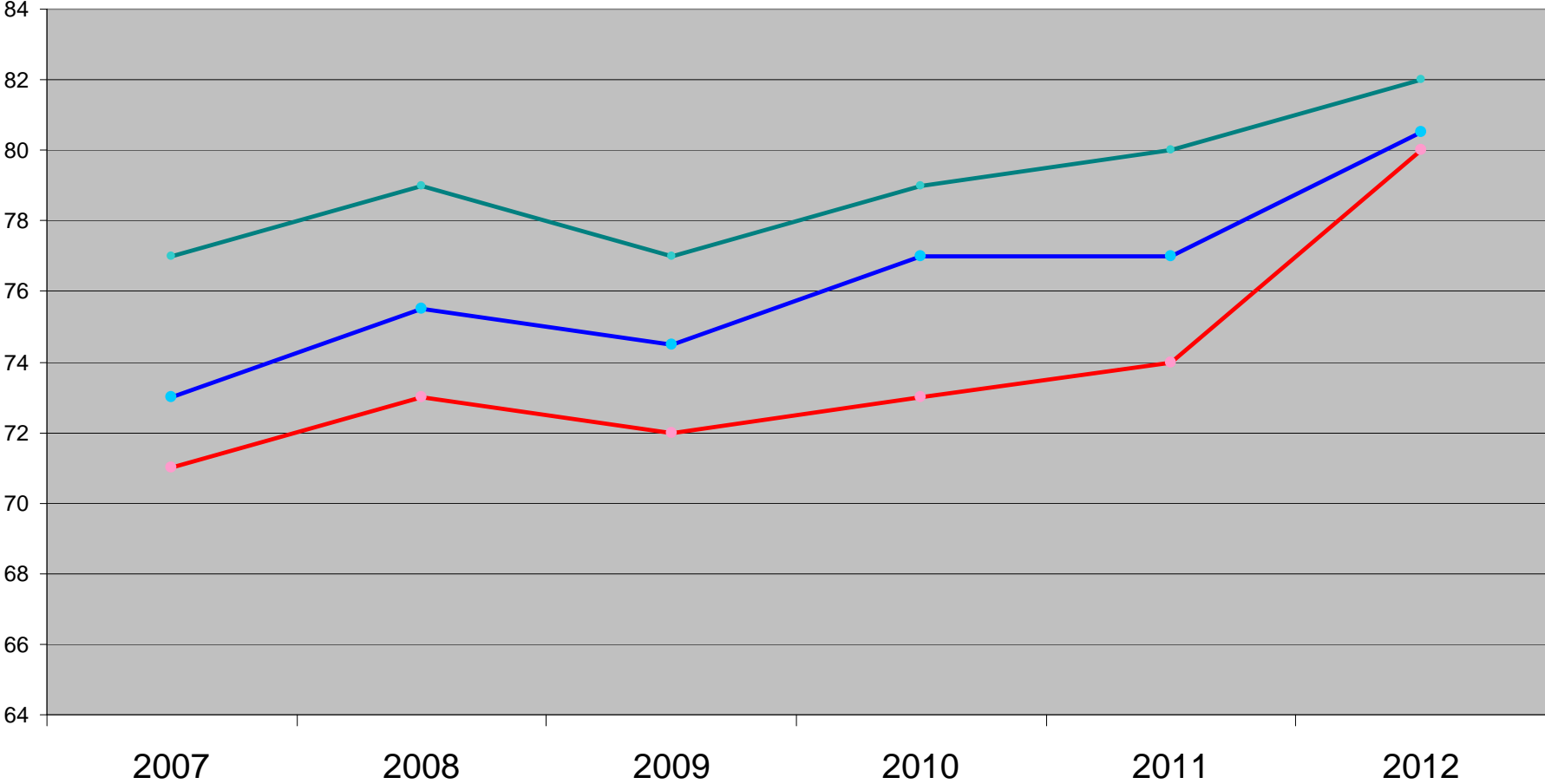
NB: unvalidated data – subject to change

Key Stage 2

NB: unvalidated data – subject to change

KS2 %L4+ Both English and maths

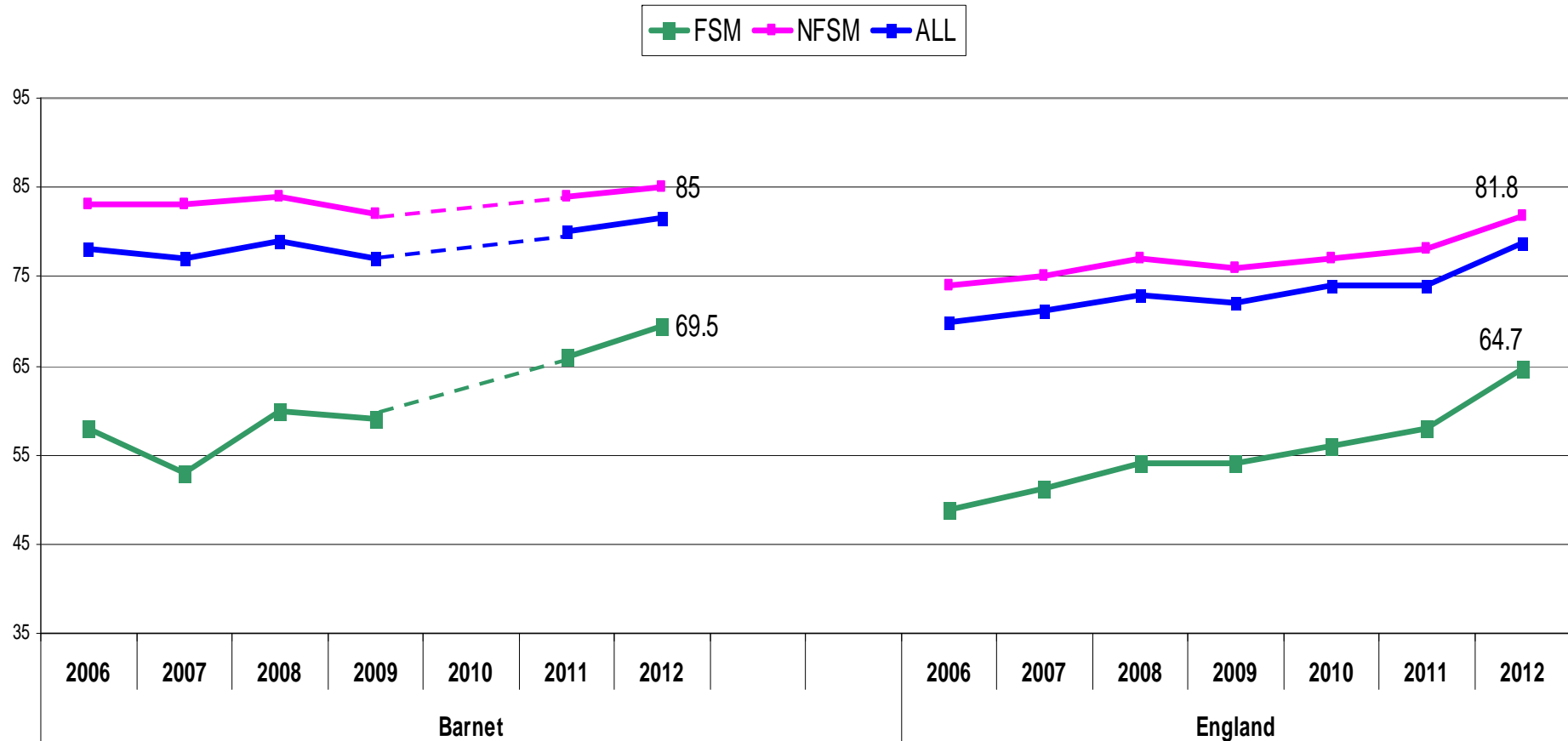
ENGLAND Barnet Statistical Neighbour Median



NB: unvalidated data – subject to change

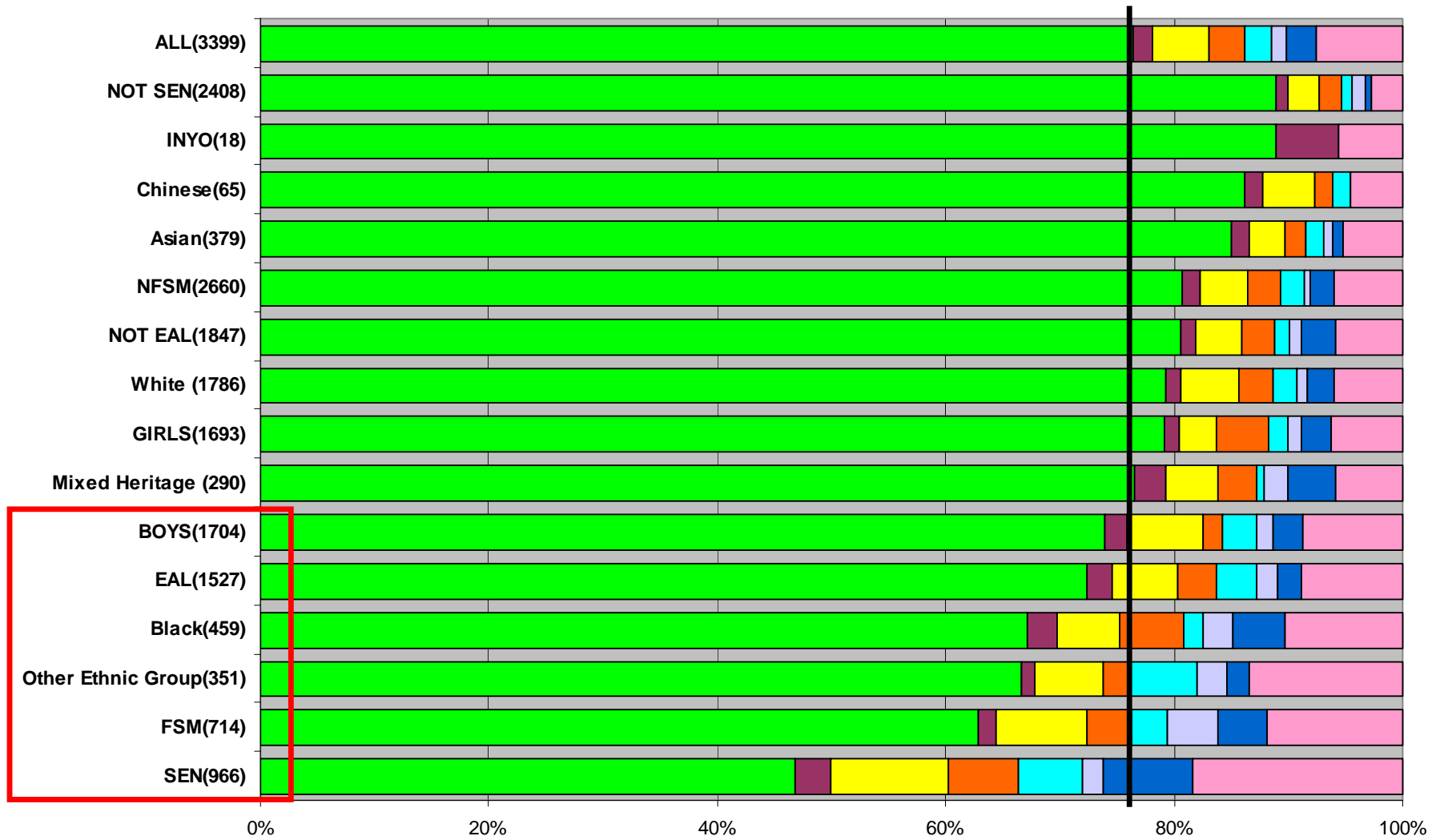
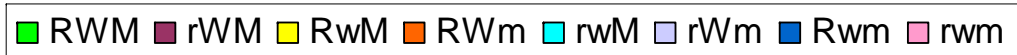


KS2 : L4+ ENGLISH & MATHS



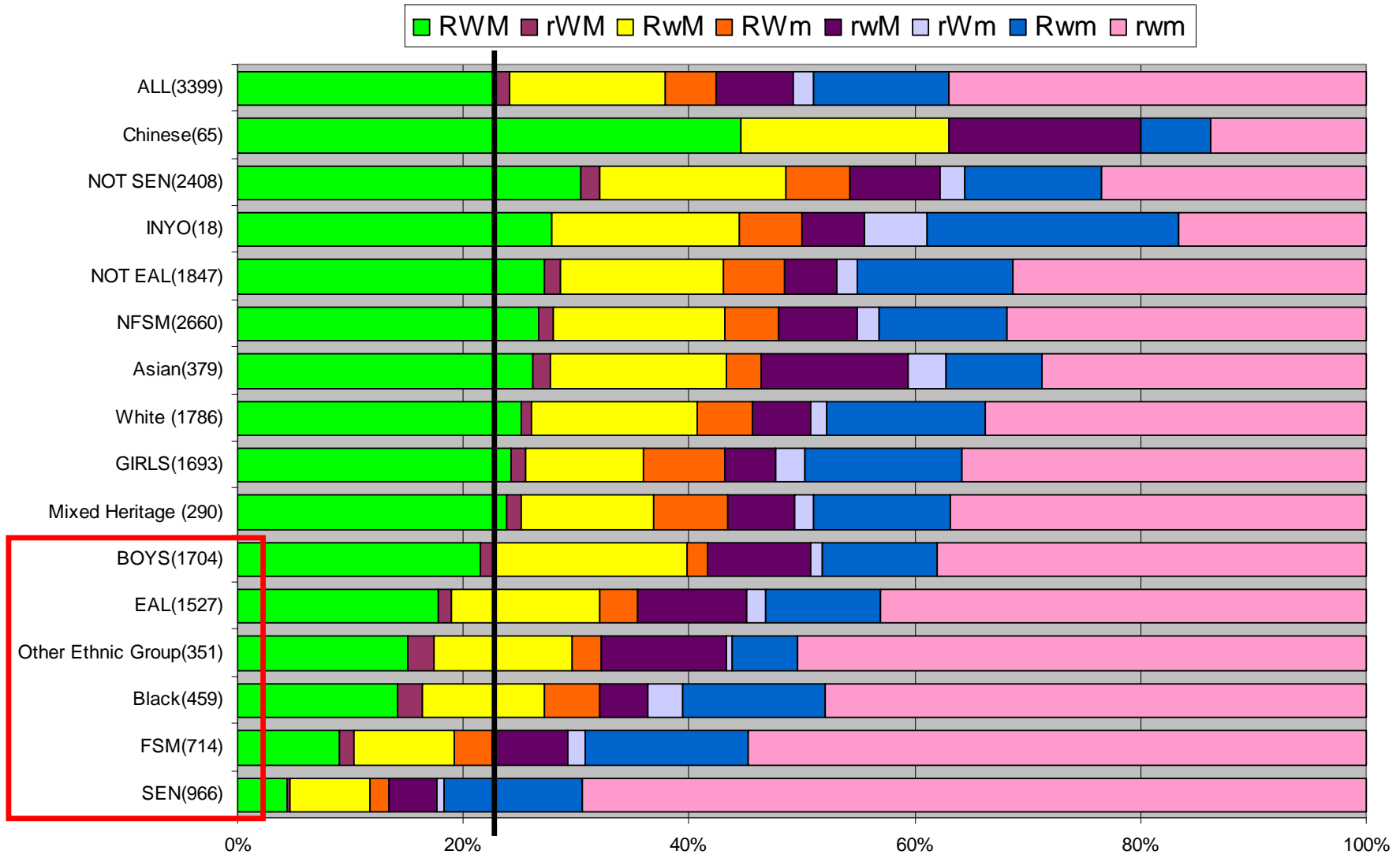
NB: unvalidated data – subject to change

BARNET KS2 ASSESSMENT 2012 : L4+



NB: unvalidated data – subject to change

BARNET KS2 ASSESSMENT 2012: L5+



NB: unvalidated data – subject to change

Progress: English & maths

Progress rates improved on 2011 in both English & maths

English

- 91% of counted pupils made 2 levels of progress from KS1 to KS2 in English
- best conversion rate was among pupils with L2 at KS1: 91% made 2 levels of progress
- Only 71% of pupils with KS1 attainment **below L1** made 2 levels of progress
- 88% of pupils made 2 levels of progress from L3

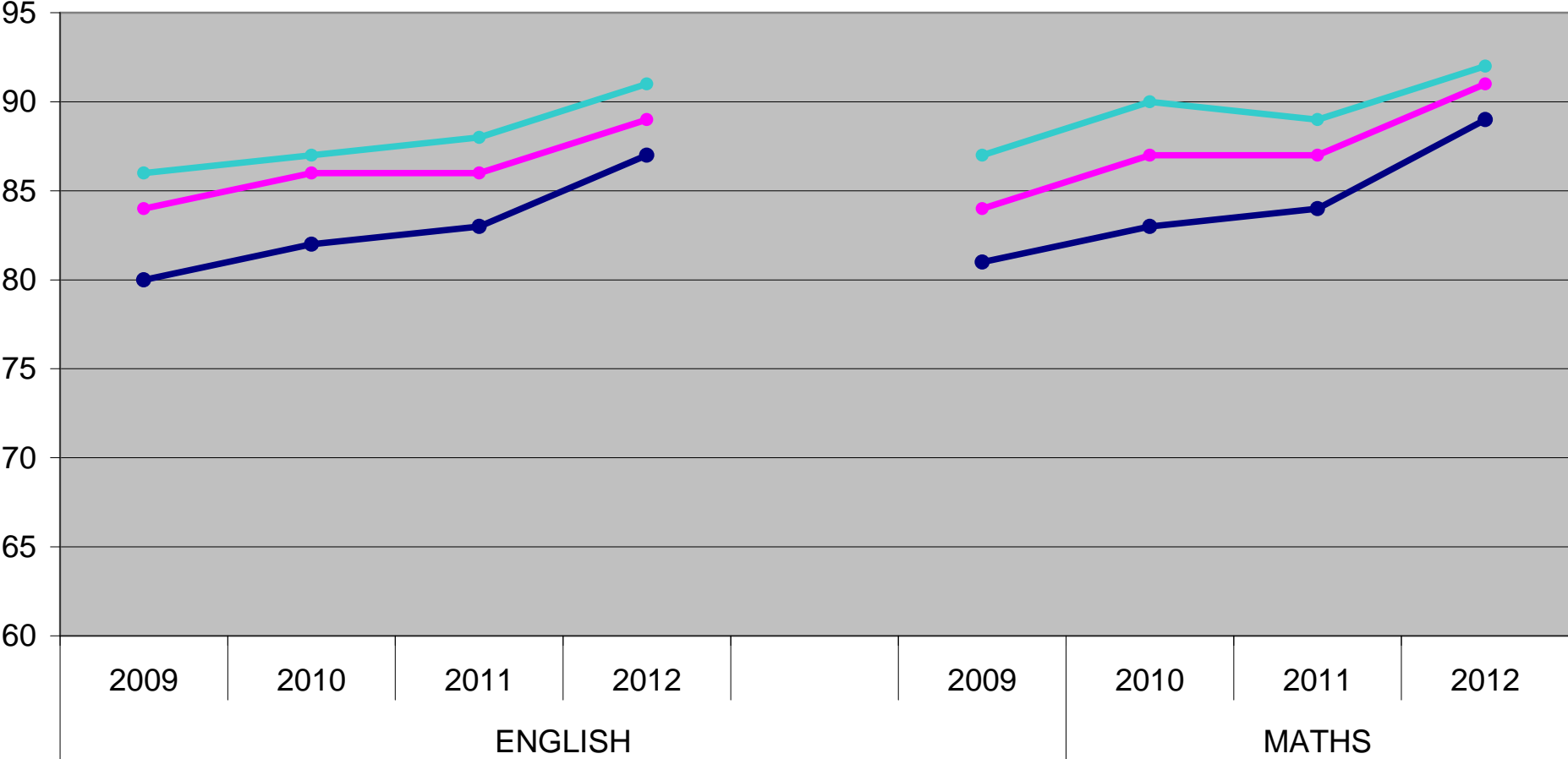
Maths

- 90% of counted pupils made 2 levels of progress in maths
- best conversion rates L2 and L3 - 92% -
- Only 65% of pupils with KS1 attainment below L1 made expected progress

NB: unvalidated data – subject to change

2012 PROGRESS KS1 - KS2

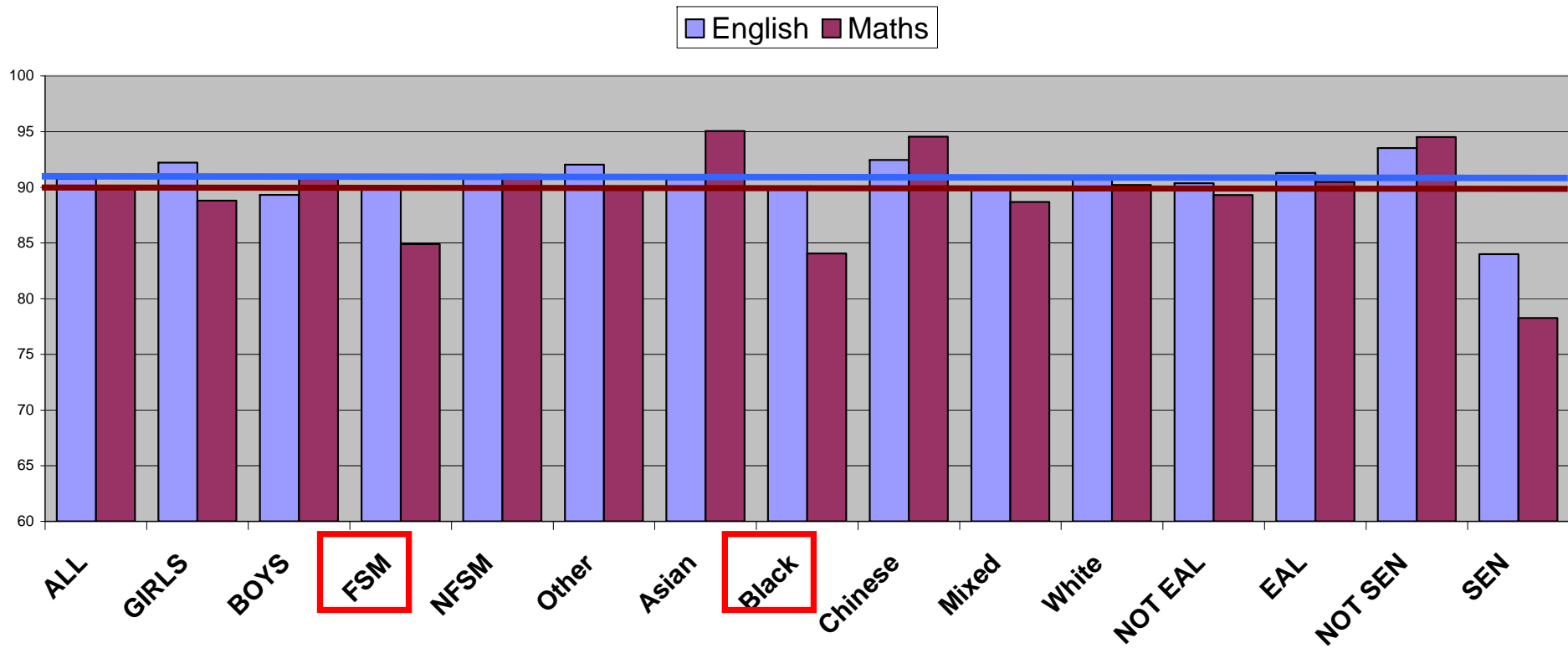
ENGLAND Statistical Neighbour median Barnet



NB: unvalidated data – subject to change



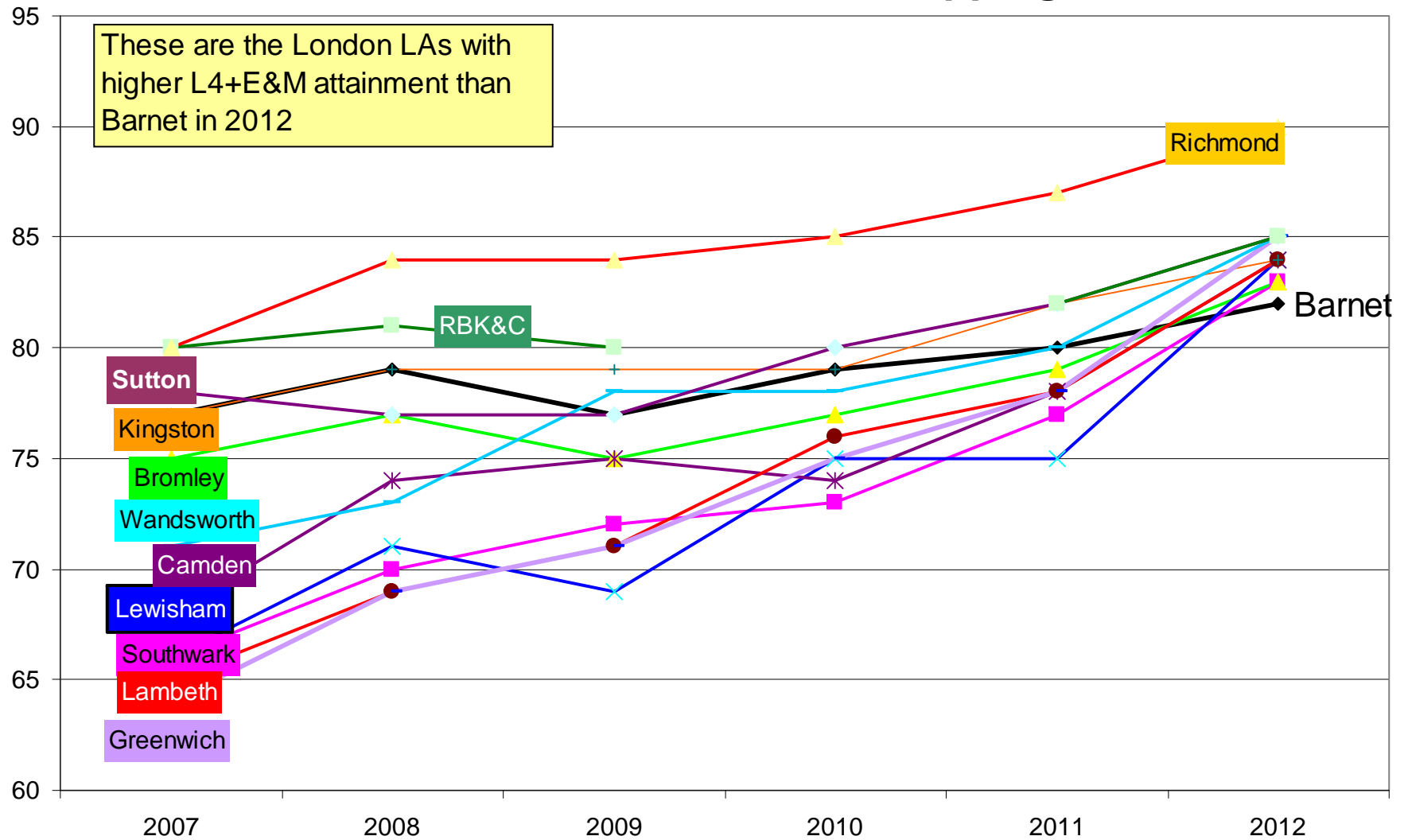
KS1 - KS2: expected progress 2012



NB: unvalidated data – subject to change

KS2: E&M % L4+ Barnet slipping?

These are the London LAs with higher L4+E&M attainment than Barnet in 2012



NB: unvalidated data – subject to change

Lessons Learned from KS2 Writing Moderation (10% sample)

What went well

- Teacher judgements generally accurate; pupils placed in correct level bands
- An appropriate range of evidence was available
- Tracking and monitoring arrangements were generally effective and supported teacher judgements
- Teachers had worked with other colleagues to moderate judgements
- Range of writing genres was good

Even better if teachers

- Improved confidence in identification of secure level 5 and 6
- Reduced reliance on written tasks in test conditions for levelling
- Improved skills in reaching a secure judgement from a range of writing in different contexts
- Made provision for Level 6 curriculum
- Modelled writing at one level above target group

NB: unvalidated data – subject to change

What this means for pedagogy

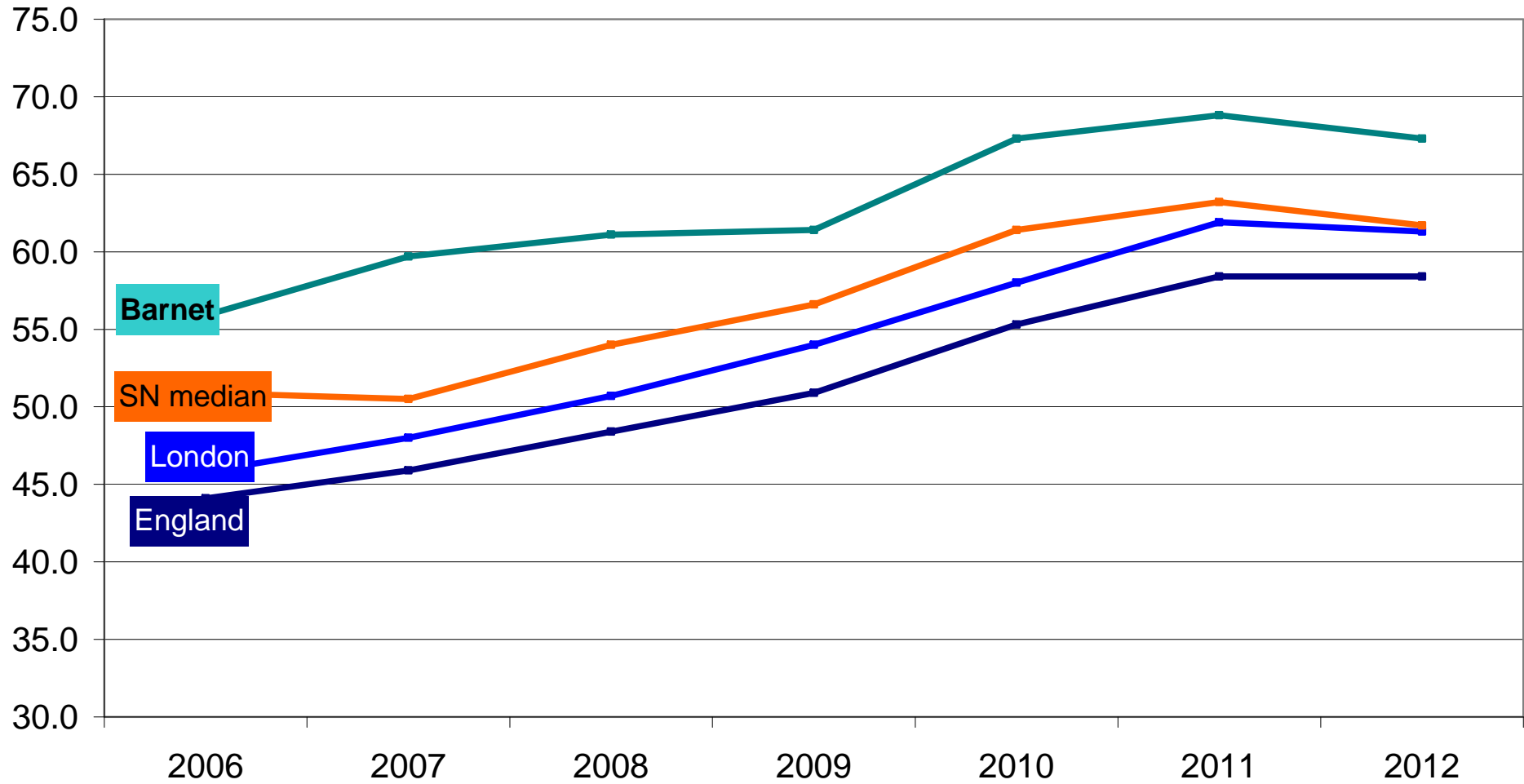
- Greater precision about planning for target levels
- Confident understanding of Levels 5 & 6
- Ensuring assessment uses full spectrum of AFs
- Basing assessment on what is taught more than what is tested
- Using grammar from reading to support grammar for writing
- Teaching all four elements of grammar
- Developing teacher subject knowledge of language structure and purpose

NB: unvalidated data – subject to change

Key Stage 4: GCSE

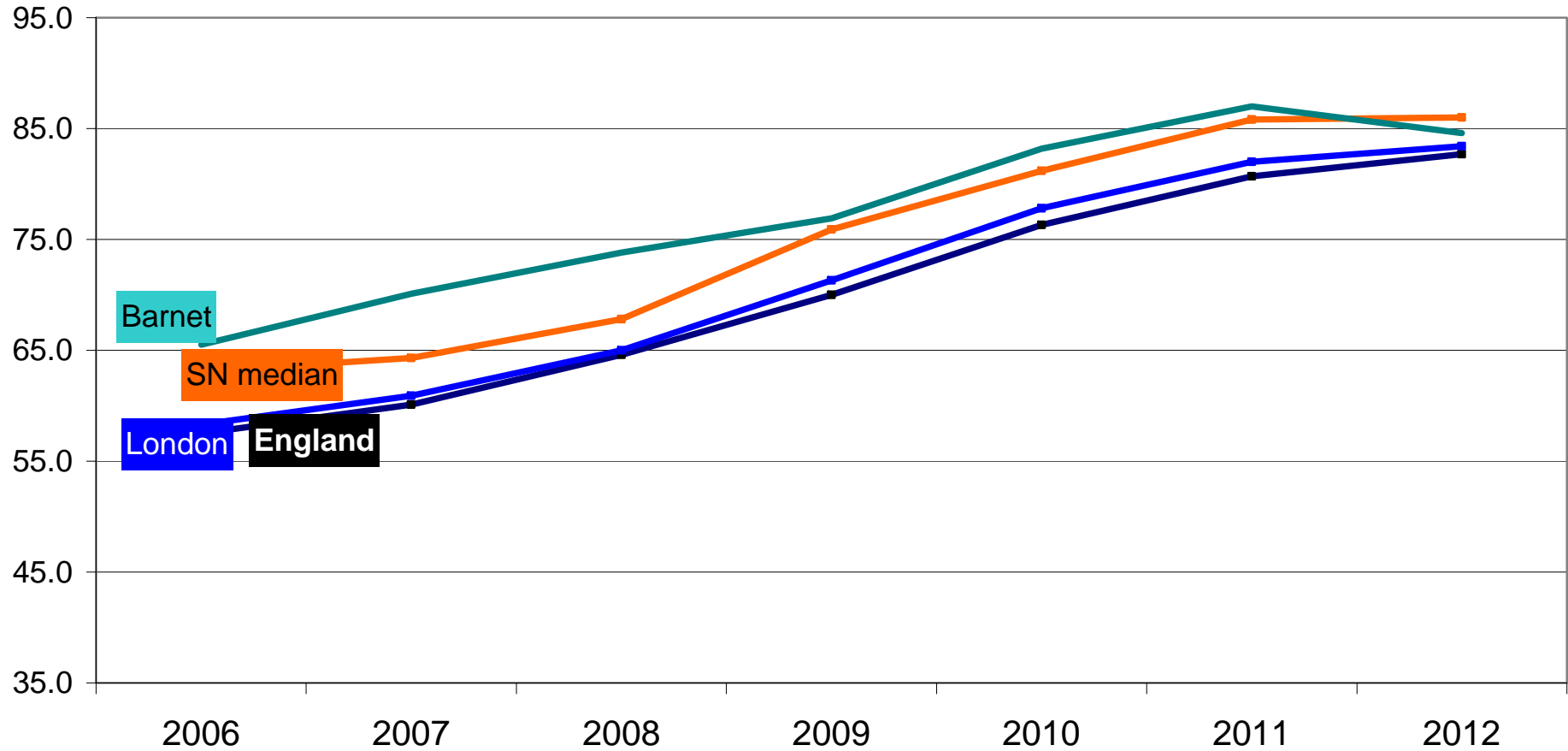
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% 5+A*-C inc E&M



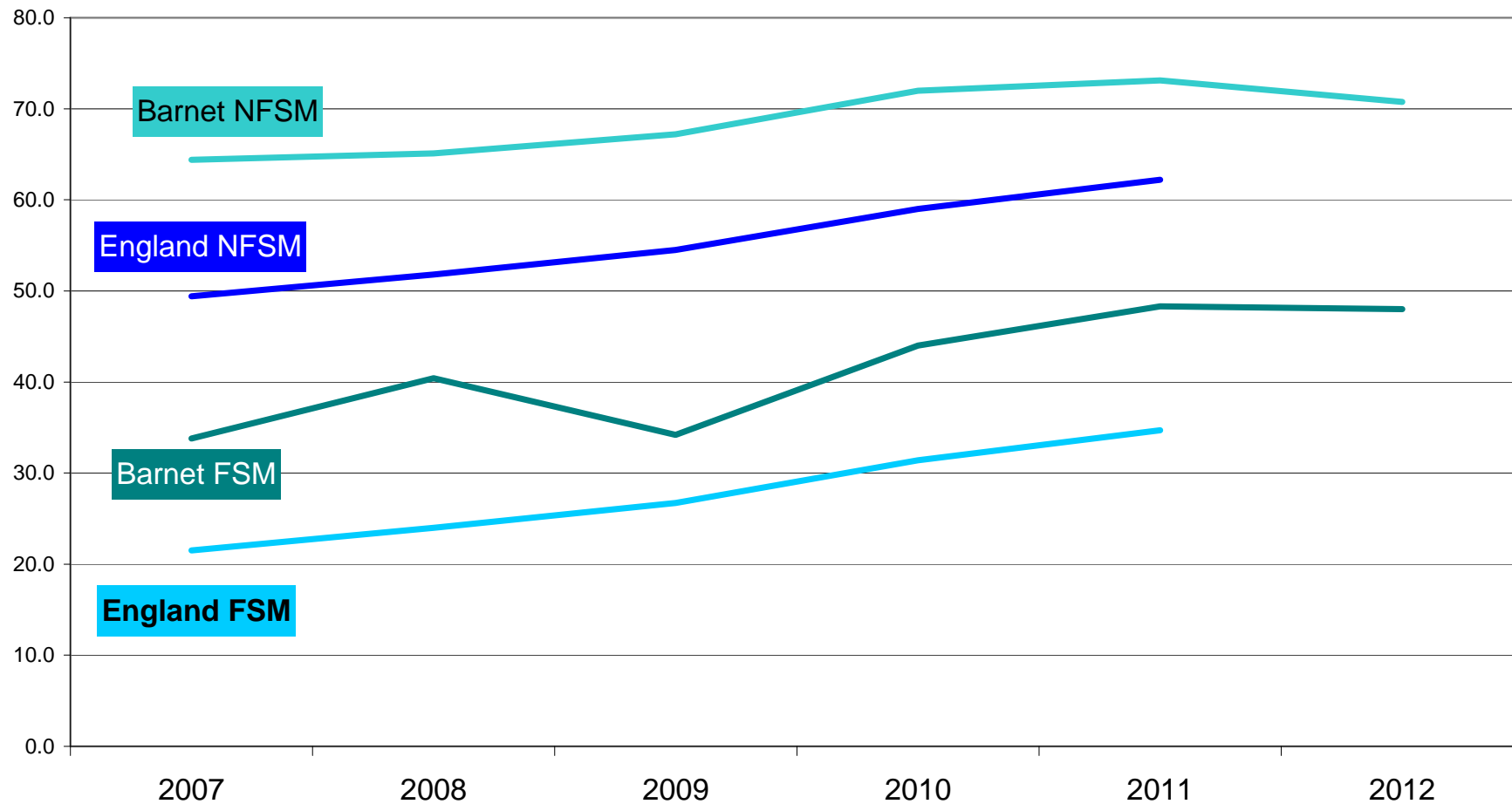
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% 5+ A* -C Grades



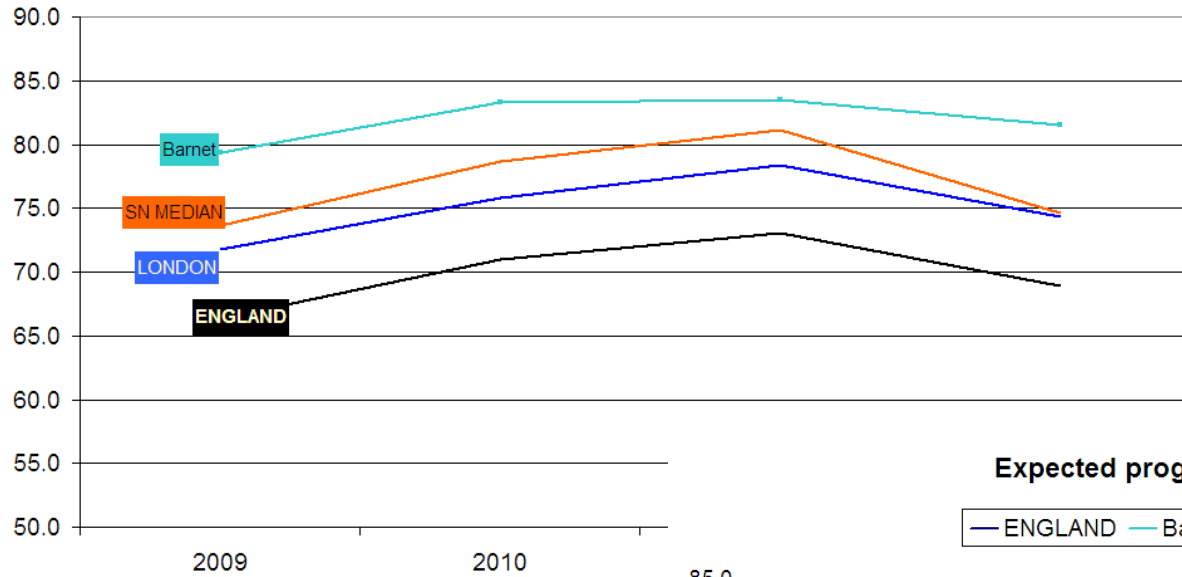
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% GCSE 5+A*-C inc E&M 2012: FSM



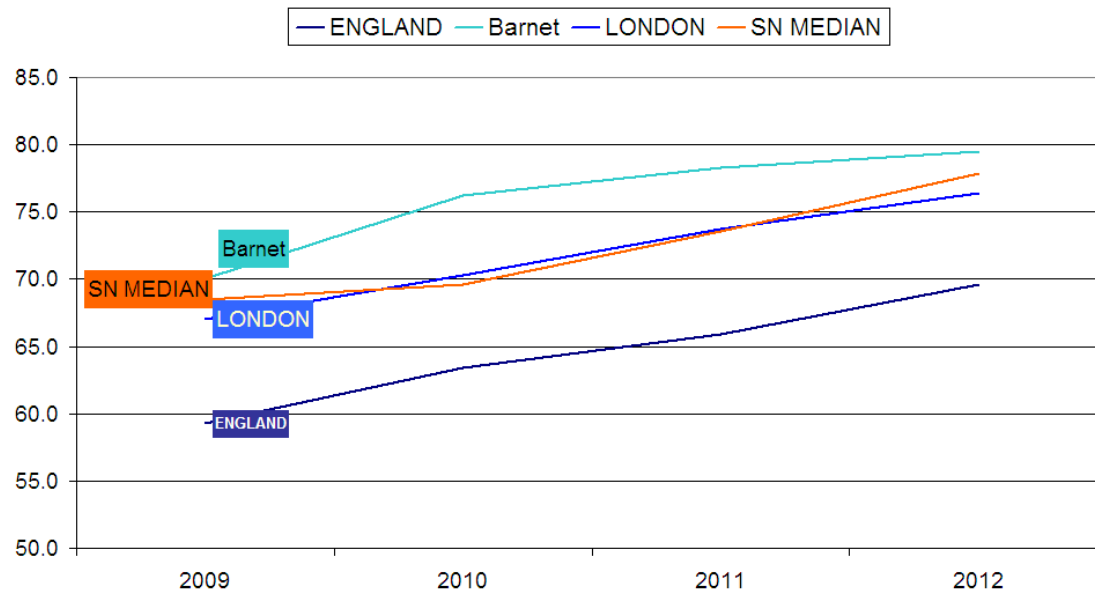
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Expected progress KS2- 4: English



Progress from KS2-
KS4 declined for
first time in English
in 2012

Expected progress KS2- KS4: maths

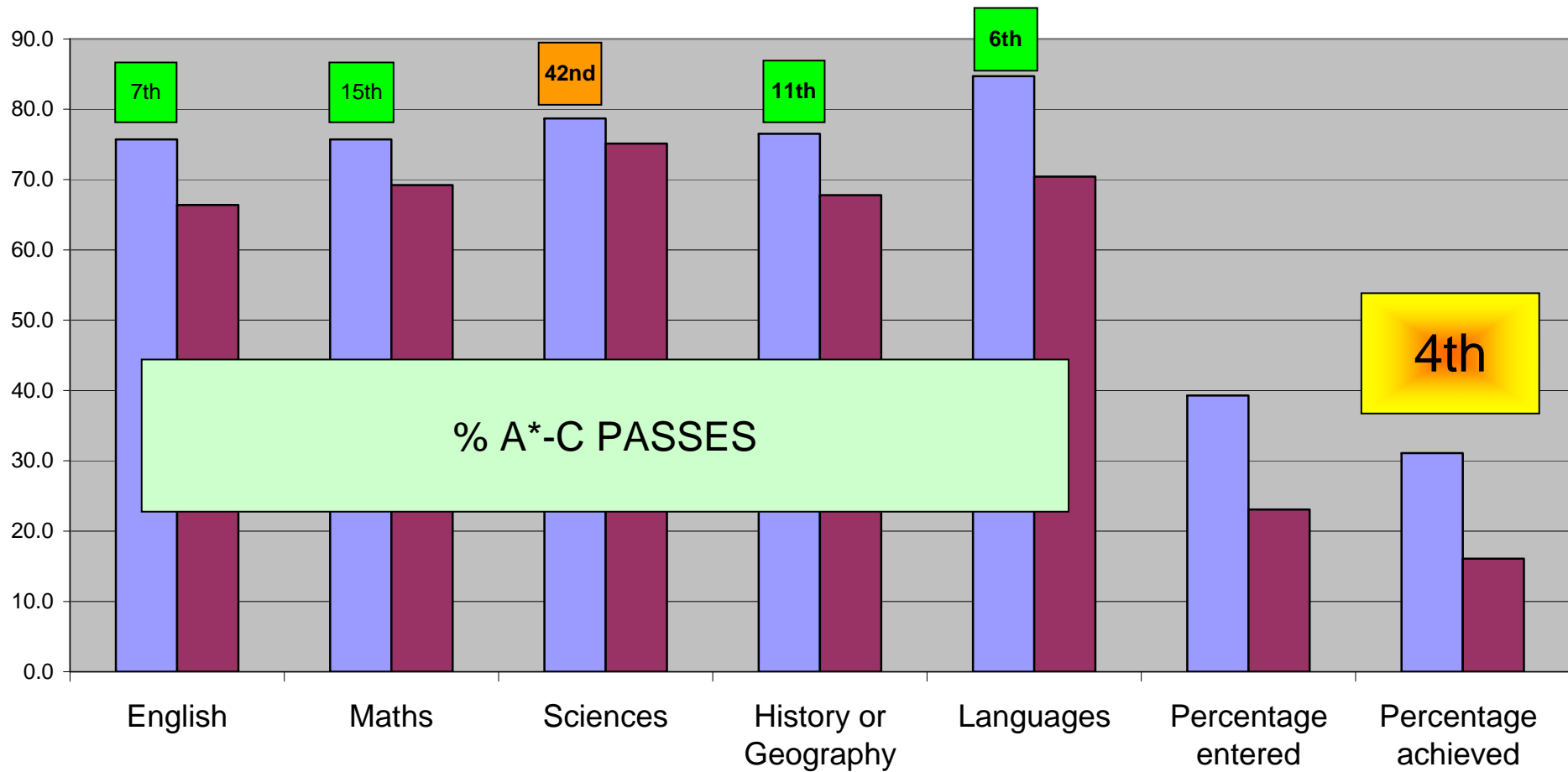


Progress in maths
continued to rise

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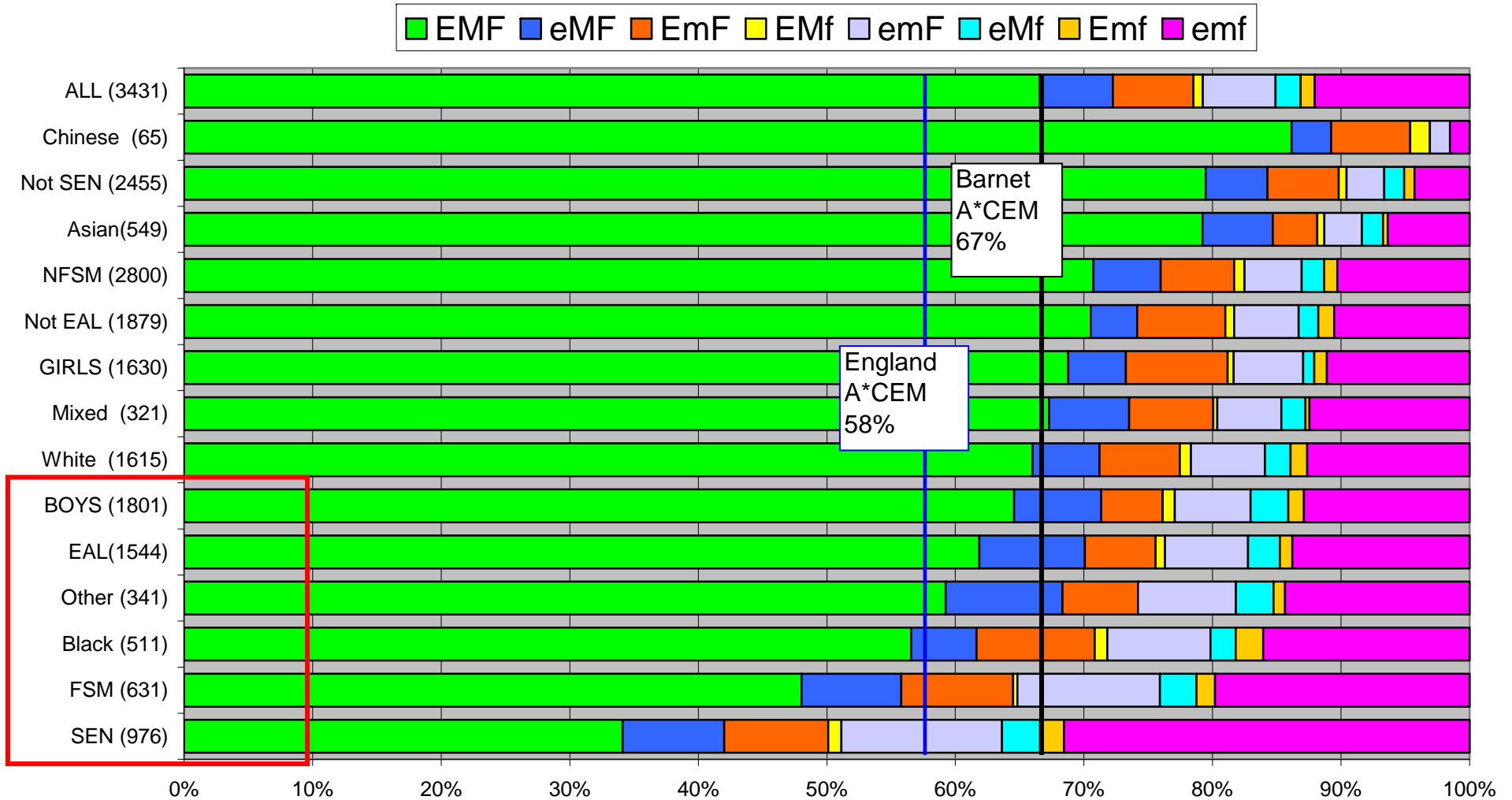
EBAC 2012

■ Barnet ■ England



NB: unvalidated data – subject to change

BARNET GCSE 2012



NB: unvalidated data – subject to change

Areas for development

- Girls - maths
- Boys – English
- Black pupils (especially BCRB) - maths
- EAL learners – English
- FSM pupils – progress from L4 & L5 in both English and maths

NB: unvalidated data – subject to change

A Level

NB: unvalidated data – subject to change

A LEVEL 2012						
	APS Per Student			APS Per Entry		
	Males	Females	ALL	Males	Females	ALL
ENGLAND	756.1	794.9	776.8	207.2	215.1	211.4
SN MEDIAN	733	778	747	215	221	218
BARNET	816.6	835.0	826.1	224.7	228.5	226.7

Barnet APS per entry = approx ABB

A* = 300 pts; A = 270 pts; B = 240pts; C = 210 pts; D = 180pts; E = 150pts

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The *Preparation for Primary Headship Programme* has been designed to provide Deputy Heads contemplating a career development move towards primary headship, with an opportunity to learn about and reflect upon the role of the headteacher.

The programme consists of eight modules provided by a range of Tutors.

The aims of the programme are:

- **To enable participants to explore and reflect on the role of Headteacher and be introduced to the programme.**
- To enable participants to understand the importance of having a clear vision and communicating this effectively to all staff.
- **To assist participants in developing effective partnerships with parents, governors and the local community.**
- To assist participants to understand relevant employment law and good practice with regards staff management.
- **To assist participants to understand how to conduct Performance Management effectively and manage poor performance**
- To assist participants to understand how the allocation of school funds and resources should be linked to whole school improvement.

- **To assist participants to understand how to deal with a critical incident in a school.**
- To assist participants to understand how the quality of their conversations and relationships in their school significantly impacts upon their results.
- **To raise awareness of how to apply for headship posts; what tasks you may be expected to undertake as part of the recruitment process and how to develop effective interview techniques**
- To understand the benefits of undertaking the NPQH.
- **To encourage effective deputy heads to apply for headships in Barnet schools.**
- To enable participants to hear about the challenges, opportunities and journeys taken by existing Barnet Headteachers and have the opportunity of visiting them in their own schools.

At the start of most Modules a current Barnet Headteacher will talk, either in person or on video, about their experiences of being a Head. Following this “Talking Head” session there will be an agreed day and time when participants can visit that Headteacher in his/her school and be taken on a tour.

Module 1

Introduction to the Programme

The Role of the Headteacher, establishing yourself with the staff and ensuring your vision drives improvement

Tutors: John Maxwell – Headteacher, Holly Park Primary School

Nicola Woolf - Headteacher, Foulds Primary School

Richard Griggs - BPSI Manager

Neil Marlow – Barnet Learning Network Inspector

Length of Session: 1 Day

Module 2

Working with Parents, Governors and the Local Community

Tutors: Helen Morrison – Headteacher (Martin Primary School)

Neil Marlow – Barnet Learning Network Inspector

Length of Session: ½ Day (afternoon)

Module 3

Everything you need to know about Human Resources and Employment Law but were too afraid to ask!!

Tutors: TBC - Human Resources

Mike Horton – Barnet Learning Network Inspector

Length of Session: ½ Day (afternoon)

Preparation for Primary Headship Programme

Module 4

Managing School Finance and Resources

Tutors: John Maxwell – Headteacher, Holly Park Primary School

Janis Hassan – Business Manager, Holly Park Primary School

Length of Session: Twilight

Module 5

Dealing with critical incidents

Tutors: Chris Skinner/Stuart Gray – Barnet Learning Network Inspectors

TBC - NAHT Regional Officer

Length of Session: Twilight

Module 6

Effective Conversations and Relationships in Schools

Tutors: Richard Griggs – BPSI Manager

John Maxwell – Headteacher, Holly Park Primary School

Nicola Woolf - Headteacher, Foulds Primary School

Length of Session: Twilight

Module 7

Applying for a Headship – From Initial Visit to Interview

Tutors: Nicola Woolf – Headteacher, Foulds Primary School

Chris Brook – Barnet Learning Network Inspector

Length of Session: ½ Day (afternoon)

Preparation for Primary Headship Programme

Module 8

A Barnet Headteacher - Should I or Shouldn't I? What's Stopping Me? 'Question Time'

Tutors:

John Maxwell – Headteacher, Holly Park Primary School

Nicola Woolf - Headteacher, Foulds Primary School

Richard Griggs - BPSI Manager

Neil Marlow – Barnet Learning Network Inspector

Roz Kimani – Deputy Head, Holy Trinity Primary School

Talking Heads

TBC - NCSL Representative

Length of Session: ½ Day



BPSI

Barnet Partnership for School Improvement

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Expected Progress from KS1 to 2

Number of Pupils		Key Stage 2 Mathematics Level								Number of Pupils	Number Achieving Expected Progress	School Percentage Achieving Expected Progress	National Percentage Achieving Expected Progress
		Other or No KS2 Result	W	1	2	3	4	5	6				
KS1 Mathematics Level	Other or No Prior Available	0	0	0	1	0	3	0	0	0	0	0%	41%
	W	0	0	0	0	1	0	0	0	1	1	100%	64%
	1	0	0	0	1	1	2	0	0	4	3	75%	80%
	2	0	0	0	1	7	30	5	1	44	36	82%	89%
	3	0	0	0	0	0	2	4	1	7	5	71%	88%
	4	0	0	0	0	0	0	0	0	0	0	0%	83%
Summary										56	45	80%	87%

Expected Progress from KS1 to 2

KS2 Progress Levels are based on the 2011 DFE methodology

Centre: Number of Pupils at each KS1 Level / KS2 Level

Level	Other	0	1	2	3	4	5	2 Lvl	Denom Pupils	Total Pupils
A,D or No KS1				1	1	2				4
0										
1					3	2		5	5	5
2				1	3	15	25	40	44	44
3							7	7	7	7
4										
Total				2	7	19	32	52	56	60

Local Authority: Percentage of Pupils at each KS1 Level / KS2 Level

Level	Other	0	1	2	3	4	5	2 Lvl	Denom Pupils	Total Pupils
A,D or No KS1	1		4	13	14	47	20	78	83	325
0		15	14	25	24	21	1	71	100	100
1	1			7	27	57	8	92	436	436
2					4	57	38	96	1671	1671
3						12	88	88	814	814
4							100	100	2	2
Total			1	3	8	44	43	92	3106	3348

Centre: Percentage of Pupils at each KS1 Level / KS2 Level

Level	Other	0	1	2	3	4	5	2 Lvl	Denom Pupils	Total Pupils
A,D or No KS1				25	25	50				4
0										
1					60	40		100	5	5
2				2	7	34	57	91	44	44
3							100	100	7	7
4										
Total				3	12	32	53	93	56	60

NCER National: Percentage of Pupils at each KS1 Level / KS2 Level

Level	Other	0	1	2	3	4	5	2 Lvl	Denom Pupils	Total Pupils
A,D or No KS1	2	2	3	12	15	41	25	78	7755	24586
0	2	17	14	35	18	13	1	66	14804	14804
1			1	11	34	50	4	88	87154	87154
2					6	65	29	94	279954	279954
3						16	84	84	130159	130159
4	1					1	99	99	170	170
Total		1	1	3	10	48	37	89	519996	536827

Expected Progress from KS1 to 2

Number of Pupils		Sub Level	Key Stage 2 English Level								Number of Pupils	Number Achieving Expected Progress	School Percentage Achieving Expected Progress	National Percentage Achieving Expected Progress	
			Other or No KS2 Result	W	1	2	3	4	5	6					
KS1 English Level	Other or No Prior Available		0	0	0	0	0	0	0	0	0	0	0%	0%	
	W		0	0	0	0	0	0	0	0	0	0	0%	68%	
	1		0	0	0	1	0	0	0	0	1	0	0%	88%	
	2	2C		0	0	0	0	1	0	1	0	2	1	50%	82%
		2B		0	0	0	0	1	5	4	0	10	9	90%	94%
		2A		0	0	0	0	1	3	5	0	9	8	89%	99%
	3		0	0	0	0	0	1	22	0	23	22	96%	84%	
	4		0	0	0	0	0	0	0	0	0	0	0%	7%	
Summary											45	40	89%	89%	

Key

represents pupils making expected progress
represents pupils making less than expected progress
indicates pupils whose progress could not be determined and who have therefore been excluded from the school calculation. These pupils are included in the figure for the total cohort

Total Cohort	45
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