

School Improvement: Raising Achievement - Intervention at Seven Kings

Part of the personalising learning debate centres on effective intervention which enables young people to move on in their learning. This isn't just about improving their grades, although that is a key element, but it encompasses their development and progression across a range of factors, including their personal development, their thinking skills and ability to learn.

We have a very good tradition of intervening intelligently and sensitively to support students and help them to be successful. This happens at every level in the school; from form tutor to classroom teacher to caretakers and support staff. Every member of staff has responsibility in the school for the success of our children.

Departments have been working on their intervention plans for many years. The excellent work carried out as part of the KS3 National Strategy and our own initiatives have clearly had an impact.

This report is intended to give an overview of the whole school work led by SLT to provide a coherent overview of intervention work at our level to inform Learning Leaders and so that you can use this to support and complement the work you do. We also agreed at the last LL meeting that sharing all our ideas on intervention would help move us all forward and develop our practice. LLs have had the reports from English, Maths and HH as YL for Year 11.

Intervention at KS3

- Intervention meetings are calendared; they currently involve the core subjects. Good practice is shared. This will extend to foundation subjects in time
- YLs are engaging with FFT data and using this to identify individuals who need intervention programmes
- Levelling was introduced last year and JW is supporting staff to ensure accuracy through standardisation and moderation. The LIG cluster provides support to this (this is the network of subject leaders led by subject leaders themselves to discuss aspects of their work)
- Seven Kings has become the Lead Assessment School (along with 3 others) to pilot and lead on assessment (APP, AfL, levelling) in the LA. Amanda Wright, Nick O'Brien & Clare O'Brien and Tunde Warren and Thilaka Naguleswaran are leading on this. Their expertise in assessment and APP will be shared amongst SK staff
- Every Year 7 student is interviewed in the first half term by a team of staff with a focus on learning and this informs intervention programmes
- A new programme of mentoring has been funded by the LA to support students in English and Maths in KS3. This will take the form of 1:1 tutoring sessions for identified students and will be carried out by Liz Dworkin and Manjot Sehmy on their return to work from maternity leave
- Alternative course provision will be discussed for certain students and some will be disappled from certain subjects

Intervention at KS4

- Year 9 students will be continued to be supported in the Year 9 Options programme and directed towards choices that will benefit them most
- Year 10 are monitored by CR who will discuss level of entry where appropriate
- At the start of Year 10 and then Year 11, CR will analyse Target Grades and Internal Exam data to identify students who may fall below the Level 2 benchmark (5 A*-C grades). This "*Academic-at-risk-register*" is shared with the pastoral team to inform support and intervention – particularly at the start of the year
- CR will analyse Year 11 mocks and explore further personalising the curriculum for students who are struggling by reducing the number of subjects to be taken

- CR meets with Maths, English, Science and YL 11 to discuss the intervention programmes in place in those subjects. This has been extremely effective because of the link between the academic and pastoral teams and intervention has been personalised
- The underachievement of FSM, Black African and Pakistan students was highlighted from exam results and awareness raised with LLs
- CR is part of the Redbridge Network on “*Narrowing the Gap*” and will explore and research what additional measures could be taken to address this underachievement
- Nicole Ranson has carried out student voice research from last year’s year 11 cohort about the effectiveness on intervention programmes; CR will share the findings of this in due course
- CR (and other members of SLT) will continue to make regular visits to Year 11 lessons. This was effective last year in helping to focus students. LLs can request a visit
- CR will extend this into Year 10, making similar regular visits to all Year 10 lessons at different times

Intervention at KS5

There are 2 main issues with intervention at KS5: to ensure students are achieving their potential throughout their courses and to improve on AS results. We need to break the cycle of AS underachievement which we then have to rectify at A2. We can then spend more time intervening at A2 to ensure maximum success on the foundation of the best results at AS, rather than fixing the problems of AS during A2.

Intervention strategies:

- Year 12 students have begun a skills based programme (Matt Hall is leading this) via a generic programme in Citizenship and through the tutor programme. This initiative is a result of discussions at LL meetings about the types of skills KS5 students need and the gap in provision
- Most departments induct students into the skills necessary in specific subjects and provide the relevant information in course support booklets, but we need to ensure that all students get a consistent experience
- LLs need to apply a sensible and effective re-sit policy that maximises success without affecting A2 teaching and momentum. DHy has asked for ideas regarding January 2010 re-sits
- All departments need to look more closely at Unique Module Scores to have a clear picture of what each student needs to do to achieve their MG or better (e.g. final accumulated points score). These have been published
- DHy will publish department and individual class targets for A*, A/B and A/C by half term. These need to be reviewed regularly at department and line management level
- Earlier mocks (January) have already been agreed. This will enable better intervention. Departments need to know quite clearly who their target / at-risk students are
- Improving the examination awareness of all departments and sharing this is essential; some departments have excellent experience and can transfer this to others
- We also need to improve the quality of teaching and know-how of staff, especially those new to teaching A-level (who are more likely to be teaching AS than A2). The 6th form L&T group (led by CJ) and MH will run workshops and publish a best practice booklet
- There will be a Year 12 academic ‘at-risk’ register – those borderline students who we know will struggle; AL will monitor this
- The 6th Form team will work with departments and with students who are struggling and will provide early mentoring support. AL, CJ, DHy, and MH will take an identified case load of key students to mentor

Pastoral Intervention

The pastoral team use a range of different intervention strategies, including parental contact, visiting lessons, report cards, homework support clubs and intervention in collaboration with subject staff and Learning Leaders. There is also a comprehensive programme of interviews, mentoring and counselling. The following provides an overview of provision:

Year Group	Progress Interviews (Time is allocated (2 hours per week) to YL/Acco (or another) to interview every student. This is an entitlement) Yr 7 = YL + Acco Yr 8 = YL + SA Yr 9 = YL + Acco	Acco/YL Mentoring (Identified students are mentored for underachievement or pastoral reasons as part of the normal job role of pastoral staff)	Mentoring (Identified caseloads of students are mentored or counselled on a short term basis for specific and individual reasons by SLT, YL, CMc, other staff as applicable. 2009 = SN, Leon. The Student Support Officer in the 6 th Form - Wajeha Amin – is also involved)	SLT (Interviews carried out by SLT + YL + Tutors or other staff for specific reasons)	External Provision (CAMHS, Here and Now, Little Heath Outreach, Loxford Hall. Also caseload of students for PSA – Duncan Paterson)
Year 7	2 x a year to check progress	√	√	1 x academic interview in first half term to establish EAL/learning issues	√
Year 8	2 x a year to check progress	√	√		√
Year 9	2 x a year to check progress	√	√	Options Interview	√
Year 10		√	√	2 x a year for start of GCSE and progress	√
Year 11		√	√	2 x a year for GCSE and progression post 16	√
Year 12	Progress Checks by subject staff, followed by tutor interview. 2 nd interview later in year	√	√		√
Year 13	Progress Checks by subject staff, followed by tutor interview	√	√		√

Pupil Support Intervention

Intervention across the Key Stages

EAL:

- Targeted in-class support by LSAs who have completed the Bilingual Teaching Assistants course.
- Additional in-class support is provided by JBY

- Small group teaching takes place three mornings a week between 8.15 and 8.35 am – this targets students who are beginners in English.
- It is planned to operate a games club two lunchtimes each week. This will help develop conversation and social skills.

SEN:

- Using data from reading tests taken early in the Autumn Term students with reading ages below age 6/7 are included in the daily reading programme. Those with a reading age of around age 9 are included in the afternoon reading sessions. These take place during form time – students read one to one with an LSA.
- Depending upon need, students are included in other small group interventions such as the numeracy group, speech and language, general literacy, Toe by Toe and Lexia.
- All students at School Action, Action plus and with Statements have a guidance session with their Key Worker each term. Some students are seen more frequently.
- A Homework / lunchtime club operates at lunchtime – this serves as a haven for some of our very needy students as well as providing support with homework and coursework.
- We are planning to run a social skills group – this is a new initiative and will be established following appropriate staff training.
- Targeted in-class support is provided by key workers and by LSAs.
- Regular reviews take place for students at School Action Plus and for those with Statements across all key stages.

Intervention at Key Stage Four

EAL and SEN:

- Some students take one GCSE option less than their peers and this enables them to take Tutorial Support. During these lessons students are able to receive support with homework and coursework tasks as well as continuing to receive input on basic literacy and numeracy.
- Some students with very significant difficulties physical are allowed a further reduction in the number GCSE subjects – they have private study lessons which enable them to keep up with the volume of work at Key Stage Four.
- Alternative accreditation is available in certain core areas where this is appropriate for an individual student.

Gifted and Talented

- Data from KS2 & 3 SATs and NFER tests are analysed by CDN to prepare G+T lists for staff which are published within the first half-term. The lists are regularly amended
- Individual departments discuss the progress of students within their subject and create their own lists of gifted pupils which they monitor
- CDN analyses data from interims and exams and discusses the progress of students with Year Leaders and Learning Leaders. This includes G+T students as well as all those capable of getting A/A*. Their performance is monitored and intervention strategies devised with the YL or LL
- Targeted support will be provided either in – class or through mentoring. This will be done by departments, LLS, YLs and CDN
- CDN will provide mentoring for G+T pupils who are under-performing where necessary
- CDN will meet with focus groups from each Key Stage to determine the effectiveness of support and engagement in lessons for G+T pupils. This will be shared with SLT and LLs
- The G+T Lead Teacher will support departments with meeting their targets for A/A* at GCSE
- CDN will meet with G+T Coordinators to ensure that good practice is shared across departments in how best to meet the needs of G+T pupils.