



Rutland
County Council

**Learning and Skills
Service
Annual Review
(LaSSAR)
2016-17**

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1. The Annual Report – Process and Rationale

- 1.1 Rutland’s children and young people are entitled to the best possible life chances that we can give them, at every stage from early years through to early adulthood and employment and this is a central expectation within Rutland County Council’s Corporate Plan 2017-20. The Rutland Children’s Trust, through a collaborative partnership approach, supports the development and improvement of services for children and young people which is articulated through the Rutland Children, Young People and Families Plan 2016-2019, and the intent to reduce the development and achievement gap at all key stages, and the championing children and young people to meet their full potential, is a key priority within this plan.
- 1.2 Local Authorities have a series of statutory responsibilities for education which are set out in sections 13 and 13a of the Education Act 1996 and the Childcare Act 2006. However, the education function of the local authority has changed in recent years and is now more focused on ensuring sufficient high quality school places and acting as a champion of educational excellence for all. Local authorities must discharge this duty alongside the context of increasing autonomy and accountability for schools alongside an expectation that improvement should be school led.
- 1.3 The local authority complies with the DfE Schools Causing Concern Guidance which clearly identifies the expectations for local authorities to utilise their powers of intervention to those schools maintained by the local authority which are underperforming; where an academy or free school is of concern to the local authority, this Guidance must be followed. The local authority works constructively with academies in Rutland and is supportive of those maintained schools who wish to convert. Local authority officers work in partnership with the DfE and the Regional Schools Commissioner to minimise the impact of the transition from maintained school to academy status.
- 1.4 Rutland County Council produces a Learning and Skills Service Annual Review (LaSSAR) which reflects Ofsted’s framework for the inspections of local authority arrangements for supporting school improvement. Internally, the LaSSAR acts as both a summary of the previous year’s actions to address previous priorities as well as acting as a blueprint for future plans. This document is established by reviewing and evaluating progress in, and impact of, a range of organisational activities.
- 1.5 The LaSSAR draws together a range of self-evaluation activities including internal and external review, data analysis, feedback and judgements and progress towards addressing local, regional and national priorities. This process enables the Learning and Skills Service to celebrate and build on from successes as well as to identify emerging issues and areas for improvement. It is a key management tool in highlighting and supporting continuous education improvement.
- 1.6 The LaSSAR reports on existing practice, and reflects the evaluation criteria identified of the Handbook for the inspection of local authority arrangements for supporting

school improvement (Sept 2015) in utilising a judgement-rich approach in the areas of:

- corporate leadership and strategic planning;
- monitoring, challenge intervention and support;
- support and challenge for leadership and management;
- use of resources.

- 1.7 Data referred to in this report relates to the academic year 2016/7 unless otherwise stated.
- 1.8 2017-18 areas for action/improvement are collated in the Annual Education Improvement Plan (AEIP) which is located at the end of this report. The AEIP expresses the key actions required for ensuring the service to schools is effective and leading to sustained educational improvements. The impact of the AEIP is monitored through Rutland County Council's Education Performance Board, performance reports to Children and Young People's Scrutiny Panel and the Learning and Skills Service routine self-evaluation processes.

2 . The Rutland Context.

- 2.1 Rutland is located in the East Midlands region and is bordered by Lincolnshire, Leicestershire and Northamptonshire. It sits within the local enterprise partnership (LEP) of Greater Cambridgeshire Greater Peterborough. Rutland is a small rural county; 100% of the population live in 'rural towns' and villages or are dispersed (DEFRA – 2011 Rural-Urban Classification of Local Authorities & other geographies) over some 151.5 square miles (392.5 square km). Rutland has low levels of deprivation and is ranked 301 out of 326 local authorities, based on their 'rank of average score' in the indices of deprivation, where 1 is most deprived. Despite this ranking, small pockets of deprivation do exist within the county – but these are masked by the wider prosperity. The Level of Happiness in Rutland is high, with an average (mean) rating of 7.65/8.0 (ONS Wellbeing Analysis Reference Table 3: Happiness, 2015), which is 0.32 higher than the national average.
- 2.2 Although Rutland enjoys low rates of deprivation, there are nevertheless embedded pockets of relative deprivation within it. In particular, with reference to qualification levels (Census 2011), the wards of Greetham and Oakham North-west demonstrate significantly higher levels of residents with no qualifications than is apparent in other wards. The percentage for those with no qualifications and for those with a highest qualification of level 1 is also greater than in other levels for these wards. The main Rutland Adult Learning and Skills Service (RALSS) accommodation at Oakham Enterprise Park is close to and serves this area of deprivation.
- 2.3 Rutland has a total population of 38,046 (ONS – Lower Super Output Area Population Density, mid-2015) with a small proportion of ethnic minority groups. In 2011, 5.72% of Rutland's resident population declared non-white ethnicity, and 94.3% of the population identified themselves as "White British". This compares with a figure of 95.74% of the population who declared themselves "White British" in 2001 (ONS 2001 census – Ethnic Group (UV09)) and indicates that over the course of the last decade, the proportion of Rutland residents of "non-White" and "White, non-British" ethnic origin has increased. However, on both a regional and national basis, the proportion of non-white ethnic groups is substantially higher, at 24.18% and 29.17% respectively (ONS 2011 Census – KS201EW Ethnic Group).
- 2.4 From those people of non-White British origin, according to the ONS Census the greatest increase has been in the proportion of "White: Other White" residents, from 1.69% in 2001 to 2.1% in 2011, and "Asian or Asian British" residents, up from 0.40% to an estimated 1.9 % over the same period (sources as previously). Thus, the ethnic composition of the county can be seen to be gradually shifting over time. Early indications from the 2011 Census indicate that the ethnic minority population of the county has indeed increased.
- 2.5 The median gross weekly pay for residents both living and working in Rutland, in a full time job, is £490.90, compared with £501.70 for the East Midlands as a whole. In comparison, the average house price recorded in Rutland is significantly higher than that for the east midlands. In August 2016 the average house price in Rutland was £278, 310 compared to £175,610 across the region. When considering data collected

between 1997 and 2013, the ratio of median house price to median earnings, was 10.82 for Rutland – compared to 7.63 for England..

- 2.6 The table below provides an overview of key demographic and economic data as given in the DfE Greater Cambridgeshire Greater Peterborough Area Review which included the local authority areas of Rutland County Council, Peterborough City Council and Cambridgeshire County Council (August 2017).

	Rutland	Cambridgeshire	Peterborough	Great Britain
Total Population (2016)	38,000	647,200	194,000	63,258,400
Population aged 16 to 64 by %	58.9%	63.8%	63.4%	63.3%
% with Post Level 4 qualifications	39.7%	45.5%	26.1%	37.1%
% qualified to Level 2	75.9%	78.2%	63.7%	73.6%
% of young people achieving 5 Grade A - C	71%	61%	48%	58%
Gross weekly pay of residents	£490.90	£576.00	£466.90	£540.00
Out of work benefit claimants	0.6%	0.7%	1.5%	1.9%
% of main benefit claimants	3.9%	5.4%	9.6%	8.6%

- 2.7 There are currently two MoD bases within Rutland, Kendrew Barracks and St Georges Barracks. The local authority works pro-actively with the MoD to reduce that the impact of transitions in and out of the county on children and young people as much as possible. A structured programme to support the regiment change at Kendrew barracks in the summer of 2017, which included focused visits and multi-agency approaches, was designed and delivered by the Council to minimise impact. Liaison with MoD Welfare Officers enables intelligence to be shared, particularly where they may be special educational needs or other additional needs so that appropriate education and welfare services can be offered. Families are offered further support through RCC's Early Intervention, SEND and Inclusion Service. Education and training for service personnel is provided in house by the arm, but wider training for adult dependants is delivered by Rutland Adult Learning and Skills Service (RALSS) which offers a range of subjects including functional skills and GCSEs. These are scheduled to be delivered on-site for both bases to overcome any potential transport issues and to encourage participation.
- 2.8 Within Rutland there are 17 primary schools located within our two towns and larger villages. Secondary schools are located in Oakham, Uppingham and Great Casterton and in county post-16 education is available in Oakham. Further opportunities for post 16-education exist in neighbouring counties – with Rutland students attending a range of establishments, including those in Melton Mowbray, Corby and Stamford. There are also three independent schools within Rutland – these are located in Oakham and Uppingham. Rutland County Council has been pro-active in reflecting the government drive for greater autonomy within the education sector and has supported the conversion of maintained schools to academy status. Originally, Single Academy Trusts (SATs) were set up but, over time, more schools are joining Multi-Academy Trusts (MATs) which is bringing greater stability and consistency to the sector.

As of August 2017, all secondary provision in Rutland is within Academies and only six schools are maintained by the local authority:

Uppingham C of E Primary School

Great Casterton and Empingham C of E Primary Schools (Rutland Primary Partners Federation)

Oakham C of E Primary School (Federated with the Parks)

St Mary and St John C of E (VA) Primary School

Exton & Greetham C of E Primary School. This school has been issued with an Academy Order for 01/11/17 with the intention to join Rutland Learning Trust)

Academy Trust		Schools	Date/ Type of Conversion (Converter/ Sponsored)	
MAT	Brooke Hill Academy Trust	BROOKE HILL Primary	01/09/11	C
		EDITH WESTON Primary	01/02/16	S
MAT	Rutland and Districts Schools' Federation	CATMOSE College	01/04/11	C
		HARINGTON SCHOOL (Post 16 free school)		
		CATMOSE Primary	01/05/12	C
MAT	Rutland Learning Trust	LANGHAM C of E Primary	01/07/13	
		KETTON C of E Primary	01/10/14	C
		ST NICHOLAS (VA) C of E Primary	01/10/14	C
		WHISSENDINE C of E Primary	01/10/14	C
		<i>(EXTON & GREETHAM C of E Primary (VC) Academy Order for 01/11/17)</i>	<i>TBC</i>	<i>C</i>
MAT	Heighington Millfield	COTTESMORE Primary <i>(Sponsor Transfer to Rutland Learning Trust 01/01/18)</i>	01/10/16	S
MAT	St Gilbert of Sempringham Catholic Multi Academy Trust	ENGLISH MARTYRS Catholic Voluntary Primary	01/05/13	C
MAT	Discovery Schools Academy Trust	LEIGHFIELD Primary	01/04/13	C
MAT	Peterborough Diocese Education Trust	RYHALL C of E Primary (VC)	01/10/14	S
SAT	N/A	UPPINGHAM COMMUNITY COLLEGE	01/04/11	C
SAT	N/A	CASTERTON COLLEGE	01/09/11	C

2.9 This trend of academisation will continue and therefore it is essential for Rutland's school improvement strategies to reflect the autonomy of the schools and to work

with the school leaders, including governors, to develop capacity for self-improvement within the education sector. Strong working partnerships have also been established with the Department for Education and the Regional Schools Commissioner's office in sharing intelligence about academies within Rutland and challenging these officers where concerns over the performance of an academy or multi academy trust may have been identified. This is central to RCC's Education Framework 2017-20 which recognises the role of the local authority in influencing and challenging practice as more children are being educated within the academy system as demonstrated in the table below:

DRAFT

School Phase	2013	2014	2015	2016	2017
Maintained primary	2123	1710	1073	670	656
Maintained secondary	0	0	0	0	0
Academy primary	436	989	1641	2150	2152
Academy secondary	2393	2434	2509	2481	2461

2.10 The LA maintains good contact with secondary providers and collates destination data to monitor potential NEET (not in education, employment or training figures). For 2017:

Total number in the Year 11 fixed cohort educated in Rutland and attending Casterton College, Catmose College, Uppingham County College and Wild's Lodge (independent special school): 480

Offer of Education or Training Conditional start by October: 478

Employment without Training to Level 2: 1

Unable to Contact – Known to have moved away: 1

3. Corporate leadership and strategic planning

Context

3.1 Rutland County Council Corporate Plan 2017-20 sets out the ambition for all children and young people to be able to access high quality education within settings where every individual matters equally and is encouraged to aim high and achieve their very best. The corporate and strategic leadership of education improvement in Rutland is effective as evidenced by the high levels of success within all spheres of the educational process when compared with statistical neighbours' performance and the regional and national averages.

3.2 Elected members and senior officers recognise the importance of raising aspiration and educational achievement, and securing this through good or better educational provision. Rutland Corporate Plan sets out the ambitions and priorities for all partners within Rutland and demonstrates the commitment of members to realise this vision by:

- investing in infrastructure and the provision of services;
- commissioning for outcomes based on our communities' needs;
- promoting community wellbeing and resilience;
- influencing, coordinating and supporting other organisations that contribute to the life of Rutland;
- making the best use of all of our resources.

The Portfolio Holder for Education is pro-active in his role and meets regularly with the Head of Learning and Skills Service to maintain an accurate understanding of education performance in the County and to hold the Learning and Skills Service to account. As a consequence, the Portfolio Holder acts effectively as a pro-active champion for the sustained success of children and young people educated in Rutland.

3.3 The education strategic vision for the authority is articulated through the Learning and Skills Service Education Framework 2017-2020 and is driven through the annual Education Improvement Plan. These documents are produced in consultation with early year's providers, head teachers and the RCC Education Performance Board to ensure engagement. Internally these have been reviewed by the People's Directorate Management Team and the Senior Management Team to provide challenge and rigour. It is through the successful implementation of the Education Framework that the annual education improvement priorities, identified through end of academic year scrutiny of performance data and wider contextual intelligence, will be achieved.

3.4 At the heart of the education framework for Rutland is a commitment to encourage successful autonomous schools and to promote the activity of these and wider partners, including Single and Multi-Academy Trusts and Teaching School Alliances, to secure:

- the best possible levels of attainment and progress;
- outstanding leadership including effective governance;
- safety, fairness and equity for all pupils and staff;

- value for money and the capacity for continuous improvement within a self-improving system.
- 3.5 The local authority delegates resources towards the education sector to secure a robust approach to system leadership and rigorous peer challenge and evaluation. A commissioned programme of professional development for maintained and academy school leaders and governors, starting in January 2018, will bring increased reliability, rigour and consistency to sector-led school improvement and strengthen the capacity of systems leaders to sustain and further extend the improvements made. The quality of teaching in Rutland schools will be improved through a commissioned programme commencing in the autumn term 2017. This supports the implementation of RCC SEND and Inclusion Strategy by utilising peer to peer expertise in adjusting classroom practice so that daily provision is more effective in meeting the additional needs of children in mainstream classrooms. The impact of these programmes will be monitored and evaluated through the Learning and Skills Service which will be held to account by the Education Performance Board.
- 3.6 Consultation to raise awareness of areas of strength and concern based on statistical evidence and the local authority's high quality knowledge and understanding of the context of the county and to subsequently agree our education priorities is undertaken through regular communication with all schools, early years settings and wider partners. This includes, although is not exclusive to the Schools Bulletin, Local Authority and Head Teacher Partnership Briefings, Education Performance Board meeting, Network Meetings, Schools Forum and RCC Children and Young People's Scrutiny Panel.
- 3.7 The agreed priorities are then formalised within the Learning and Skills Service Annual Education Improvement Plan; this plan will also reflect the three regional priorities currently identified across the East Midlands:
- to improve outcomes for white British young people eligible for free school meals
 - to improve outcomes for Children Looked After and care leavers
 - to support children and young people at an early stage of learning English as an additional language
- The Education Improvement Plan will also identify actions to address priorities agreed with the Regional Schools Commissioner through the Sub-Regional Partnership Board in early autumn 2017 where these apply to the context of Rutland.
- 3.8 The local authority's accurate knowledge and understanding of the context of the county has been achieved through well-documented monitoring and evaluation of education performance. The nature of this activity takes account of the education profile of Rutland, with the majority of schools having academy status, and promotes the autonomy of schools. An overview of the performance of Rutland schools is maintained through an agreed and transparent process articulated through the Education Improvement Prioritisation and Entitlement document. The Learning and Skills Service meets at least three times per year to undertake a School Quality Assurance (SQA) desktop review of school effectiveness. At this meeting a range of

evidence is considered and a prioritisation agreement made about each primary and secondary maintained school or academy. Schools are informed of the resulting priority status, with opportunities offered to maintained schools and academies to discuss the basis of the outcome and to review further evidence as required. The prioritisation enables the local authority to understand where there is potential vulnerability and to work with maintained schools and offer support to academies to address issues swiftly.

- 3.9 All Early Years providers in the Private, Voluntary and Independent sector and in schools work in close partnership with the local authority Early Years' Service. Inspection outcomes are monitored and systematic review as outlined in the Education Improvement Prioritisation and Entitlement document is undertaken. Local authority support is targeted to early years providers in inverse proportion to success to ensure that resources are used effectively, with the aim for good practice within the sector to be shared and built upon.
- 3.10 Prioritisation is agreed using a 'best-fit' approach. No further action is taken until the school or setting has been notified of any concerns raised. The relevant Diocese Director of Education is also informed, where appropriate, of any concerns so that a co-ordinated approach to support and challenge can be assured. Rutland school prioritisation forms the basis of routine 'Keep in Touch' discussions with Regional Schools Commissioner's Officers and the Regional Ofsted team.
- 3.11 It is a statutory requirement that admissions into primary school at reception year and secondary school at year 7 in September each year are co-ordinated by the local authority. This means that parents of Rutland resident children apply to Rutland County Council for places. Applications for other year groups throughout the academic year, known as in-year admissions, are administered by the admission authority for the preferred school. Academies and voluntary aided schools are their own admission authority and in-year applications for these schools are therefore made directly to the school. Rutland County Council is currently admission authority for five primary schools in the county; this number will decrease as more schools convert to academy status. However the co-ordination function for admissions into primary school at reception year and secondary school at year 7 for all Rutland state-funded schools will be retained. The admissions team works in partnership with the Business Intelligence Team and Property Services to ensure there are sufficient school places available in Rutland and to monitor the available capacity within schools over the year.

Impact – what is working well?

- 3.12 The overall strategy within Rutland is successful as demonstrated by effective provision across the county and through all phases of education.
- 3.13 100% of Early Years providers in the Private, Voluntary and Independent (PVI) sector were judged by Ofsted to be Good or Outstanding (July 2017). All but three schools were judged as good or better in their last inspection, with no schools are in an Ofsted category (July 2017).

- 3.14 Post 16 and adult provision is at least Good across the spectrum. This is maintained through 'early warning' mechanisms and the use of reliable and valid data systems to monitor the effectiveness of education providers and the overarching strategy.
- 3.15 Through the strategic monitoring of school effectiveness via the regular desk-top prioritisation exercise, the activity of local authority officers and the accountability held through the Education Performance Board, the Learning and Skills Service is able to accurately evaluate the education capacity within Rutland. This is reflected in the impact this is having on the standards achieved by the children and young people, the performance of different groups of pupils compared with national expectations and the overall performance of Rutland state-funded schools. The transparency of this approach, and the sharing of this data with all relevant parties within the educational arena, ensures that key strategic partners and stakeholders are regularly informed of successes and any potential vulnerabilities and a collaborative approach to addressing issues can be agreed. Maintained schools prioritised through School Quality Assurance process are carefully monitored and challenged through termly LA strategy meetings, where support is also brokered to support school improvement.
- 3.16 Where local authority monitoring strategies have identified concerns regarding performance in individual settings or schools, actions taken by the local authority have supported rapid improvement and contributed to improved school effectiveness as measured by:
- improving school effectiveness as reflected in school Ofsted inspection outcomes
 - improved outcomes in early years settings judged by Ofsted as Inadequate following the delivery of a package of tailored support
 - improved Key Stage 1 performance with outcomes in reading, writing and mathematics remaining above the national average in 2017
 - an improving trend in Key Stage 2 outcomes in reading, writing and mathematics combined from a very low starting point in 2013 to well above in 2017. Particular improvement is evident in Key Stage 2 mathematics in 2017
 - an improving picture in Key Stage 1-2 progress in all subjects, most particularly writing
 - indications in 2017 suggest that no school is at risk of being below floor standard at Key Stage 2 or 4
 - KS4 reported outcomes remain well above national averages and statistical neighbours
- 3.17 Through local authority championing of the increasing range of school to school support available, including that offered through Teaching School Alliances, Multi Academy Trusts, National Leaders of Education and nationally funded initiatives, there is an increasingly formalised approach to best practice being disseminated and embedded across the county and the increasing effectiveness of collaboration to drive school improvement. This has led to strengthening of leadership and management in less effective schools and the reduction in the number of schools deemed 'vulnerable' through Learning and Skills prioritisation evaluation.

- 3.18 The quality of decision making by the local authority, including effectiveness of its consultation with schools and other parties through Education Performance Board, Schools Forum, Networks and Head Teacher and Local Authority Partnership Briefings has enabled stake holders to have a clear and transparent understanding of how the local authority compares to both national averages, regional and statistical neighbours and to set higher expectations, particularly for progress and attainment.
- 3.19 The level of absence in state-funded primary and secondary schools is much lower in Rutland than the comparative figures for England and the East Midlands. Rutland is ranked first (lowest) for overall absence at primary and secondary and for persistent absentees at primary and is second lowest for persistent absentees for secondary (after Isles of Scilly).
- 3.20 At the time of the report being completed, there is only one permanently excluded Rutland pupil awaiting a school placement. This pupil is being home educated by a personal tutor and being supported by the Education Psychology service.
- 3.21 The Social Inclusion Development Officer makes twice yearly visits to monitor the work of electively home educated pupils in Rutland. At the time of the report, there is one EHE pupil, a KS2 child, who also attends two Home Educated Groups in Peterborough and Leicestershire where external tutors provide tuition to the group on a range of subjects from sports' coaching to scientific experiments.
- 3.22 Over the last 5 years an average of 95% of Rutland resident children have received an offer at their first preference primary school and an average of 91% of children have received an offer at their first preference secondary school. School capacity is monitored carefully, ensuring sufficiency of provision within the authority and identification of options to increase capacity where this is required.

Impact – What do we need to improve?

- 3.23 The Early Years team is currently working in close strategic partnership with all other authorities across the East Midlands on a research project to establish whether there are any linking factors for boys' relative underperformance in achieving the Early Learning Goal for Writing, looking at patterns of development for boys who achieve and those that don't. If the research identifies distinctive patterns, early identification and appropriate intervention will be promoted to narrow the performance gap. There are indications that whilst there has been an increase overall in the percentage of children achieving expected standards across the first 12 Early Learning Goals (a Good Level of Development) over time, the average point score, which measures the performance of children across all of the Early Learning Goals, has not seen a similar increase. Further interrogation of data is being undertaken to identify the patterns and causes behind this, but could indicate that fewer children are reaching higher than expected standards by the end of their reception year.

- 3.24 Whilst end of Key Stage 1 outcomes have been consistently above the national average, the proportion of pupils achieving at greater depth is below that seen nationally in writing and mathematics indicating that further challenge and support to schools for setting high expectations and adjusting curriculum delivery to set greater challenge to pupils is a priority for 2017-18.
- 3.25 Whilst there is a clear upward trend in 2017 Key Stage 2 pupil outcomes for primary aged pupils in Rutland schools, the high outcomes of some schools mask the continued under performance of others. For example, whilst local authority Key Stage 2 attainment at the expected standard was above the national average in all subjects in 2017, six primary schools were below the national standard in reading and writing and ten were below in mathematics.
- 3.26 Although there is much to be celebrated in the outcomes achieved by children and young people in Rutland schools, there is evidence that there are inconsistencies in the performance of some groups of pupils over time. Owing to the relatively small number of pupils in Rutland schools and approximately 400 pupils in Rutland schools in each school year, data for groups of pupils is aggregated over three or more years to help to identify where there are patterns or trends of underperformance of groups. Current analysis does not indicate a particular trend or pattern for boys and girls overall but does indicate that, for the data available at this time, that although generally boys and girls in Rutland perform better than their peers nationally, the performance gap between boys and girls is wider than seen nationally in some Key Stages or subjects. Girls mathematics also appears to be an area where there requires further challenge. Further interrogation of data, as it becomes available, will help to indicate further action required.
- 3.27 Currently there are limited options available for Post 16 education within the county, predominantly an academic route of Advanced Levels from a successful single provider. The academic route mirrored the government focus on increasing university participation and had, in this regard, been positive in that it increased numbers attending and gave some young people the opportunity to attend university when previously it would have been out of their reach. However, it is recognised that equal credence must be given to non-academic routes where these would be the best option for the young person.

Destinations are as given below for Year 11 school leavers (2016):

Type of Destination	Number
Employed / training towards NVQ2+	15
Employed for more than 20 hours - no training	3
Employed for less than 2- hours	1
Out of County - Further education	116
NEET	1
No information	4
Other	1
Out of County -School sixth form	100
Harrington sixth form Rutland	70
Total	311

Provisional data on key stage 4 (KS4) and key stage 5 (KS5) students' further education, employment and training destinations 2017: Release date: 25 January 2018 9:30am (confirmed)

- 3.28 The local authority is currently exploring the capacity and resource to deliver a sector led post-16 vocational route within Rutland through a partnership between Rutland County Council, Rutland Adult Learning and Skills Service (RALSS), Peterborough Regional College (PRC) and Rutland Secondary Academies. The partnership would be responsible for developing and implementing a county-wide provision aimed at meeting the needs of more young people within the 16-18 sector, including those with special educational needs and/ or disabilities. It is envisaged that this would develop and support the aspirations and skills enhancement of young people and encourage businesses and communities within Rutland to engage more robustly with education providers in securing well qualified young people to enhance the prosperity of the county.

4. Monitoring, challenge, intervention and support

Context

- 4.1 The Learning and Skills Service has developed a strategy to drive school improvement activity; the Education Framework 2017-2010 clearly defines the direction of travel for the service and its vision for the future. In order for the local authority to quantifiably report on the provision and check expectations and the drive for outstanding for all, the Learning and Skills Service regularly interrogates and uses performance data and management information to review the effectiveness of this strategy through the prioritisation process.
- 4.2 The local authority recognises that greater challenge to the education sector needs to come from within the sector and, through the commissioning of a professional development programme to promote effective peer review and challenge, is providing school leaders with effective tools and strategies to enable this to become embedded in practice and an integral contributor to sustaining high quality education throughout Rutland schools.
- 4.3 Historically, local authority tracking of school performance had not been used consistently to interrogate effectiveness and provide a clear picture of individual school and overall performance. However, improved data gathering and evaluation has been implemented so that the local authority now has an accurate understanding of strengths and potential vulnerabilities. The use of systematic and rigorous use of data to identify underperformance has been utilised effectively by the local authority and has ensured that vulnerable schools were swiftly identified and challenged. It is recognised that greater objectivity and transparency is now required to reflect the limited powers available to the local authority when reviewing the effectiveness of academies and free schools. The new methodology as identified in Education Provider Prioritisation and Entitlement seeks to redress this by informing schools and settings, on a regular basis, of the interpretation of their data and perceived performance of their institution and to explore any issues relating to effectiveness.
- 4.4 In 2014 the steep fall in Key Stage 2 results and the less effective leadership evident in some primary schools resulted in the Learning and Skills Service predicting that seven out of the eighteen (39%) primary/special schools would be judged as less than good in their next inspection and no schools would be judged as outstanding. By July 2017, this had been challenged and addressed and all but three schools were judged good or better and none inadequate. Seven primary schools are due to be inspected in the 2017-18 academic year; current data and knowledge of these schools suggest that there is some vulnerability within the sector but that the overall trend of improvement is being maintained. Where a school remains a concern, this has been shared with school leaders, including governors, and action taken by the local authority including informing the Regional Ofsted Team and the DfE through the regular 'keeping in touch' discussions.
- 4.5 Challenge to early years providers and settings, maintained schools and academies and further education providers, as identified within the Education Provider

Prioritisation and Entitlement documentation, has been agreed with input from Early Years providers and school and college leaders. This articulates the local authority plans for education improvement and makes transparent the support and intervention the local authority will provide. The local authority is mindful that national and regional priorities and local need can change over short time frames, and the plan and review processes enable flexibility of approach to reflect revised priorities and ensure resources are targeted most effectively.

- 4.6 Whilst Rutland enjoys a period of predominantly good or outstanding settings and schools, in terms of the small number of weak or underperforming schools, the Learning and Skills Service would not hesitate to promptly and effectively deploy formal powers of intervention. The rationale and process is explained to schools, settings and other multi agency partners through the Education Provider Prioritisation and Entitlement process. The commissioning of a peer review and challenge programme for Rutland schools is highly recommended for those schools which have been identified as potentially vulnerable through the prioritisation methodology; this programme will contribute to monitoring the effectiveness of these schools and developing effective school to school support to ensure at least good school effectiveness.
- 4.7 All Early Years providers delivering the Early Years Foundation Stage (EYFS) are entitled to an offer of 'core support' from the Early Years Team. This includes an annual visit to each early years setting, Private, Voluntary or Independent provider, school and childminder, access to three EYFS networks, Lead Early Years Providers training day and a programme of training. Remote support is available as appropriate. A full programme of support is also available for Newly Qualified Teachers and practitioners, through Rutland Teaching Alliance, and support for the implementation and moderation of the Early Years Foundation Stage Profile is offered. Additionally, early years providers with a Requires Improvement or Inadequate Ofsted inspection outcome are able to access a package of tailored support to meet their individual needs and to bring about swift improvement.
- 4.8 Whilst 2016 on-entry to Reception Year data indicated that, in some schools, children were entering at below age related expectations, there is recognition by the local authority that further peer moderation in 2017 will add rigour to on entry assessment. This will include moderation processes and improved transition arrangements between the pre-school and the reception class.
- 4.9 As the move to sector-led quality improvement for all providers of the Early Years Foundation Stage is established, a working partnership between the local authority, Leading Early Years Practitioners, the Early Years Specialist Leader of Education (SLE), the Rutland Teaching School and Visions Children's Centre highlights areas for future development. A process of partnership working ensures that any future developments are co-ordinated; for example a joint project developed between all partners to support the transitions into and out of Reception classes in Rutland schools included some of the following actions:

- The building of relationships across the sector, through activities to further develop assessment across the EYFS and the moderation of assessment judgements.
 - A model to evaluate and test whether a joint practice model of CPD used across the range of Early Years providers could improve pedagogy, the quality of standards and provision.
 - Supporting processes and providing funded time for feeder and receiving Early Years Providers to share information.
- 4.10 The Children and Families Act 2014 requires every local authority in England to appoint an officer employed by the authority to make sure that its duty to safeguard and promote the welfare of its children looked after (CLA) by the authority is properly discharged. That officer is referred to as the Head of the Virtual School; this function sits within the Learning and Skills Service. The Virtual School Head undertakes the monitoring and evaluating the performance of all children looked after by Rutland, wherever they live or are educated. The Head of the Virtual School Head is also responsible for managing pupil premium funding for the children they look after and for allocating it to schools as well as managing the early years' pupil premium and for allocating the premium to the early years' providers that educate CLA who are taking up the free early education entitlement for 3- or 4-year-olds.
- 4.11 Rutland County council has an established continual professional development process in operation to ensure that staff are kept up to date with changes to educational policy and practice and adhere to and promote latest statutory processes and government guidelines. This enables the team to remain focused on monitoring and challenge that is recognised as making a difference nationally and that we focus not only on local but also on the national education agenda. A key document for all staff in this endeavour is the annual Professional Development Review (PDR). Longer and/or qualification based programmes are highlighted alongside any other job related updates. In addition, all staff are encouraged to engage with relevant research and training related to their responsibilities. Staff from the Learning and Skills Service take a lead role in a range of regional and national forum and attend regional and national training. The knowledge gained is cascaded to the rest of the team and ensures our practice reflects national expectations and guidelines.

Impact – What is working well?

- 4.12 Outcomes and overall performance of education settings is routinely and systematically scrutinised by the Learning and Skills Service and the necessary challenge and, where appropriate a tailored programme of support, is offered to early years' providers and schools to swiftly address issues is identified. The proactive promotion of peer support, with systems leaders and teaching schools providing professional development and guidance, is central to building capacity within the education sector

- 4.13 Pupil performance outcomes are monitored, measured and compared at school, regional and national levels and underperformance is challenged, which has contributed to improvements from previous years.
- 4.14 As part of the wider Learning and Skills monitoring process, results are shared and challenged at the Education Performance Board and, using the Education Provider Prioritisation criteria, the appropriate support is determined and available to early years providers and schools.
- 4.15 From a very low starting point in 2013, when Key Stage 2 outcomes were significantly below that attained nationally, impact can be seen of the effectiveness of local authority challenge of underperforming schools. As such, an improving picture in 2017 Key Stage 2 with outcomes now well above the national picture and our regional neighbours; in 2017, Rutland was identified as one of the ten Local Authorities that has made significant improvement in the proportion achieving the expected level in reading, writing and maths.
- 4.16 Key Stage 4 GCSE results for 2017 indicate that the local authority has maintained success rates significantly higher than national averages as well against neighbours within the East Midlands region. Key Stage 5 results as reported by schools are in line with national averages.
- 4.17 Routine support and challenge activity by the Learning and Skills Service Education Officer is undertaken in maintained schools to address any indication of underperformance, including supporting these schools to build meaningful school improvement networks with others.
- 4.18 Long term improvement in school performance has been achieved. The Learning and Skills Service officers challenged all less than effective leadership and raised governor awareness of their strategic responsibility in schools where underperformance was evident. There has been a high turnover in leadership with seven Rutland schools appointing new headteachers in September 2015.
- 4.19 Strategic overview and challenge through the establishment of the Education Performance Board has provided further level of monitoring and challenge to education performance and in identifying key areas for improvement. As a consequence, the local authority now knows schools' strengths and development areas well and appropriate actions are undertaken to address any underperformance and to develop greater professional partnership and collaborative approaches to school improvement.
- 4.20 School Quality Assurance Meetings have been established; local authority officers from the Learning and Skills Service and the SEND and Inclusion Service share information and ensure a joined up approach to brokering school support through a transparent policy of school prioritisation.
- 4.21 Partnered local authority and school reviews have taken place in those maintained schools (and requested by some academies) that cause concern, and progress in addressing issues is monitored through local authority Strategy Meetings held at the schools at which school leaders and governors are held to account for the impact of

school improvement activity. Where school to school support has been brokered, the leadership team from this school is also invited so that they can contribute to review and be held to account for their activity.

- 4.22 There is evidence of good impact of the greater challenge of schools in bringing about sustained school improvement. As a result, schools that had been at risk of an inadequate judgement in inspection avoided an Ofsted category.
- 4.23 All but three schools were judged as good or better in their last inspection and there are no schools judged inadequate by Ofsted or identified, as per the DfE guidance for schools causing concern, in receipt of a Performance and Standards Warning Notice or in scope for enforced academisation.

Impact – What we need to improve?

- 4.24 Whilst most schools are performing well, the Learning and Skills Service is seeking to further embed excellence in education and the drive to outstanding by continuing to challenge known cross-authority issues in relation the underperformance of some groups which include boys and girls depending on subject area and school phase, those more able pupils and those pupils with Special Educational Needs and or Disabilities. Children Looked After, those with English as an Additional Language and those children in receipt of Service Premium also remain priority groups. Often the numbers of any of these pupils in any year group may be small, which makes comparison with national data less reliable; however, it cannot be ignored that, over time, patterns of performance for these groups is not consistently as good as would be expected.
- 4.25 The Learning and Skills Service will continue to monitor and challenge schools in relation to the performance of groups of pupils so that all groups perform to an equally high standard compared with their peers nationally, most particularly higher achievers. Where Rutland performance is already higher than national, we aim for all schools to set expectations for all pupils to aspire to in order that they achieve the highest possible outcomes
- 4.26 The challenge to the small number of schools who are deemed as a high priority will be maintained through the setting of high expectations for all providers and routine monitoring and evaluation to identify where performance is improving or to signal where impact of actions are failing to be effective. The Learning and Skills Service will work with the DfE and the Regional Schools Commissioner when these schools have academy status.
- 4.27 A more formalised approach to sustained school improvement will be developed, to include the monitoring and challenge role, through a local authority commissioned programme to embed effective sector-led school improvement with peer review that is rigorous and driving forward required improvement.
- 4.28 The monitoring and challenge activity within the sector led improvement model will be further strengthened through the support for the development of systems leadership within the authority to include the identification of potential National

Leaders of Governance (NLGs) in Rutland to ensure that Governing Boards are offering effective challenge to school leaders and engaging in the local drive for further improvements in education. A programme of Governor training has been developed by the local authority, in partnership with teaching school alliances, multi academy trusts and diocesan education boards, to strengthen leadership capacity of Governing Boards

- 4.29 The Learning and Skills Service will continue to systematically utilise agreed protocols to ensure that the local authority has an accurate understanding of the quality of provision of each provision setting and school where education takes place.
- 4.30 Where underperformance of groups has been identified within a setting or school, this will be challenged; support programmes will be brokered or commissioned where significant trends across Rutland are identified.
- 4.31 The Learning and Skills Service will continue to work in partnership with the wider Children's Services work force to scrutinise and implement agreed policies and protocols in relation to other groups including:
- All children with special educational needs and/ or disabilities within Rutland state-funded schools
 - Any child or young person who is being home educated
 - Any child or young person who has been permanently excluded

5. Support and Challenge for leadership and management

Context

- 5.1 The Learning and Skills Service strategy for supporting and challenging school leaders and governors is specified within Education Provider Prioritisation and Entitlement 2017-18 which ensures there is a consistent and transparent approach.
- 5.2 Where concerns are identified in a maintained school, a formal local authority Strategy Meeting will be instigated with Head Teacher and Chair of Governing Board setting out evidence of concern. At those meetings, school leaders need to demonstrate that robust improvement plans have been completed and that planned actions will be rigorously monitored through in-school and external scrutiny arrangements. Further meetings will be arranged as required. A Learning and Skills officer will attend Full Governing Board meeting as an observer; an external review of governance may be requested. If school cannot demonstrate swift and effective action and impact, the LA will work with the Regional Schools Commissioners' office, as stipulated in the DfE Schools Causing Concern Guidance, and utilise intervention powers where this will improve leadership and standards. Where concerns are identified with Academies, actions as identified within the Education Provider Prioritisation and Entitlement and the DfE Schools Causing Concern Guidance will be instigated.
- 5.3 The LA is commissioning a significant programme of professional development for senior and middle leaders and governors in relation to accurate self-evaluation and continuous improvement through peer review and challenge. This will build further confidence and consistency in effective and challenging peer evaluation, and will build wider school leadership capacity within individual establishments and across clusters of maintained schools and academies. The development of a robust sector led model in Rutland will see the sector responsible for school improvement, with schools working in partnership with each other and other educational establishments, so that the education sector can be effective in challenging itself and demonstrating its own ability to be self-sustaining and self-improving.
- 5.4 The role of the local and regional teaching schools is being promoted through the actions of the local authority, and the partnership approach between Rutland Teaching Alliance and the local authority is ensuring that further capacity is being developed within the county. This approach also recognises that a partnership approach with wider teaching schools can contribute to, and augment, the offer available within the county; cross boundary partnerships with other teaching schools in the region are supported through commissioned programmes and utilisation of national funding opportunities. Teaching Schools are essential in building leadership capacity within Rutland and the close working partnership between Rutland Teaching School Alliance and the local authority is key to further developing robust and confident leadership at all levels in Rutland schools through identifying and supporting potential leaders through Specialist Leaders of Education and Local and National Leaders of Governance programmes.

- 5.5 It is recognised that effective Governance is key to sustained school improvement. Training for Governors to enable them to offer support and challenge the school's senior leadership team had been commissioned through Leicestershire Governor Services. The training programme had been held predominantly in Leicestershire and following a review of the governor take up, this has been changed for the academic year 2017-18 to be a RCC/ Teaching School Alliance partnership programme of governor training designed, through governor consultation, to more accurately reflect need. In addition, where maintained schools are identified as vulnerable, members of the Learning and Skills Service may attend governing board meetings to provide an increased level of challenge and model good practice.
- 5.6 The local authority builds strong working relationships with educational leaders through the Rutland Education Performance Board which ensures that effective leadership is promoted and supported. The overriding aim of the Performance Board is to provide robust monitoring and review of the performance and progress of improvement of education providers including Early Years settings, schools and adult learning provision. The recent revision of the Terms of Reference for the Education Performance Board reflects the increasing autonomy within the sector, but also the requirement of the sector to hold the local authority to account for the impact of school improvement activity

Impact – What is working well?

- 5.7 The local authority's relationship with senior and middle leaders across its early years settings and schools enables improving school to school support particularly for those schools identified as vulnerable.
- 5.8 The precision with which support or intervention is identified enables rapid action with local authority maintained schools and early interaction with academies as described in the Education Provider Prioritisation and Entitlement
- 5.9 Over recent years local authority arrangements have increasingly promoted self-reliance across the education sector. As a result of these actions, the number of schools requiring high levels of local authority support has reduced significantly. The Learning and Skills Service has implemented processes to promote school to school support and peer reviews which will now be formalised through a commissioned programme of external support for peer challenge and evaluation to ensure that this process remains robust.
- 5.10 The local authority is pro-active in the arrangements for promoting self-reliance and using systems, including school to school resources, and fully supports the move towards a more autonomous, sector-led, school improvement system which has been driven by the Government's expansion of academies and free schools. The local authority is therefore actively promoting robust and sustainable school-to-school support and challenge.
- 5.11 The local authority has supported senior leaders in maintained schools to develop effective management and governance through brokerage / commissioning of school to school support which enables best practice to be embedded across the County.

Impact – What do we need to improve?

- 5.12 The Learning and Skills Service will continue to maintain high level monitoring and evaluation of provision as identified in Education Provider Prioritisation and Entitlement. The prompt application of statutory powers will be applied where appropriate to ensure that any school identified as having potential to be a school causing concern is challenged and swift and appropriate actions taken.
- 5.13 Effective systems leadership is essential for the sustained success of a sector-led school improvement model, and the promotion for further development of systems leaders will be supported through commissioned or brokered school improvement activity. Programmes for the development of leadership at all levels will be included in local authority commissioned activity with the intention to build capacity within Rutland schools, for Rutland schools.
- 5.14 The role of governors is key in driving school improvement and the designation of National Leaders of Governors within Rutland will ensure that there is robust leadership capacity to enable sector led school improvement. Programmes of training will be offered to support all Governors to undertake their roles and responsibilities effectively, to hold their school leaders to account and to be well-prepared for external scrutiny, including by Ofsted

Context

- 6.1 When the school funding reforms were implemented in 2013/14, local flexibility reduced in terms of the number of formula factors allowed to be used and the datasets allowed for the remaining factors; having the same lump sum value for all schools although this has since changed to allow for different lump sums to be set for secondary and primary schools, and the removal of in-year budget changes for changing circumstances. This was to reflect central governments drive to move to a national funding formula.
- 6.2 The national funding formula has been implemented for Early Years from 2017/18 and has resulted in a reduction in funding for these settings in Rutland. The national funding formula is scheduled to be implemented in 2018/19 for schools. Whilst the impact to individual schools is not known, the impact on EYFS settings is potentially harmful with some struggling to maintain operating costs. The national funding formula for schools will see a soft implementation for 2018/19 and 2019/20 which means that local authorities will receive funding based on a national formula allocating funding to each individual school, but will have the ability to reallocate funding at a local level to limit large fluctuations. This could potentially impact certain schools, namely small schools. The lump sum is the important factor (funds the fixed costs of operating a school), which will help identify an acceptable number on roll to be financially viable whilst still achieving good outcomes for pupils.
- 6.3 Rurality and a sparse population in some areas of Rutland are important considerations in education provision and are reflected in the number of small rural schools and settings. As a result some primary schools have mixed age classes and some schools are developing arrangements to collaborate formally, through Federation or within local Multi Academy Trusts, and share leadership and management, teaching and learning approaches as well as administrative functions to make the most of the funding available. School improvement outcomes need to be effective to secure the future success of the school; education outcomes cannot be compromised.
- 6.4 The council has a statutory duty to provide free school transport for eligible pupils of compulsory school age (5-16 years) and extended to include children aged 4 years. Transport is also provided for children with special educational needs – often resulting in long distance journeys to educational establishments out of county and requiring passenger transport assistants to support those children with a higher level of needs. Within Rutland growing demand on these services is being experienced; however, there are a limited number of bus and taxi operators within the area – making it hard to procure the service provisions required. In addition, there is currently only one establishment offering post 16 education facilities in Rutland – meaning a large proportion of students travel out of county. The Learning and Skills Service has engaged with the County Council Transport Strategy Team to identify solutions to preventing transport from becoming a barrier to learning and will continue to support this through partnership working across the teams.
- 6.5 The base budget for the service in 2017/18 non-Dedicated Schools Grant (DSG) is £471,900 of which £237,400 is the current budget for direct performance management of schools through the work of the learning and skills team representing good value for money. The remainder is ring fenced for depreciation.

Impact – What is working well?

- 6.6 Support and resources are targeted effectively and appropriately and impact monitored. The Learning and Skills Service has oversight of all schools and works strategically with maintained schools currently below good; key partners such as teaching schools are utilised to address key priorities for the Rutland. Schools and early years' settings receive a range of light touch through to intensive support dependent upon need. The schools are identified through detailed analysis and evaluation combined with local intelligence and regularly reviewed to ensure resources are accurately utilised.
- 6.7 Authority wide priorities are identified by data analysis and addressed through the corporate business plan. Additional support is brokered for schools through signposting of services and resources to address identified concerns. Regular monitoring and reviewing of progress and priorities enables resources to be targeted to need ensuring best value is achieved.
- 6.8 The local authority regularly reviews maintained schools' budgets and challenges schools as necessary in line with the monitoring/intervention policy and the carry forward policy via the Schools Forum network. To ensure transparency, work is undertaken to ensure that head teachers understand resourcing decisions. When major changes are taking place such as the current school funding reforms and the SEND reforms, widespread consultation takes place not only with Head teachers but also with governors, Schools Forum and elected members. The outcomes of such consultation are then communicated via the termly Head Teacher and Local Authority Partnership briefings.

Impact – What do we need to improve?

- 6.9 Whilst the local authority is promoting teaching schools and multi-academy trusts as providers of support, further implementation of signposting mechanism are required to enable maintained schools to purchase from a wider market of excellent providers.
- 6.10 A programme of Governor training is being developed; this will include training to strengthen the role of the Governors in the financial management of maintained schools and academies. The regular attendance of local authority finance team at the Head Teacher and Local Authority Partnership Meetings will enable clarity and transparency in the financial position of the local authority and the implications on schools funding to be clarified and understood
- 6.11 A Schools Forum Working Party is to be set up to deliver options to providers so that the local authority can assure sufficiency of childcare places at a time where funding reductions are being made within the early years block which limits the amount that the local authority can pay providers.
- 6.12 To help deliver cost effective school transport provisions, Rutland County Council is currently reviewing post 16 education transport provisions, ensuring school transport policies are adhered to as per the guidelines set out in our home to school travel and transport policy and looking at alternative procurement and delivery options to ensure there are sufficient transport provisions to meet current and future needs. The Learning

and Skills Service works closely with the Transport Strategy Team to review policy and provide information regarding education facilities.

Learning and Skills Annual Review (LaSAR)

**Appendix A. Education Improvement Plan
2017 -18**

APPENDIX B. Education Improvement Plan 2017-18

Priority One – Improve outcomes for all groups of children and young people so that they are achieving their best possible standards, taking account of their starting points.				
Issue	Actions	(Milestones)	Dates	Lead
Although improving, inconsistency in attainment in EYFS, Key Stage One and Key Stage Two has not been fully addressed.	Scrutinise EYFS, KS1, KS2 and KS4 pupil performance data to determine areas of underperformance including that of Groups.	Underperforming schools informed of LA expectations.	Oct 17	SuH/SaH
Inconsistency in pupil progress from KS1 to KS2 not in line with expected performance.	Identify underperforming schools and discuss issues with Head and Governors.	Discussions undertaken and concerns clarified	Nov 17	SuH/SaH
Inconsistency in performance over time of identified groups of pupils	Recommend / broker school to school support systems including training needs and delivery through teaching schools alliances and multi academy trusts	Appropriate support systems identified	Dec '17	SuH/SaH
Masking of underperforming schools when comparing Rutland performance as a whole	Promote SEND and inclusion strategy; support implementation within schools through 'Inclusion Begins in the Classroom', a Learning and Skills Service commissioned programme	Evidence of greater inclusion of pupils (SEND) within mainstream education.	Oct 17- Oct 18	GC
	Scrutinise 2017/18 data to identify improved outcomes and where underperformance remains a concern.	Implement protocols with regional schools commissioner as identified within DfES SCC guidance	Sept 18	GC
A small number of schools who continue to be identified as a high priority for the LA through routine monitoring and evaluation.	Review and update prioritisation protocols and agree with school leaders at Head teacher partnership briefings	Agreement achieved and protocol(s) implemented.	Sept 17	GC
	Systematically utilise agreed protocols to ensure that the local authority has an accurate understanding of the quality of provision of each provision	High priority schools are identified and informed	Oct 17	SuH
	Continue to challenge those high priority schools identified taking account of protocol for maintained schools and for academies	Actions agreed within the protocol undertaken.	Dec 17	GC
	Prompt application of statutory powers where appropriate as identified with the Education Provider	Implement protocols with regional schools commissioner as identified within DfES SCC guidance	Mar 18	GC

Priority 2 – Widen opportunities for young people post 16 so that there are improved opportunities for access to vocational education and apprenticeships

Issue	Actions	(Milestones)	Dates	Lead
Limited opportunities for vocational and business related education within Rutland within current post-16 arrangements.	Support schools to deliver robust targeted and inspiring information advice and guidance. Develop and deliver local information sessions for parents/ carers and students to augment school offer.	Information advice and guidance delivery support agreed and offered to schools Parent/ carers attending IAG sessions	Dec 17 – July 18	RS
	Undertake business survey with SME; identify the skills required by the economy and compare with local offer to young people by offering a curriculum Identify potential for offering wider curriculum options to reflect need	Gap analysis completed and prioritised Work with schools to fill gaps via RALSS and school; delivery agreements published for consultation	Nov 17 May 18	RS RS
	Undertake promotion activity to raise awareness and understanding amongst young people and their parent/ carers about the options for vocational education to develop skills and acquire qualifications required to secure jobs with good prospects	Increase noted in number of post-16 students opting to remain within Rutland through vocational programmes of training or apprenticeships	Jan 18 - Sept 19	RS/ RALSS
	Seek to obtain funding for wider vocational option in county	Funding obtained and options appraisal instigated	Jul 18	RS

Priority 3 – Strengthen the capacity of systems leadership within the Local Authority in order to secure a robust sector led school improvement model

Issue	Actions	(Milestones)	Dates	Lead
Inconsistency in the systematic approach to peer challenge and evaluation	Develop a more formalised approach to collaborative working between schools, which promotes a robust approach to peer review and support, through a commissioned programme to embed effective sector-led school improvement	Monitoring and evaluation of programme provides evidence of impact of programme on school to school review and challenge	Jan 18 –Dec 18	GC
	Build on the LA and Rutland Teaching School Alliance partnership to promote effective deployment of systems leaders within LA brokering of support	Systems leaders, to include wider representation of specialist leaders of education, deployed and effective in school improvement	Jan 18 –Dec 18	GS
Governance is not consistently demonstrating sufficient challenge and rigour.	Training need analysis and CPD programme developed and delivered locally	Governing Boards are offering effective challenge to school leaders.	Sept 17 - Apr 18	SuH
	Regional National Leaders of Governance engaged to work with Rutland Governing Bodies to develop skills	Governors are capable of and encouraged to apply to become a National Leader of Governance.	Jul 18	GC

Learning and Skills Annual Review (LaSAR)

Appendix B. Rutland Performance Summary
2017

APPENDIX B. Rutland Performance Summary 2017

Appendix A provides a summary of the key performance outcomes for children and young people in Rutland schools; further detail is available on request. The data reported at this time is unvalidated and liable to change therefore, until validated data is received, this must be treated with caution.

The Learning and Skills Service, whilst taking in to account the potential for change, scrutinises early data as soon as it becomes available so that actions to address any potential concerns can be planned for and implemented swiftly. These plans can be adjusted to reflect patterns or trends identified through further data release

Updated data will be added to this report as it is received and this summary will be revised to take account of any additional or amended information. The Education Improvement Plan 2017-18 may also be revised.

Data release dates:

Report providing provisional data on the outcomes of reviews of the marking of 2017 phonics and key stage 1 (KS1) national curriculum tests: Release date: 28 September 2017 9:30am (confirmed)

Report providing provisional data on the outcomes of reviews of the marking of 2017 key stage 2 (KS2) national curriculum tests: Release date: 2 November 2017 9:30am (confirmed)

A statistical first release (SFR) providing revised information on the achievements of young people at the end of key stage 4 (Revised GCSE and equivalent) results in England: Release date: 25 January 2018 9:30am (confirmed)

A level and other 16 to 18 results: 2017 Release date: 25 January 2018 9:30am (confirmed)

Performance at each phase/ Key Stage

Early Years – end of Foundation Stage Foundation Stage Profile

Early years' performance is measured at the end of the Early Years Foundation Stage (EYFS) by the Good Level of Development (GLD) and the Average Point Score (APS). The Good Level of Development measures a child's attainment across the first 12 Early Learning Goals. Average Point Score measures the performance of an individual child across all 17 Early Learning Goals.

- 76% of children in Rutland schools achieved a Good Level of Development compared to that of emerging national of 71% and as such Rutland performance remains above national average. Additionally there is an increase from 2016 in the average point score achieved.
- This indicates a return to rising trend in GLD from 2013 (57.3%) following slight decline in 2016 (71.6%).
- The improved outcomes for Rutland from 2016-17 (+4%) are greater than seen nationally (+2%)
- There are also indications that whilst there has been an increase overall in the percentage in GLD, the average point score has not seen a similar increase.
- At this time, data to measure a child's attainment on entry to the Foundation Stage is not gathered nationally, therefore there is no nationally recognised progress data in the EYFS.

Key Stage 1 – Year One Phonics Screening

Phonic performance is measured through the percentage of children who achieve the phonics screening threshold.

- Phonics outcome in 2017 remain above national but there is a slight decline in a previously rising trend and the positive gap above national has decreased.

Key Stage 1 – end of Key Stage 1 SATs

Key stage one performance in reading, writing and mathematics is measured through teacher assessment at the end of Year Two.

- Rutland has been consistently above national average for a number of years in all subjects although the gap between the local authority and national Key Stage 1 outcomes for reading, writing and maths combined has narrowed to only 3% above national in 2017.
- The percentage of children in Rutland schools achieving expected Key Stage 1 standards in reading has dropped by 1% against a national average increase of 2%
- The percentage of children in Rutland schools achieving expected Key Stage 1 standards in writing has increased by 2% against a national average increase of 3%
- The percentage of children in Rutland schools achieving expected Key Stage 1 standards in mathematics is the same as in 2016 against a national average increase of 2%

Key Stage 2 – end of Key Stage 2 SATs

Key stage two performance for writing is measured through teacher assessment at the end of year 6 whilst reading, grammar, punctuation and spelling as well as mathematics is measured by standard assessment tests (SATs). The expected standard is a scaled score of 100

or above. A high score is a score of 110 or above. The average scaled score is calculated as the mean scaled score of all eligible pupils who were given a scaled score.

- The 2017 Rutland average for combined Key Stage 2 Reading, Writing and Mathematics attainment at expected standard at 67% is higher than the national average of 61.0%.
- Improvement from 2016 in combined Reading, Writing and Mathematics attainment is at a rate higher than that seen nationally, with the percentage of children in Rutland schools 14% higher than in 2016 compared with 8% improvement nationally
- The percentage of children in Rutland schools achieving expected Key Stage 2 standards in reading has increased by 5% which is in line with a national average increase of 5%
- The percentage of children in Rutland schools achieving expected Key Stage 2 standards in writing has increased by 6% against a national average increase of 2%
- The percentage of children in Rutland schools achieving expected Key Stage 2 standards in mathematics has increased by 10% against a national average increase of 5%
- Rutland has been identified as one of the top 10 places with a significant improvement in the proportion achieving expected standard in reading, writing and maths along with Swindon, Blackpool, Dorset, Cheshire East, Hammersmith and Fulham, Middlesbrough, Shropshire, Hartlepool and Calderdale (<https://educationdatalab.org.uk/>)
- Whilst progress from Key Stage 1 to Key Stage 2 shows a slight improvement in 2017 the average progress score, in all subjects, is only broadly average compared to the national average.

Key Stage 4 – GCSEs and equivalent

Key Stage 4 is measured through GCSE examination, the Attainment 8 score, the Progress 8 score and the English Baccalaureate (EBacc)

Changes to GCSE grading in English and mathematics from A to G have been made, replacing letters with numbers from 9 to 1 (Grade 4 is deemed as a grade C equivalent with Grade 5 graded as a 'strong' C).

- An average of 57.1% of students in Rutland schools attained GCSE Grade 5 or above in English and Maths which is well above the national average of 42.2%
- Rutland is one of only 14 local authorities where at least half of all pupils attained a 'strong pass'; nationally

Attainment 8 measures the achievement of a pupil across 8 qualifications including:

- maths (double weighted) and English (double weighted, if both English language and English literature are entered);
- 3 qualifications that count in the English Baccalaureate (EBacc) measure (science subjects, computer science, history, geography, and languages)
- 3 further qualifications that can be GCSE qualifications (including EBacc subjects)
- Attainment 8 at 52.1 for Rutland schools, is well above the national score of 46 nationally
- Nationally, the average Attainment 8 score per pupil has decreased in comparison to 2016 but this change is as expected when the 2017 point score scale to the 2016 data is applied. However, there has been a much less decrease in Rutland scores than seen nationally, with the gap in performance between Rutland schools and national increasing positively from +6.7 to +7.9.

The headline EBacc attainment measure in 2017 is the percentage of pupils in a school gaining a grade 5 or above in English and maths, and a grade C or above in other subjects.

- 23.7% of students in Rutland achieved the EBacc in 2017 compared with 21.1% nationally

Progress 8 is a new measure of the progress students make between the end of Key Stage 2 and Key Stage 4 based on performance in eight qualifications. Progress 8 is a relative measure, calculated each year on the basis of the actual results of all of the pupils taking exams at the end of Key Stage 4 that year.

- Rutland schools' Progress 8 score of 0.32 compares very favourably with the national score of -0.0

Key Stage 5 – A-levels

This is measured by Advanced level examination attainment.

- Indication from school feedback is that Rutland performance is broadly in line with national averages.
- Further detail to be added when data released

Performance of Groups

There is evidence of year on year variability in Rutland when comparing the percentage performance of groups which is linked in some way to small pupil numbers. This means that whilst there is no one particular trend or pattern of performance compared to national, analysis of Rutland performance data over time suggests that there are groups of pupils who do not consistently perform as well as we would expect and this remains a key area of concern for the Learning and Skills Service. Further summary of data will be included as this becomes available for all key stages and characteristics of pupils.

Higher Attaining Pupils

- KS1 outcomes, at the expected standard, have been consistently above the national average. However, the percentage of pupils achieving a greater depth is below that seen nationally in writing and mathematics.
- For KS2 the sharper increase seen at the expected standard was not replicated in Rutland's outcomes for those pupils attaining above the expected standard and as such Rutland was 53rd out of the 173 Local Authorities in this area.
- Awaiting data for KS4

Gender

- There are no distinct patterns of underperformance by either gender in 2017
- At KS1, boys and girls perform higher than nationally overall for expected standard; both genders underperform at greater depth in reading, writing and mathematics. Girls also fail to reach expected standard in mathematics
- At KS2, boys and girls perform higher than nationally overall for expected standard in grammar, punctuation and spelling, reading, writing and mathematics and attain higher scores in all areas other than writing where although boys working at greater depth is higher than boys nationally, girls working at greater depth in writing are below. Girls match the national average for girls achieving a higher score in maths.

Children and Young People with Education Health and Care Plans/ Statements of Special Educational Need or in receipt of Special Educational Need School Support

- National data and relative comparisons are limited because data is not shown where this applies to small numbers of pupils in a local authority in order to protect confidentiality. The data for pupils with SEN is currently being analysed as national results are received.
- Data has been collected through Rutland schools; early indications are an overall improving picture in Early Years Foundation Stage profile outcomes for Early Years pupils with SEN
- There appears an improving trend in the percentage of SEN pupils achieving the phonic threshold, with outcomes in line with national SEN figures, but below those for all pupils.
- Indicative outcomes for those pupils with SEN, for Key Stage 1 in 2017, show a steep improvement from that attained in 2016.
- Outcomes for SEN pupils at the end of Key Stage 2 have risen in 2017.
- Awaiting data for KS4

Disadvantaged Pupils

- Rutland has relatively small number of pupils in receipt of Free School Meals or have been in receipt of free school meals in the previous 6 years (ever-6) which limits the value of percentage comparisons; however performance of FSM children over time suggests that the gap between FSM pupils and all other pupils' is not closing as rapidly as we would expect.
- In 2016 Rutland had a relatively large gap for children in early years (7 months) compared to national (4.3 months), but a relatively small gap for secondary pupils (8 months) compared to national (19.3 months).
- Where 2017 data sets for pupils in receipt of free school meals are available, indications are that improvements in Rutland have been noted in early years from 2016.
- The gap between FSM pupils and all pupils in Rutland for Phonics is wider than seen nationally
- The gap between FSM pupils and all pupils in Rutland for Key Stage 1 reading and writing is narrower than seen nationally but wider for Key Stage 1 mathematics
- Awaiting data for Key Stages 2 and 4

Children Looked After

- Whilst 2017 outcomes appear disappointing, the very small numbers of pupils looked after in Rutland make validity of such data statistically incomparable when comparing attainment of CLA because percentage data and numbers of pupils taking end of Key Stage tests and examinations can vary significantly year on year.
- However over time only around 50% of CLA achieve the expected standard in Early Years and Key Stage 1. At later phases, attainment is lower.
- School based internal pupil tracking indicates that progress for CLA is at least expected both over the year and over time

Service Children and Other Vulnerable Groups

- Awaiting data