

Section 1:Details

Title of the leadership study: Intervention programme for underachieving pupils in KEY STAGE 2

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Synopsis of my leadership change study**Background**

St Antony's school recently bought into the government initiative of Every Child Counts and Every Child a Reader as intervention programmes for KS1. My proposal is to run a structured consistent intervention programme for KS2, to fit the needs of targeted pupils whilst also involving (training) parents to engage in their children's learning.

After the spring second half term assessments, the head teacher and teachers had a round table discussion on bridging the learning gap of key children.

Although there is differentiation in planning, and there is the use of additional adults in the classes for the children needing additional support with their learning in the school, there is an agreement that the school is aware that more systems need to be in place to raise standards of achievement and attainment.

About 8 of the 30 children in each KS2 class appear to be underachieving or making very little progress. I have spoken to practitioners in other schools and inclusion advisers who shared with me approaches they have found useful in supporting children's learning.

Aims and objectives

- To ensure well structured intervention programmes for underachieving pupils are in place
- To ensure consistency in monitoring and impact.

Staff involved

Upper KS SENCO and Lower KS SENCO, EAL coordinator, Learning Mentor, HLTAs and other Teaching Assistants.

Strategy

1. Discuss the issue of underachievement with SMT and prioritise intervention programmes within the School Improvement Plan for 2009/10.
2. Discuss the agreed intervention programme for the school.

3. Identify children for the programme.
4. Create a register of the children, where the needs of the children will be identified. These would include EAL and SEN issues.
5. Write up a programme of study for this.
6. Meet with parents at the beginning of the autumn term and give some parents tutorial classes on the concept for the term.

Impact on the children/value added

Raise the achievement of the pupils by a sub level within three half terms. Monitor the levels every 6 weeks. Ask the children to evaluate their learning, through a questionnaire. Some of the questions asked will be to enquire from the children how confident they feel with new strategies; their views on the practical use of games, and other hands on activities to develop their learning.

How to convince the SLT

Intervention programmes have a crucial role to play in continuing to raise standards in literacy and mathematics. Monitoring children's progress and targeting support to help those who need to 'catch up' will help to ensure that all children make progress. The effective targeting and monitoring of the use of intervention programmes is vital if all children are to reach their potential. DCSF-Oct. 2002

The Intervention Strategies have been introduced to assist teachers in supporting those children who are underachieving in literacy and numeracy. From a class teacher's point of view, there is little time to give 1 to 1 support to children who needs a high level of intervention in the class. There is however a need to ensure appropriate interventions are in place to support children in reaching the national level (level 4) in Year 6 SATS. (Linking this to ECM)

Firstly, the intervention programmes can be set up in the autumn term two weeks after the children start the new academic year.

Secondly, some of the systems that can be used in the intervention programme as researched by Ann Dowker (2001) include three approaches which have been highlighted as having a solid evidence base and a national infrastructure of training provision. The three approaches are Mathematics Recovery, Catch up Numeracy and Numicon. These can be implemented in KS2 to raise achievement of underperforming children in years three, four and five before their SATS in year 6.

Thirdly, in literacy- Reading Recovery has been proven to be the most useful tool in improving reading concepts and reading for meaning. This may be an essential tool to use for the poorest

achievers in reading and writing in the class. The lessons are individually delivered to meet the needs of child, based on a detailed assessment of their strengths and needs.

An example of programme of study, for supporting children in literacy within the school.

Key Targets	
<ol style="list-style-type: none"> 1. Blend & Segment words containing 3 or more phonemes consistently. 2. Learn all the common digraphs to blend and segment words effectively. 3. Increase her knowledge of the sight vocabulary to include all NS KS1/2 words. 4. Develop her higher reading skills further to include context and prediction. 	
Resources	Frequency & type of support
Adult support - 1:1 & group Lifeboat programme. Reading - Phonics-letters and sounds Story frames - booklet & flipchart Clicker 5 -ICT Word and sentence building games/activities Blending & segmenting games / activities	<ul style="list-style-type: none"> • Lifeboat - daily with adult and to be built into homework. • Reading - daily 1:1 • Other activities - 2-3 times per week with and without support
Additional Information:	
<p>Obama will be trailing a listening programme at home from the borough.</p> <p>Homework should be written out for him.</p> <p>Attention and listening skills to be carefully developed and praised - timer and his own praise chart to be used.</p> <p>Further phonological work needs to continue on a daily basis.</p> <p>Differentiation in classroom activities needs to be considered where reading and writing concerned.</p> <p>Text to be used in a week could be sent home the week before for parents to read through with Obama so he, has some understanding before coming to the lesson.</p> <p>Additional resources: Writing frames to be used in writing lessons or to develop further understanding alongside wave 3 sentence folders.</p>	

Impact of the study at a professional level

The impact of the study at a professional level showed other members of staff that there was an issue that needed to be addressed. The study showed in KS2 that there was a link between under performance of targeted pupils and the lack of structured intervention provision. The study showed that the trial intervention programmes put in place for key children was effective.

The trail intervention programme has had an impact on my colleagues and me at school. It allowed us the opportunity to speak with the SLT about the levels of the children, to target those underachieving pupils and to use out of class Teaching Assistants to work with identified children in small groups. It has also allowed teachers in their phases to assess the progress of the children and to monitor if they moved up two sub levels. It has made me feel more confident in approaching this study with a positive element as staff have been supportive. This study has raised our knowledge and understanding of what approaches to use for underachieving children throughout the whole school. This study will have an impact on student achievement, now that there are clearer targets and expectations from the targeted children.

Impact on the participant's leadership learning and professional development

I have found the EAP programme to be useful when organising myself on the study. It has been important that I possess certain writing and communication skills to pass on messages to other members of staff and get them on board. I have also learnt how to evaluate my work as I have listened to constructive criticism in order to ensure that the objectives of the study could be met. I feel that I will be using this study in the future for interviews and presentations when applying for senior management positions. The facilitators shared their knowledge and experiences with us on the programme and this has inspired me to continue to develop my skills and knowledge and given me the confidence to seek ways to broaden my experiences in preparation for promotion.