

Raising Achievement: What Works in Schools

NATIONAL CONFERENCE 29th November 2013

Jeffery Hall, Institute of Education, University of London, 20 Bedford Way, London WC1H

1. CONFERENCE AIMS

The aim of this conference is to examine how pupils are helped to achieve high standards in schools and to share good practice and strategies to raise achievement.

Research in Ofsted and Lambeth highlights the excellent work that schools are doing to raise standards and support pupils from all backgrounds. However, little is done to share good practice between schools to raise achievement. Schools will want to learn what has been proven to work and the factors that make a difference. The conference is a unique opportunity to share the findings of the research reports and to hear from classroom practitioners. Successful practice and strategies will be shared by case study schools, headteachers, teachers and researchers. The conference offers practical tips for teachers' Continuing Professional Development (CPD) to keep up to date in strategies used by successful schools.

2. SPEAKERS

This conference brings together some of the leading experts and practitioners in school improvement to share knowledge and best practice on what works to raise achievement and for improving education.

Keynote Speaker

- School improvement: Lessons from research, policy and practice
Sir Tim Brighouse, Visiting Professor at Institute of Education & former Commissioner of London Schools

Headteachers Panel: Good practice to raise achievement in outstanding schools

- *Craig Tunstall, Executive Headteacher, The Gipsy Hill Federation, Lambeth LA*
- *Lilian Umekwe, Headteacher, Jessop Primary School, Lambeth LA*
- *Edison David, Head of School, Vauxhall Primary School, Lambeth LA*
- *Sir Alasdair Macdonald, Former Headteacher, Morpeth Secondary School, Tower Hamlets LA*
- *Jo Dibb, Headteacher, Elizabeth Garrett Anderson School, Islington LA*
- *Gary Phillips, Headteacher, Lilian Baylis Technology School, Lambeth LA*

Policy Makers and Practitioners Session:

What works in raising achievement of groups of pupils in schools?

- Raising Achievement and Inclusion: The national picture and Ofsted update
Debbie Jones, Regional Director for London, Ofsted
- Effective use of Pupil Premium to narrow the achievement gap and to address needs in schools
David Russell, Director of Closing the Gap, Department for Education
- Successful intervention strategies to improve attainment of students including more able
Jessica West, Deputy Principal, Dunraven School, Lambeth LA

The conference will be opened by Cathy Twist, Director, Education, Learning and Skills, Lambeth LA and chaired by David Boyle, Principal, Dunraven School, Lambeth LA

3. WHO SHOULD ATTEND?

- Headteachers, Deputy Headteachers, Assistant Headteachers, Governors
- Heads of Department, Senior Teachers, Teachers, Inclusion Managers, EMA/EAL Co-ordinators
- Heads of School Improvement, Education Advisers, Research and Data Officers, Local Authority Officers



PROVISIONAL PROGRAMME

9.00 Registration and Coffee

9.30 Chair Introduction

David Boyle, Principal, Dunraven School, Lambeth LA

9.40 Welcome and Opening Remarks

Cathy Twist, Director, Education, Learning and Skills, Lambeth LA

9.50 School improvement: Lessons from research, policy and practice

Sir Tim Brighouse, Visiting Professor at Institute of Education and former Commissioner of London Schools

10.25 Primary Headteachers Panel - Good practice to raise achievement in outstanding schools (including Question & Answer Session)

Introduction and Chair:

David Boyle, Principal, Dunraven School, Lambeth LA

Panel Members:

Craig Tunstall, Executive Headteacher, The Gipsy Hill Federation, Lambeth LA

Lilian Umekwe, Headteacher, Jessop Primary School, Lambeth LA

Edison David, Head of School, Vauxhall Primary School, Lambeth LA

11.25 Networking Coffee and Tea Break

11.45 Secondary Headteachers Panel - Good practice to raise achievement in outstanding schools (including Question & Answer Session)

Introduction and Chair:

David Boyle, Principal, Dunraven School, Lambeth LA

Panel Members:

Sir Alasdair Macdonald, Former Headteacher, Morpeth Secondary School, Tower Hamlets

Jo Dibb, Headteacher, Elizabeth Garrett Anderson School, Islington LA

Gary Phillips, Headteacher, Lilian Baylis Technology School, Lambeth LA

12.45 Networking Lunch

13.30 What works in raising achievement of groups of pupils in school?

Introduction and Chair:

David Boyle, Principal, Dunraven School, Lambeth LA

Speakers and Panel Members:

13.35 Raising Achievement and Inclusion: The national picture and Ofsted update

Debbie Jones, Regional Director for London, Ofsted

13.55 Effective use of Pupil Premium to narrow the achievement gap

David Russell, Director of Closing the Gap, Department for Education

14.20 Successful intervention strategies to improve attainment of students

Jessica West, Deputy Principal, Dunraven School, Lambeth LA

14.40 Policy makers and Practitioners Panel (Question & Answer Session)

15.30 Closing Remarks

Feyisa Demie, Adviser for School Self-Evaluation and Head of Research and Statistics Unit

15.35 Close

BACKGROUND TO LAMBETH : GOOD PRACTICE RESEARCH REPORTS

Lambeth is launching a series of research reports into what works in raising achievement in schools.

The first research report is ***“A Study of Successful Practice in Outstanding Schools”***. The aim of this research was to examine the success factors behind outstanding achievement and improvement of schools that serve disadvantaged inner city areas. The main findings of the research show that despite challenging circumstances, KS2 and GCSE results have improved significantly in the case study schools. Researchers highlighted reasons for improvement and high achievement in these schools. These include outstanding leadership, outstanding teaching by consistently high-quality staff who show great commitment and passion, a strong and caring ethos and commitment to the children from all staff, effective use of data to monitor performance and to identify underachieving groups, a strong link with the community and a clear commitment to parental involvement. What is particularly special is that each of these schools has devised innovative and often ground-breaking ways to help young people who face huge challenges by adopting a range of strategies and targeted support through extensive use of a local diversified workforce including teaching assistants, EAL teachers and learning mentors.

The second research report is ***“Raising Achievement of Black African Pupils: Good Practice in Schools”***. This research aims to examine performance trends and the success factors behind high achievement of Black African students in British schools. The main findings of the research show that Black African students were more likely to gain good grades above their peers at KS2 and GCSE. The study identified a number of good practices that contribute to the success, including high educational aspiration of African parents and pupils, inspirational leadership, high expectation for all students, diversity in school workforce, strong parental support, an inclusive curriculum that meets the needs of African students and strong links with African communities. In addition to the above, Black African parents place an extremely high value on education and teachers in the schools are equipped to ensure that the curriculum meets the needs and interests of children of Black African heritage. The study concludes that the main reasons for this success story are to do with education provided by schools and strong parental support of their children’s education.

The third report ***“Using Data to Raise Achievement: Good Practice”*** explores what works in effective use of data. The main findings of the research show that one of the core elements of the schools’ success in raising achievement is a robust focus on tracking and monitoring of individual student’s progress and forensic use of assessment data for progress tracking, target setting and support for students slipping behind with targeted interventions. Data is used effectively by senior managers, teachers, teaching assistants and governors to pose and answer questions about current standards, trends over time, progress made by individual pupils, to track pupils’ progress and to set high expectations in case study schools.

