



Local Authority self evaluation

This self evaluation tool is based on the effective practice of LAs involved in ECaR and ECC to date and, in order to avoid duplication has been designed for use by LAs implementing either both, or one of the programmes. Completion in 2008-10 for ECC will reflect the developmental phase of the programme. It is provided for LAs' own internal use, rather than for the purpose of any external monitoring and is designed for completion in partnership by those LA colleagues most closely involved in the strategic and operational management of the programmes locally.

	Focusing	Developing	Establishing	Enhancing
	<p>At this stage the LA recognises that it is at the beginning of a process.</p> <p>What is happening already is identified but it is recognised that there is more to be done</p>	<p>At the developing stage, the LA has started to address some aspects of the key area.</p> <p>There is a need for further development to secure and consolidate practice and process in identified aspects</p>	<p>At this stage, there still remain some issues to address although many things are now in place and are becoming embedded.</p> <p>There has been significant development which is impacting on progress and achievement.</p>	<p>At this stage, the identified aspects are embedded fully in LA approaches and practices.</p> <p>There is a consistent and cohesive approach and the impact on progress and achievement is evident.</p>

Strategic management and support	ECaR/ECC is reflected in primary strategy team plans related to early reading/mathematics. Where the LA is a 'lead' for ECaR/ECC within a consortium, funding has been secured to employ one or more Teacher Leaders (TLs) who are an integral part of the PNS team.	ECaR/ECC is reflected in all relevant LA plans, for example, primary strategy, school improvement, inclusion and closing of attainment gaps. Readily available funding streams are drawn together to support the programme(s).	All possible funding streams are drawn together, in consultation with head teachers, to support the programme. The Head of School Improvement and of Inclusion fully understand and support the programme(s).	ECaR/ECC is a key component of Children's Services planning focused on early intervention/narrowing of attainment gaps, and this is reflected in LA plans and funding allocations. The DCS and elected members fully understand and support the programme(s).
Alignment	Strategy consultants are aware of the ECaR /ECC programmes and what these provide. The programmes are well integrated into other Primary Strategy work, particularly in relation to CLLD and/or support for early mathematics, and there are clear shared messages within the Strategy team. These include, for example, shared knowledge of the alignment of ECaR with current national policy about the effective teaching of early reading and of ECC with the use	There is effective joint work between school improvement and inclusion services, which enables ECaR/ECC to be embedded in the work of consultants, link advisers/ SIPs and learning support/ educational psychology colleagues. RR/NC teachers attend LA training on relevant areas such as phonics and APP. The TL for the LA/consortium attends relevant National Strategies meetings, such as those focused	All local authority staff who are working with school leadership teams know what constitutes effective school management of ECaR/ECC, and provide support and challenge to schools within their regular work plans. All relevant pupil services are aware of the ECaR/ECC programme(s); inclusion, attendance and Parent Support Adviser services are involved, where appropriate, when children are not making appropriate progress within RR/NC.	All local authority staff who are working with school leadership teams, including SIPs, have had the opportunity to observe and discuss the ECaR/ECC programme(s) in action (for example, by watching a lesson behind the screen in an RR Centre or a live NC lesson or video). All relevant pupil services have a good understanding of the programme(s) and there are systematic procedures for involving inclusion, attendance and Parent Support Adviser services, where children are not making appropriate progress within RR/NC.

	<p>of the 'overcoming barriers' resource for Level 1-2 and development of the role of the mathematics specialist.</p> <p>There is a consistent LA approach to helping HTs see the 'big picture' in terms of links between ECaR/ECC and the progression/individual tuition agenda.</p>	<p>on CLLD, APP, and Individual Tuition.</p>		
Targeting funding	<p>The LA has targeted schools with the highest historical numbers of children attaining below L2 at the end of KS1 for ECaR/ECC funding. FSP data is also interrogated as a potential predictor of future need.</p>	<p>The LA has targeted schools with the highest historical numbers of children attaining below L2 at the end of KS1 for ECaR/ECC funding. FSP data is also interrogated as a potential predictor of future need. Attention is given to planning for sustainability by ensuring the involvement of head teachers who are local opinion leaders, even where their schools do not /may not fall into the category of the very lowest attaining schools.</p>	<p>The LA uses FSP data to identify children most at risk of achieving W or low level 1 at the end of KS1. There is a plan for reaching as many as possible of these children with Reading Recovery/Numbers Count teaching. The plan will include some schools having more than one funded RR/NC teacher, and some schools sharing a teacher. It may also include the training and deployment of some centrally employed specialist teachers.</p>	<p>The LA uses FSP data to identify children most at risk of achieving W or low level 1 at the end of KS1. There is a plan for reaching as many as possible of these children with Reading Recovery/Numbers Count teaching. The plan will include some schools having more than one funded RR/NC teacher, some schools sharing a teacher, and cluster or LA-based RR/NC teachers working with isolated or highly mobile children such as those in care or who are Travellers. The plan will also include the involvement of relevant special schools and PRUs.</p>

<p>Monitoring and evaluation</p>	<p>The TL monitors progress via continuing contact meetings for experienced RR/NC teachers and the required number of meetings with RR/NC teachers in training. S/he provides additional support for teachers who need it. The regular impact reports from the RR National Network and/or Every Child Counts team at Edge Hill University are shared with the link and Primary Strategy Managers and used to inform targeted improvements.</p> <p>Relevant LA officers meet on a termly basis, with the regional Senior School Improvement Adviser of the National Strategies. The progress and impact of the programme, including on the lowest 5% of pupils, is evaluated at these meetings.</p>	<p>The TL has sufficient time to monitor carefully the progress of all children involved in RR/NC from all participating schools. Where close monitoring shows any child in RR/NC making insufficient progress, the TL provides additional support. The regular impact reports from the RR National Network and/or Every Child Counts team at Edge Hill University are shared with a range of LA teams across the LA/consortium and used to inform strategic planning for ECaR/ECC implementation.</p> <p>Relevant LA officers meet on a termly basis, with the Senior School Improvement Adviser of the National Strategies. The progress and impact of the programme(s),</p>	<p>There are opportunities for joint monitoring visits with the TL for other members of staff across the LA/consortium. Systems are in place to analyse the progress of pupils involved in most of the interventions in the layered model, and data is used to inform targeted improvements. Senior managers scrutinise RR/NC and layered intervention data with the TL. The LA/consortium routinely collects data on the regularity of RR/NC teaching and takes action when this is not what it should be. Where close monitoring shows any child in RR/NC making insufficient progress, the TL provides additional support for the RR/NC teacher.</p> <p>Relevant LA officers meet on a termly basis, with the Senior School Improvement Adviser (SSIA) of the National Strategies. The progress and impact of the</p>	<p>All layered interventions are monitored by an LA team that may include Teacher Leader, inclusion staff and RR/NC teachers. Evaluative data on all interventions in the layered model is routinely collected, analysed and used to inform strategic planning and targeted improvements. Evaluations are shared with head teachers, governors and SENCOs/inclusion/intervention lead teachers across the LA/consortium. When close monitoring shows any child in RR/NC making insufficient progress, the TL can draw on a comprehensive strategy that may include TL support, LA colleague visits, support from lead RR/NC teachers</p> <p>Relevant LA officers meet on a termly basis, with the Senior School Improvement Adviser (SSIA) of the National Strategies. The progress and impact of the programme, including on the lowest 5% of pupils, is evaluated at these meetings.</p>
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Working with ECaR /ECC schools	<p>Clear contracts are established between the LA/consortium and head teachers, setting out commitments and expectations. Head teachers and RR/NC teachers in schools new to ECaR/ECC attend a joint briefing in the summer term before the RR/NC teachers' training begins. Schools are actively encouraged to employ</p>	<p>Clear contracts are established between the LA/consortium and head teachers, setting out commitments and expectations. These are monitored by the LA/all LAs in the consortium and some challenge is provided for obvious breaches. ECaR/ECC schools share effective practice at some pre-existing head teacher events and conferences.</p>	<p>Clear contracts are established between the LA/consortium and head teachers and governing bodies, setting out commitments and expectations. These are monitored by the LA/all LAs in the consortium and robust challenge is provided for breaches. There are opportunities for ECaR/ECC schools to communicate their effective practice at a range of internal</p>	<p>Clear contracts are established between the LA/consortium and head teachers and governing bodies, setting out commitments and expectations. These are monitored at a detailed level by the LA/all LAs in the consortium and schools are challenged if they are not fulfilling all their commitments (for example, where the RR/NC teacher has a 0.5 rather than 0.6 FTE allocation</p>

	<p>the RR/C teacher on a contract of 0.6 FTE, in order to maximise potential for the whole school to benefit from their expertise.</p>	<p>This includes examples of whole school impact of the wider role of RR/NC teachers who work 0.6</p>	<p>conferences (inclusion, governors', head teachers') and through a range of media (for example, governors' newsletter, email newsgroups). There are network meetings at least twice a year for head teachers, RR/NC teachers and other relevant school staff, to share effective school practice, including evidence of whole school impact from the wider role of the RR/NC teacher.</p>	<p>for ECaR/ECC and whole school impact is limited). There are network meetings at least twice a year for head teachers, RR/NC teachers and other relevant school staff, to share effective school practice. These are also attended by relevant LA staff (for example, school improvement officers) working with the schools. ECaR/ECC is part of the LA's new head teacher induction programme.</p>
<p>A layered model of intervention</p>	<p>The LA/consortium makes clear to schools from the start that their trained RR/NC teacher should ultimately be expected to impact on quality first teaching of literacy/ mathematics, and that, as they become more experienced, the trained RR/NC teacher will be able to provide training, coaching and support for a range of literacy/mathematics interventions delivered by TAs and volunteers.</p>	<p>The LA/consortium has a clearly defined and communicated model of the interventions it expects ECaR/ECC schools to implement in their layered approach. The LA/consortium provides training on these interventions. Schools are expected to make sure their trained RR/NC teacher has time allocated for a wider role in school. RR/NC teachers and class teachers work in</p>	<p>The LA/consortium has a clearly defined and communicated model of the interventions it expects ECaR/ECC schools to implement in their layered approach. The LA provides training and monitoring in relation to these interventions and effective practice in monitoring impact and progress. Schools are expected to make sure their trained RR/NC teacher has time allocated for a wider role in school, and this is</p>	<p>There is a coordinated LA/consortium team, involving a range of services and RR/NC teachers, which provides training, coaching, monitoring and evaluation of layered interventions. Lead ECaR/ECC schools provide a model for others of best practice in the leadership and management of intervention. RR/NC teachers network to develop new ways of tackling emerging literacy/mathematics issues in their schools, for example reading comprehension and writing,</p>

	<p>Schools are encouraged to make sure their trained RR/NC teacher has time and support allocated for this wider role in school.</p>	<p>partnership to share entry and exit data, APP and phonic phase assessments and to consider the implications for quality first teaching. RR/NC teacher's train and support staff in using relevant and specific RR/NC approaches. For example, RR teachers support the levelling of the school's book stock, NC teachers advise on the effective use of structural apparatus, RR/NC teachers contribute their expertise to the APP process and to help improve practices such as guided work in literacy and mathematics.</p>	<p>monitored. RR/NC teachers support improved quality first teaching and TAs and volunteers providing layered interventions. RR/NC teachers contribute their expertise to the APP process and to help improve assessment practices. RR teachers are able to access the RRIPLLe course locally and NC teachers are aware of the opportunity to study the EHU masters course.</p>	<p>calculation. RR/NC teachers have training in understanding data and presenting evaluative reports. RR/NC teachers contribute their expertise to the APP process and to help improve assessment practices.</p>
<p>Promoting the programme</p>	<p>Head teachers of targeted schools attend a full briefing on ECaR/ECC, which helps them understand the benefits of the programme.</p>	<p>The benefits of ECaR/ECC are promoted to head teachers across the LA/consortium at meetings and conferences.</p>	<p>The benefits of ECaR/ECC are promoted to head teachers and governors through head teacher and governor meetings, conferences and newsletters.</p>	<p>There is a planned communications strategy to promote the importance of the programme(s), aimed at school leaders. Local media have been engaged and feature the programme. Celebration events draw a wide audience including</p>

				elected members and LA senior staff. Local businesses provide support through funding and volunteering.
Day to day management	<p>The RR centre is appropriately sized and well equipped.</p> <p>Appropriate arrangements are in place for the training of NC teachers, all of whom are implementing the requisite use of video and sharing the outcomes with their TLs.</p>	<p>The RR centre is appropriately sized and well equipped. Resources are regularly upgraded.</p> <p>NC teachers regularly share their videos as part of training events. They are updated about recently developed and relevant resources and are encouraged to develop and share personalised resources for use during lessons.</p>	<p>The RR Centre is used for TA and class teacher training on literacy teaching and intervention.</p> <p>An infrastructure of training and support is in place which enables NC teachers and TAs to engage in ongoing professional development. Where appropriate, this may include use of the RR centre</p>	<p>The LA/consortium has developed a concerted approach to personalisation and intervention and is providing a range of professional development activities to support this. Use of the RR centre and/or of professional learning techniques developed by the Numbers Count programme lie at the heart of this CPD programme</p>
Working in a consortium (where appropriate)	<p>LAs within the consortium have established a regular meeting pattern and agreed protocols for implementing ECaR across the LAs. An identified manager in each LA acts as a key link for the Teacher Leader(s).</p>	<p>The regular consortium meetings are focused on continuing to strengthen the effectiveness and consistency of implementation across the LAs. The work load of the TL is monitored regularly and agreed solutions found to any emerging issues.</p>	<p>LAs in the consortium are working co-operatively in developing a strategic plan to secure maximum reach of the programme to individual children. The Teacher Leader(s) is able to liaise effectively with key LA partners in all consortium LAs and is considered a key player in all LA initiatives concerned with early</p>	<p>The consortium has developed a provision map for the range of layered interventions to be promoted its schools. Responsibility for leading on different interventions, including training and ongoing quality assurance of delivery is shared across several LAs. Data on the impact of interventions is shared. Head teachers and others involved</p>

			literacy/mathematics and the securing of good progress for all children.	in the leadership of intervention in schools are enabled to network widely, with case studies of innovative and effective practice being disseminated.
Maintaining the gains	The Teacher Leader ensures that parents are routinely involved when children receive RR. Children exiting RR receive the standard 3 and 6 month follow-up	Schools are provided with guidance on maintaining children's gains, and this is discussed at network meetings of ECaR/ECC schools. Parental engagement is a focus at network meetings.	Children who need it are routinely provided with a trained reading/number partner (volunteer, TA or older child). ECaR schools are encouraged to sign up to Reading Connects. Schools use a range of strategies to involve families and promote a culture of involvement in reading/mathematics.	There is a well-developed plan for the steps that will be taken to maintain children's gains. Schools are provided with training, guidance and support from lead schools on a full range of strategies that include pupil tracking, 'top up' interventions, parental engagement and other ways of ensuring that children continue to read regularly with an adult. RR/NC graduates help younger children with their reading or work on their mathematical skills. RR/NC teachers use time when children on their current caseload are absent to assess, advise on and provide top up support to graduates. All ECaR schools are Reading Connects schools.