

“Leading to narrow the gaps in pupil outcomes”

C4EO schools and communities knowledge workshop

May 2010

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Session aims

1. To explore the findings from the National College's research on leadership to narrow the gap
2. To introduce the National College's „framework for action’
3. To explore participants' responses to this framework and share further learning

Background to the *Narrowing the Gap* campaign

Definition

By 'narrowing the gap' we mean:

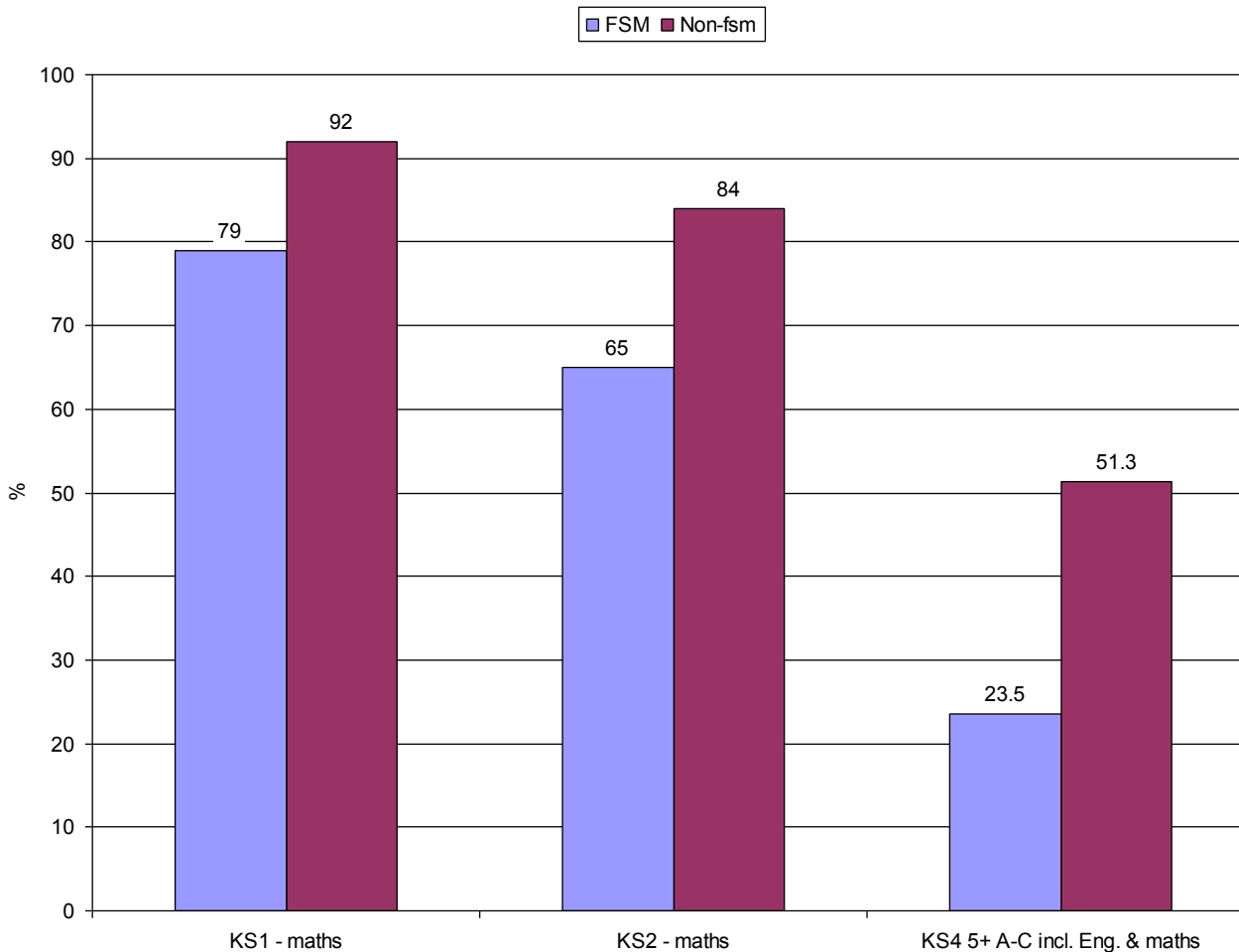
- “Reducing the difference between outcomes for specific groups and those for all children and young people, against a background of improvement for all.”

The outcomes referred to are the five outcomes of Every Child Matters (ECM), which include attainment within the third ECM outcome, 'Enjoy and Achieve'.

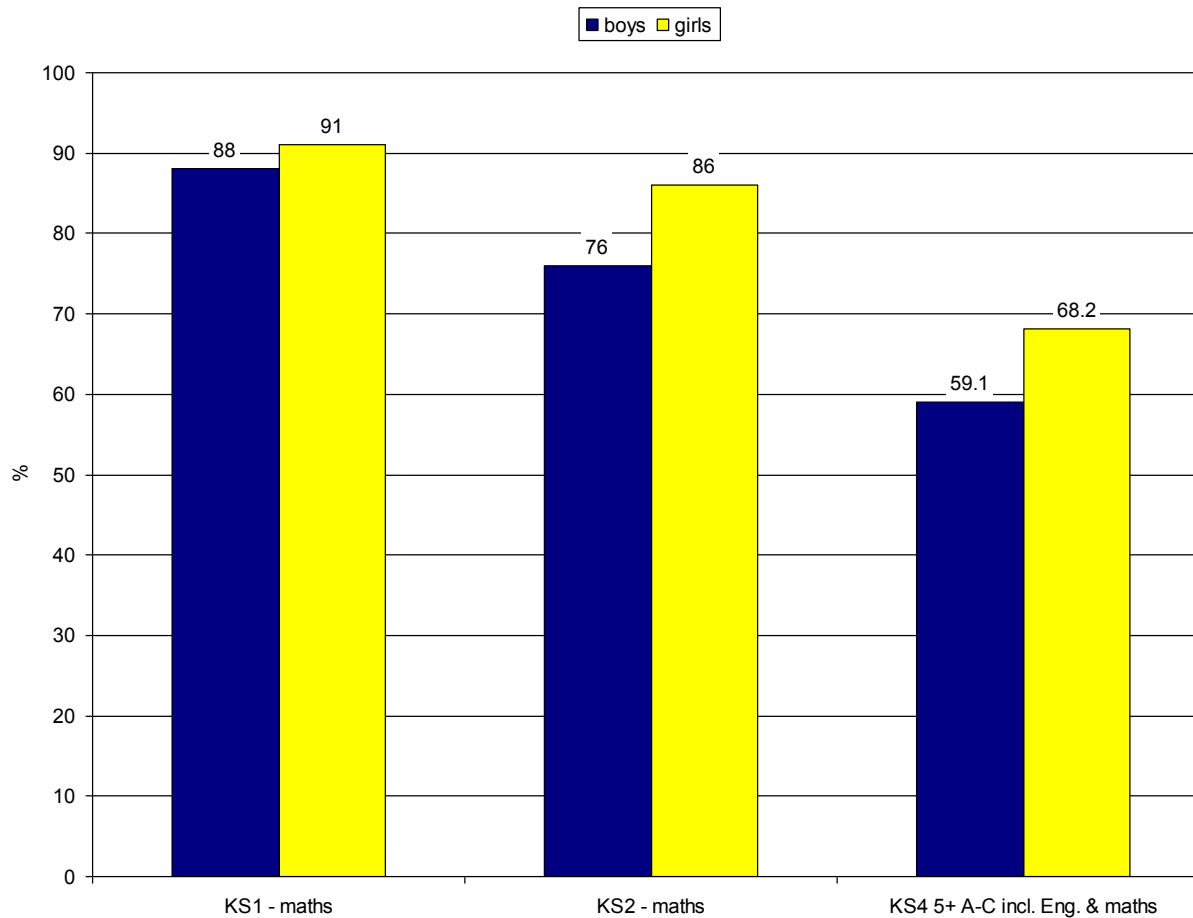
Overarching research questions

- How do [a] student [b] school and [c] systemic based issues interact and inform student outcomes?
- What are the implications of this for leaders in terms of raising outcomes for children?

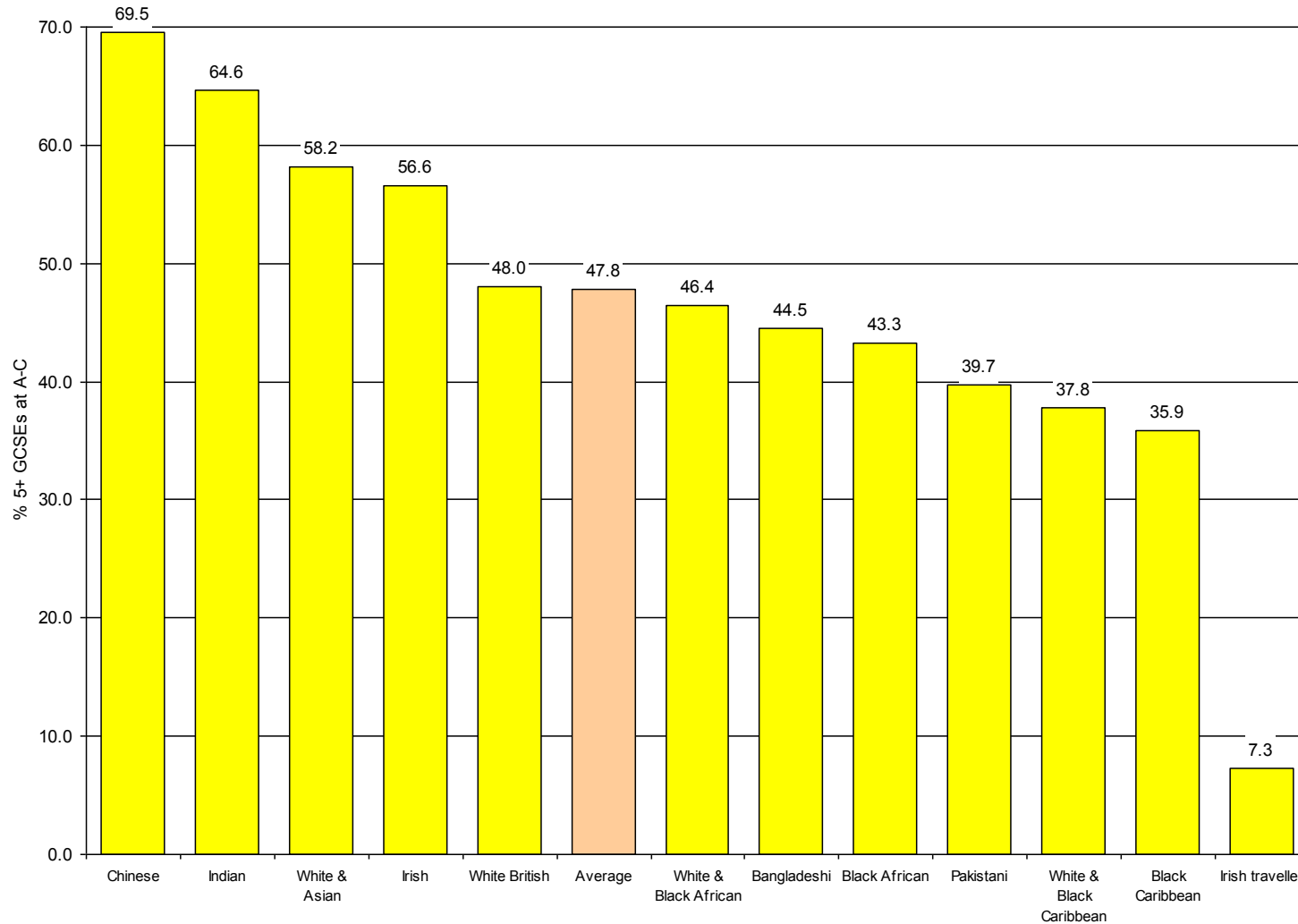
1. Gaps between student groups - wealth



2. Gaps between student groups - gender



3. Gaps between student groups - ethnicity

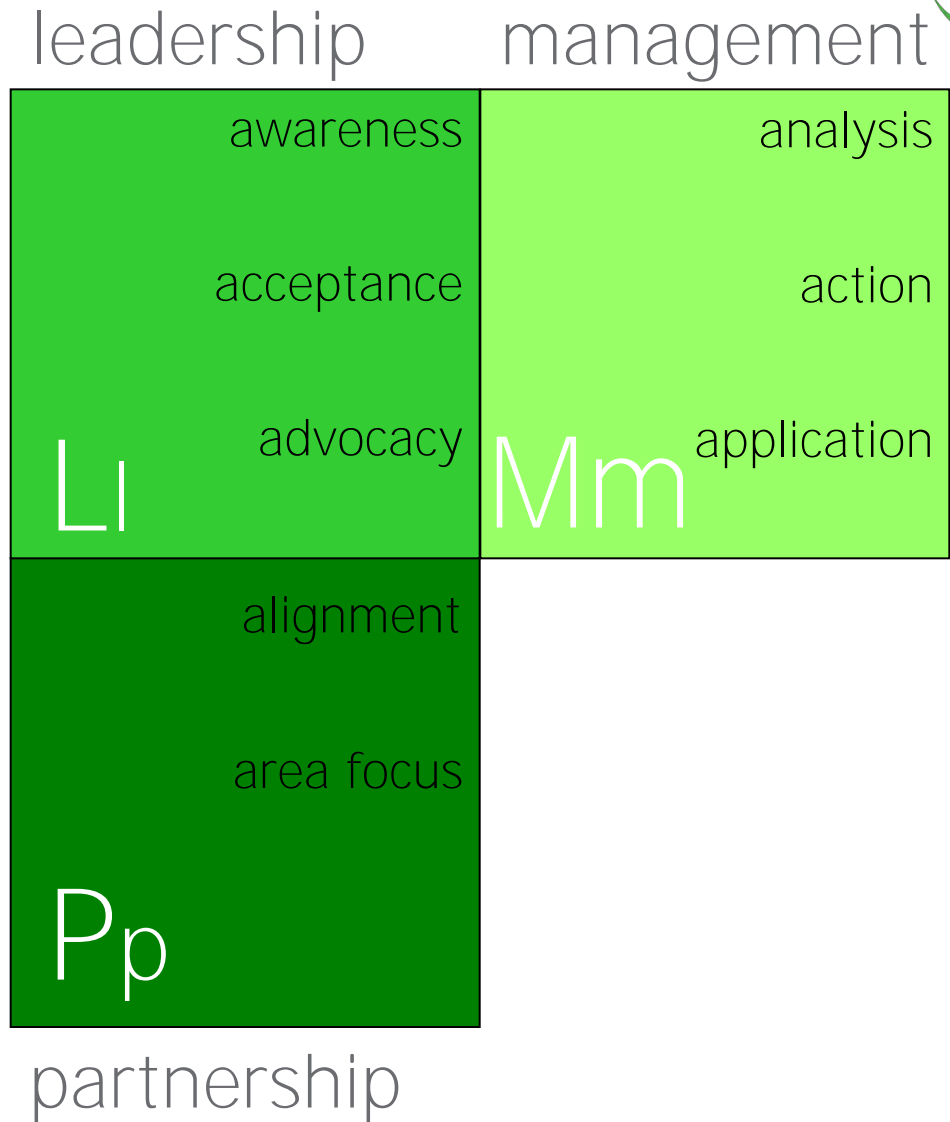


Other notable groups

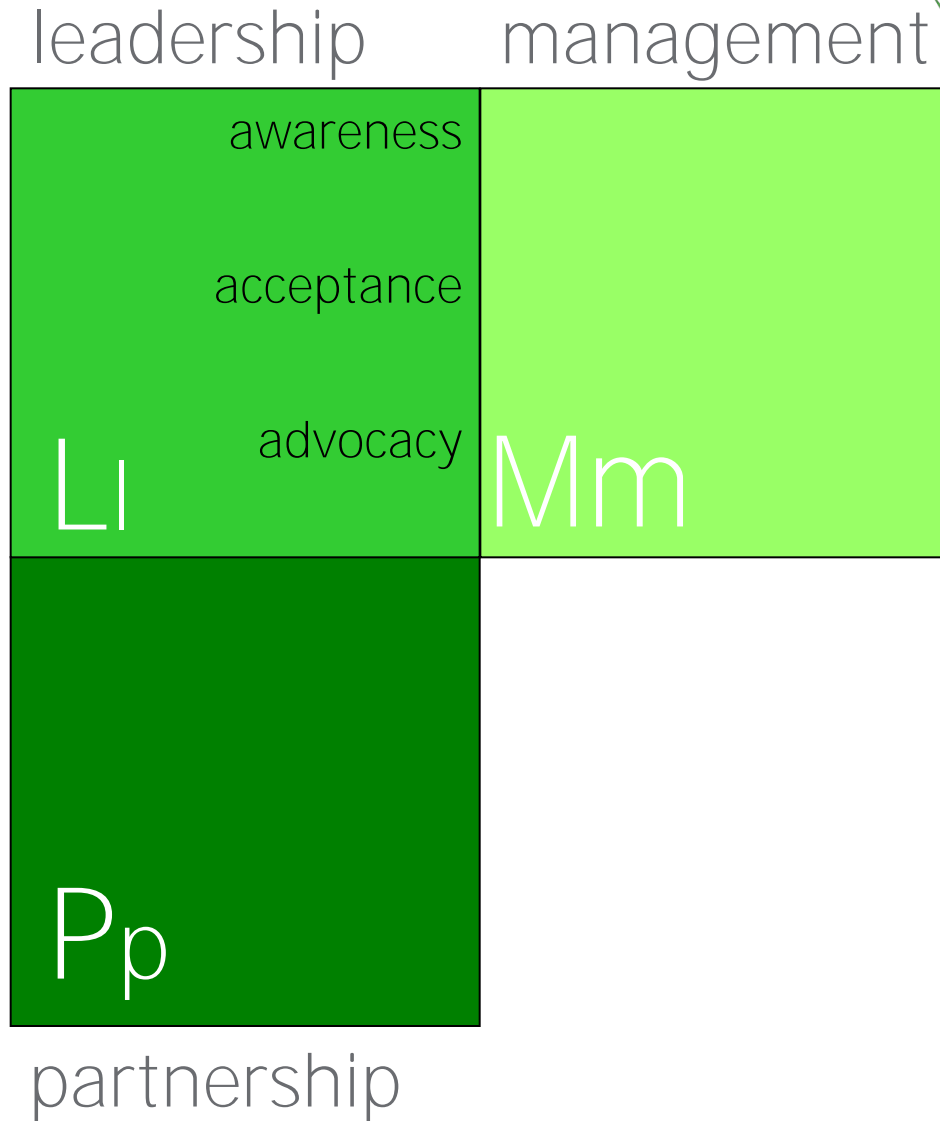
- Looked after children
- *Children with Special Educational Needs and disabilities*
- *Highly mobile children*
- *Excluded and children with behavioural problems*
- Poorly attending children
- Young carers

Framework for narrowing the gap - overview

Framework - overview



Framework - leadership



Framework – leadership

leadership

Awareness – recognising and prioritising an issue.

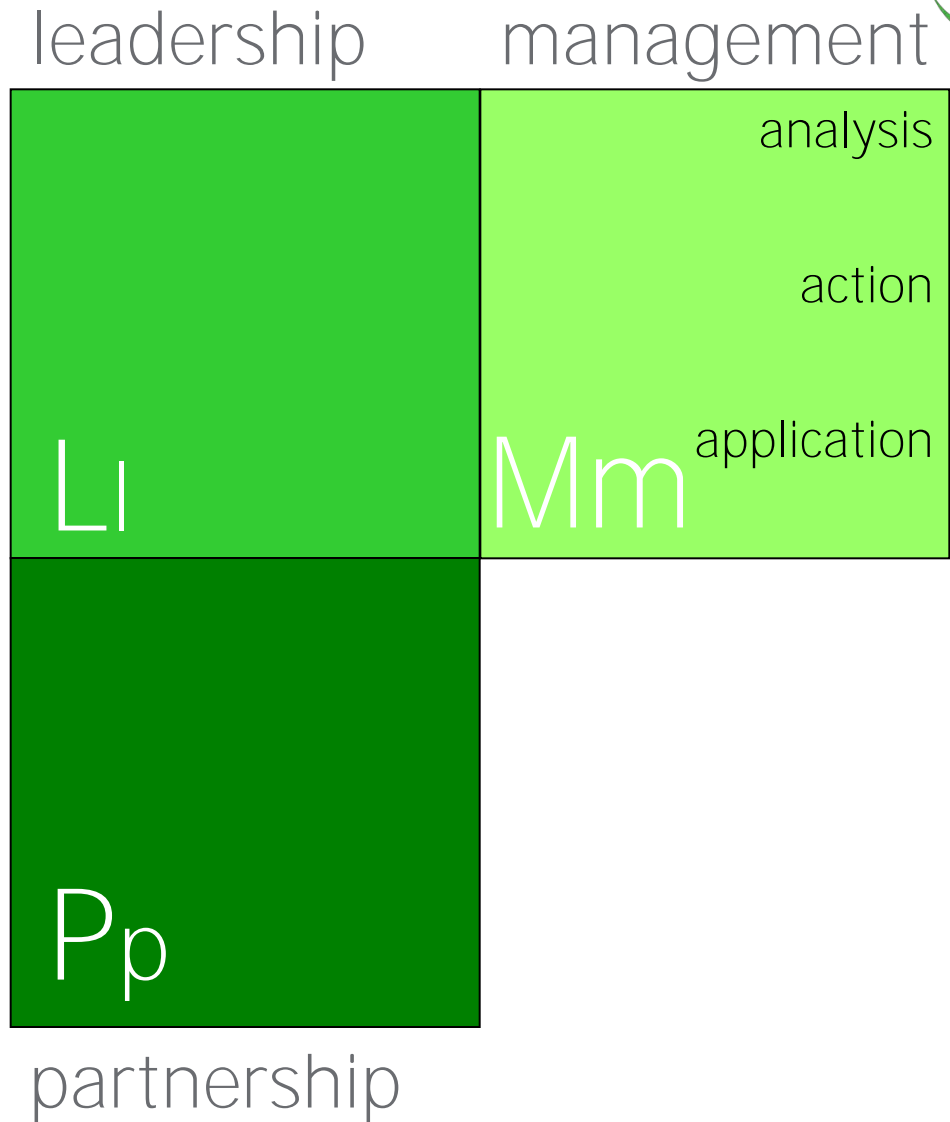
Acceptance – understanding the school is part of the problem and the solution.

Advocacy – creating a living vision which supports change.

Reflections

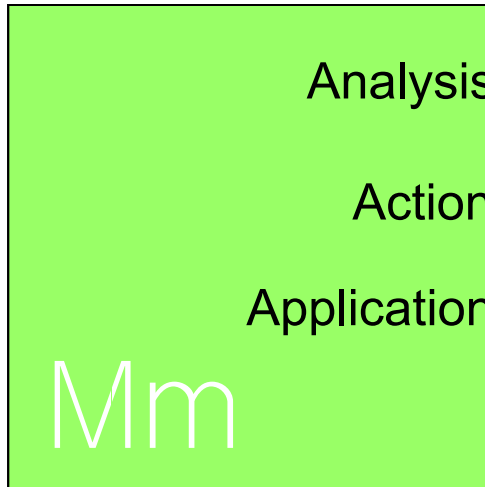
Think of one specific vulnerable group in your school.
How do the systems and culture in your school support/ inhibit their potential to achieve?

Framework - management



Framework - management

management



Analysis - using intelligence to gain a clear picture of the issue.

Action – developing clear and appropriate interventions.

Application – implementing and monitoring interventions.

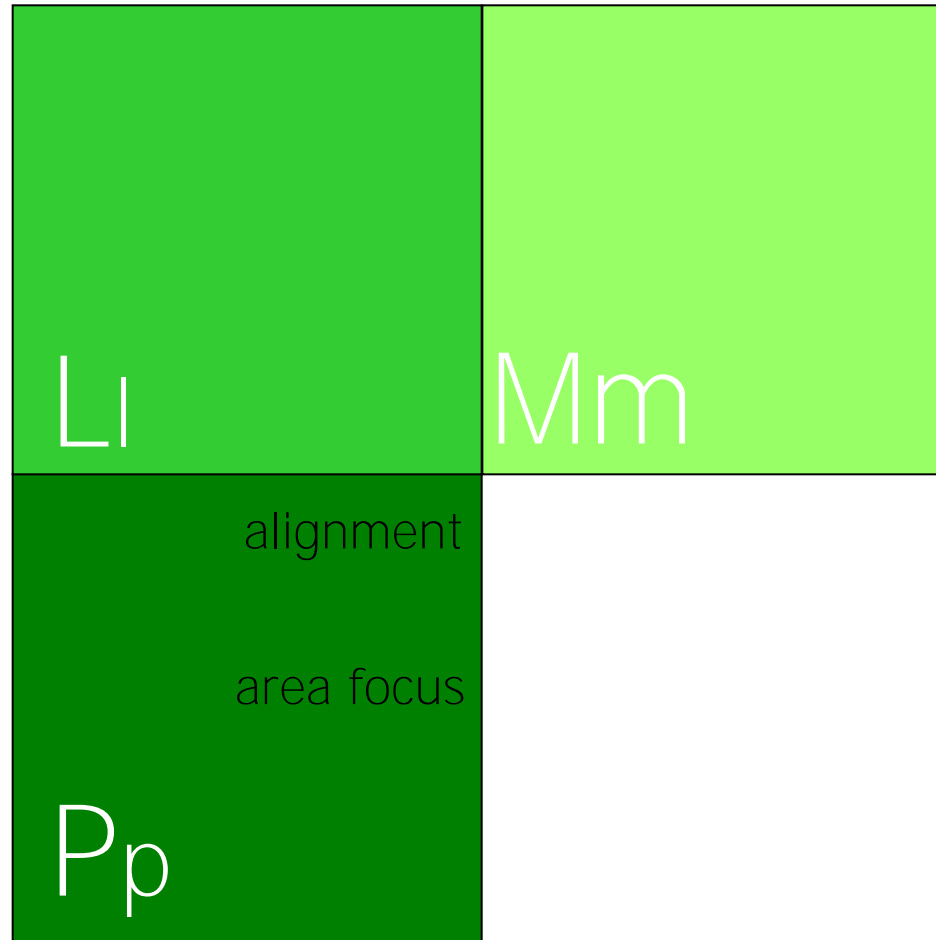
Reflections

What processes do you have in school to encourage staff to share and use good practice to promote student outcomes?

Framework - partnership

leadership

management



partnership

Framework - partnership

partnership

Alignment - building connections between home and school.

Area focus – developing solutions for the local context.

Pp

Reflections

Where is your school strong in its relations with local families?
In what areas do these relations need to be improved?

Conclusions

1. Marked improvements but gaps remain
2. Three areas of activities, each distinct but interlinked
3. Working with partners to build bespoke interventions for clearly identified target audiences

Next steps

1. Framework launched in May
2. Research into
 1. mobility [May],
 2. SEN and disability [July] and
 3. behaviour [July]
3. Future work on
 1. reducing in-school variation [2011]
 2. Understanding the role of system leadership in NTG [2012]