Appendix h: Priorities and targets for improvement 2014/15

Based on school performance over time, the challenge for Hertfordshire can be captured in three overarching priorities:

1. ensuring a good or outstanding school for every child and young person

2. closing the gap between underachieving groups and all Hertfordshire children and young people

3. eliminating the discrepancies in attainment at 'district' level

Herts for Learning will continue to:

- Support and challenge schools to remain good/outstanding
- Support and challenge schools to improve from Ofsted 'Requires Improvement' and 'Inadequate' judgements in the shortest timeframes, including targeted projects
- Support schools in responding to national policy changes and government initiatives

In 2014-15 Herts for Learning will focus in particular on the following:

1. Ensuring a good or outstanding school for every child and young person

- Develop the role of strong schools with good capacity in expanding system leadership across the county, sharing good practice and promoting school improvement
- Work with Teaching School Alliances to refresh the 'Lead in Herts' programme in order to accelerate improvements and capacity in leadership
- Provide support to recruit and retain high quality staff
- Improve intelligence and early alerts to identify schools at risk particularly within the changing inspection framework.

Target:

- To be in the 2nd quintile of all local authorities for the percentage of all schools judged good and outstanding by Ofsted by 2017 (2013 baseline: 4th quintile)

2. Closing the gap between underachieving groups and all Hertfordshire children and young people

- Increase the focus on intervention strategies to accelerate the progress of pupils with low prior attainment
- Promote a better understanding and use of data for analysis and tracking to ensure that good progress is being made
- Share best practice of what works well with specific underachieving groups through the Exchanging Excellence – Closing Gaps project

- Develop research based, high impact projects for accelerating the progress of underachieving groups and systematically disseminate the findings

Targets:

As a high attaining authority our aim is to have the smallest gaps in comparison to other high attaining county councils and our statistical neighbours.

In 2013 the best performing high attaining county councils are in the 3rd quintile for FSM (in line with the national average).

- To be at least in the 3rd quintile of all local authorities for the gap between FSM pupils and non FSM pupils attaining key stage thresholds (2013 baseline: 5th to 3rd quintile depending on key stage)
- To be at least in the 2nd quintile for the performance of children looked after at key stages 1, 2 and 4 (2013 baseline: key stage 1 – 2nd quintile, key stage 4 – 3rd quintile)
- To continue to reduce gaps for the lowest performing BME pupil groups, to be in line with or better than national averages (2013 baseline: the following groups have larger gaps than national at most key stages: Travellers of Irish Heritage, Bangladeshi, black Caribbean and black African, however the size of the gap and cohort sizes vary between groups)
- To continue to reduce gaps for the lowest performing SEND pupil groups, to be in line with or better than national averages (2013 baseline, key stage 2 and key stage 4 attainment: statemented pupils larger gap than national, school action and school action plus in line with or smaller gap than national)

3. **Eliminating the discrepancies in attainment at 'district' level**

- Work in collaboration with Teaching School Alliances to raise the profile of high priority areas and target resources accordingly
- Invest in targeted projects to accelerate progress in lower attaining districts
- Support a cross cutting recruitment drive for teachers and school leaders in areas of shortage
- Identify and share best practice from areas with similar schools and similar geographical characteristics both in and beyond Hertfordshire.

Target:

- To continue to reduce the attainment gap between the highest and lowest performing districts (2013 baseline: key stage 2 attainment gap: 14.7 ppts, key stage 4 attainment gap: 28.9 ppts)
- To continue to reduce the gap between the highest and lowest performing districts for the percentage of good and outstanding schools (2013 baseline: 36 percentage points)

Key performance indicators and targets

The indicators below will be used to measure the success of Hertfordshire's Strategy for School Improvement. Specific targets have been set for the end of the first year of the strategy alongside our ambition for 2017. [1]

> **Quintiles**
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> These targets refer to quintile positions which compare Hertfordshire's outcome data to all other local authorities (from 148 to 151 in total, depending on key stage). Schools are now measured in this way on Ofsted's school data dashboard giving schools, governors and the public a clear indication of benchmarked performance.
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> Hertfordshire's performance for most attainment indicators places the authority in the 1st and 2nd quintiles (the top 20% or 40% of all LAs). The 3rd quintile shows performance at approximately the same as the national average

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[1] Due to the recent publication of proposed changes to the school accountability framework, 2017 targets are expressed as quintile positions for similar measures. Indicator definitions and targets will be updated in this online appendix when local authority accountability measures are confirmed.

KPI ref	Indicator	2013 baseline	2013 baseline quintile	2015 Target	2017 target quintile
EY1	EYFS - % achieving a good level of development (at expected or exceeding level in prime, literacy and mathematics)*	61.2	1	63	1
EY2	EYFS - attainment gap between lowest attaining 20% and the mean	28.8	1	28	1
INF1	% achieving level 2 or above in reading at key stage 1	91.0	1	92	1
INF2	% achieving level 2 or above in writing at key stage 1	87.0	2	88	1
INF3	% achieving level 2 or above in mathematics at key stage 1	92.9	2	94	1
JN1	% achieving L4+ in reading, writing and mathematics at key stage 2*	80	1	81	1
JN2	% making expected progress (2 levels) in reading between KS1 and KS2*	89	3	90	3
JN3	% making expected progress (2 levels) in writing between KS1 and KS2*	92	4	94	3
JN4	% making expected progress (2 levels) in mathematics between KS1 and KS2	89	3	93	3
SEC1	% achieving 5+ A*-C GCSEs (or equivalent) including English and mathematics GCSEs	66.3	1	68	1
SEC3	% making expected progress in English (3 levels) between KS2 and KS4	72.1	2	73.5	2
SEC4	% making expected progress in mathematics (3 levels) between KS2 and KS4	75.9	2	77	1
SEC6	KS5 - the average point score per examination entry	222.2	1	223.5	1
FSM0	EYFS - gap between FSM and non FSM achieving a good level of development (ppts)	22.8	5	19	3
FSM4	gap between FSM and non FSM achieving L4+ in reading, writing and mathematics at key stage 2 (ppts)*	21.7	4	20	3
FSM5	gap between FSM and non FSM achieving 5+ A*-C GCSEs (or equivalent) including English and mathematics GCSEs (ppts)	33.6	5	29	3
CLA1	% CLA achieving level 2 or above in reading at key stage 1	75	2	75	2
CLA2	% CLA achieving level 2 or above in writing at key stage 1	65	2	75	2
CLA3	% achieving level 2 or above in mathematics at key stage 1	75	2	75	2
CLA4	% CLA achieving L4+ in *reading, writing and mathematics* at key stage 2*	64	Not published	60	2
CLA5	% CLA achieving 5+ A*-C GCSEs (or equivalent) including English and mathematics GCSEs	16.9	3	22	2
DIS0	gap between highest and lowest district - EYFS achieving a good level of development	18.0	n/a	16	n/a
DIS4	gap between highest and lowest district - KS2 L4+ in reading, writing and mathematics (ppts)	14.7	n/a	13	n/a
DIS5	gap between highest and lowest district - KS4 5 A*-C GCSE inc English and mathematics (ppts)	28.9	n/a	25	n/a
DIS11	gap between highest and lowest district - % schools good and outstanding - most recent inspection (ppts)	35.6	n/a	30	n/a
OFS3	Ofsted - % all schools good and outstanding - most recent inspection	75.0	4	80	2