

# Rushmoor Primary Schools

- 36 schools (39 in 2011)
- A mix of infant, junior, primary; all maintained except 2 academies (1 recent)
- Two towns: Aldershot and Farnborough
- Strong, positive relationships between schools and the local authority; support and challenge
- A very positive picture of improvement over time, both for all children and for those from disadvantaged groups; standards and attendance



# 2010 to 2016 Ofsted Judgements

- Proportion of schools deemed good or better by Ofsted – well below that nationally in 2010
  - Rushmoor – 66%
  - Aldershot – 55% with 3 schools inadequate
- Proportion of schools deemed good or better by Ofsted – above that nationally in 2016
  - Rushmoor – 92%, including 32% outstanding
  - Aldershot – 100%, including 30% outstanding



# Improvements in Standards for All Children

KS2 RWM	2017	2016	2015	2014	2013	2012	2011
National	61%	54%	80%	79%	76%	75%	67%
Rushmoor	68%	61%	85%	81%	77%	73%	63%
Aldershot	73%	65%	83%	83%	75%	74%	61%
Difference	+7%	+7%	+5%	+2%	+1%	-2%	-4%



# Improvements in Standards for Disadvantaged Children

- Outcomes for disadvantaged have improved at a stronger rate than nationally
- Rushmoor disadvantaged attained 64% RWM EXP+ in 2017; 61% of ALL children nationally achieved this standard (65% in Hampshire)
- The gap between disadvantaged and their non disadvantaged peers is now -7% in Rushmoor compared to -20% nationally; the gap has been consistently lower than that nationally for 4 years



# Improvements in Standards for Disadvantaged Children

KS2	2017	2016	2015	2014
National	47% tbc	39%	70%	67%
Rushmoor	64%	46%	78%	71%
Difference (R to N)	+17% tbc	+7%	+8%	+4%
National Gap (peers)	-20% tbc	-22%	-15%	-17%
Rushmoor Gap	-7%	-19%	-10%	-13%



# The Aldershot Excellence Project

- A collaboration across the primary schools in 2011
- Initiated by the LA in response to the poor performance/standards
- Initially the leadership of the project came from LA, with a strong investment of resource, part funded by the schools
- School leaders took greater ownership over time and now lead the project with LA as partners
- Focus on key strands which under-pin improvement
- Action research and strong professional dialogue
- Good capacity building across the community of schools
- Growth of school leaders



# Key Factors

- Moral imperative of leaders
- ‘No excuses’ culture
- Relentless focus on improving teaching and learning
- High expectations for all; no caps on potential
- Knowing the standard
- Strong assessment and identification of gaps
- Breadth of curriculum offer; language-rich project work
- Attainment not progress
- Strong collaboration and facilitated professional dialogue
- Reflective practice



# The On-going Challenge

- Maintaining the improvement and trajectory across the district; maintaining the capacity through change of school leadership
- Outliers; one or two schools stubborn to shift
- The impact on more disadvantaged communities of changes to curriculum demands and accountability measures
- Translating this improvement through to the secondary sector

