

### Where were we?

#### 2014

- Whilst some multi-academy trusts (MATs) and standalone academies were successful in driving improvement this was inconsistent and some of Rutland's academies established a level of autonomy and self-management within which underperformance remained unchallenged.
- A similar pattern was evident in maintained schools; 5 maintained schools had pupil performance outcomes well below the national average
- There was a steep declining trend in end of KS2 outcomes; 2013 fell below the national average, KS2 outcomes fell even further in 2014 and expected attainment was below all but one other LA in England. In the same year average attainment at the end of Early Years was the highest in England.
- The gap between performance of vulnerable and non-vulnerable groups was widening.
- LA tracking of individual school performance needed refining to reflect autonomy of academies to enable an accurate understanding of individual school and overall LA performance. Analysis was not routinely shared with key stakeholders to ensure accountability within school sector.



### What have we done?

#### 2014-17

- Developed improved data scrutiny processes so that the LA has an accurate picture of strengths and areas for development within the education sector.
- Implemented agreed process of external support and challenge for maintained schools to address underperformance and vulnerability, promoting partnership and collaboration to share good practice.
- Weak leadership systematically challenged, and governor awareness of their strategic responsibility strengthened, leading to a rapid turnover of school leaders; 7/18 primary/special schools appointed new headteachers for September 2015.
- Established the Education Improvement Board to share accountability for pupil outcomes and to identify key priorities and subsequent actions for sustained improvement.
- School Quality Assurance (SQA) processes established to provide regular monitoring of school performance; brokering and commissioning of support based on transparent policy of school prioritisation.
- Paired LA/ School Reviews undertaken in maintained schools and academies that caused concern; progress in addressing issues monitored through LA Strategy Meetings.



### What else do we need to do?

#### 2017 - 18

- Publish "*Education Framework 2017-20*" to drive forward the next stage of education improvement in Rutland
- Develop a robust approach to sector-led school improvement, reflecting the government drive for greater school autonomy and accountability within the education sector. Promote collaboration and peer challenge through funded training programme for school leaders.
- Continue to challenge the small number of schools identified through SQA processes as a priority for action as specified in the "*Provider Prioritisation and Entitlement 2017-18*".
- Strengthen school leadership capacity through partnership working with local and regional teaching school alliances; increase numbers of system leaders within Rutland schools including National Leaders of Governance. Further support Governor effectiveness through programme of governor training.
- Continue to challenge disparity in performance between schools along with performance gaps for vulnerable groups and between boys and girls where these remain wider than national (2017 comparison data not yet available).
- Continue to develop local policy to respond to regional and national priorities



### What difference have we made?

#### 2017

- The LA has an accurate understanding of performance of maintained schools and academies; relevant actions are undertaken to challenge any underperformance and develop strategies for rapid improvement, focusing on utilising school to school support and increased collaboration.
- As an outcome, evidence of good impact in bringing about, and at times rapidly so, school improvement. As a result schools that were at risk of an inadequate judgement from Ofsted had improved sufficiently before inspection.
- All but three schools were judged as good or better in their last inspection; no schools are in an Ofsted inadequate category.
- Outcomes at all key stages are now above the national average, with most improvement evident at the end of KS2.
- There is an improving trend in the performance of vulnerable groups with evidence of gaps closing
- Strength within the education sector is increasing as an outcome of a greater number of schools collaborating on school improvement projects and working with teaching schools in and beyond Rutland.

