






INFANT, JUNIOR AND PRIMARY SCHOOL IMPROVEMENT PRIORITIES 2023/2024

Data Summary July 2023 (Emerging National %)

2279 Peak Dale Primary School

Latest Inspection Judgement	2
Inspection Date	12/02/2019
Pupil base deprivation indicator	2
SASI	CHa
Headcount	76
% SEN Support	21.1
% SEN with an EHCP	2.6
% eligible for deprivation PP	18.1

Key	
	Top 20% of schools nationally
	Top 40% of schools nationally
	Average performance
	Bottom 40% of schools nationally
	Bottom 20% of schools nationally

Indicator Summary

	2019			2022			2023		
	School	Percentile	National %	School	Percentile	National %	School	Percentile	Emerging
EYFS									
No. Pupils	15			7			13		
% GLD	46.7	96	71.8	14.3	97	65.2	69.2	48	67.2
Year 1 Phonics									
No. Pupils	8			13			7		
%EXS+	50.0	99	81.8	92.3	9	75.5	71.4	78	78.9
Phonics at end of KS1									
%EXS+	70.0	99	91.3	80.0	82	86.9	100.0	1	88.6
KS1									
No. Pupils	10			10			13		
%EXS+ Reading	50.0	94	74.9	60.0	74	66.9	69.2	54	68.3
%EXS+ Writing	40.0	95	69.2	60.0	48	57.6	53.8	71	60.1
%EXS+ Maths	50.0	95	75.6	60.0	75	67.6	69.2	61	70.4

Year 4 MTC						
No. Pupils				10		12
APS				13.4	na	19.8
% Full Marks				na	na	26.5
						33.3
						20.3

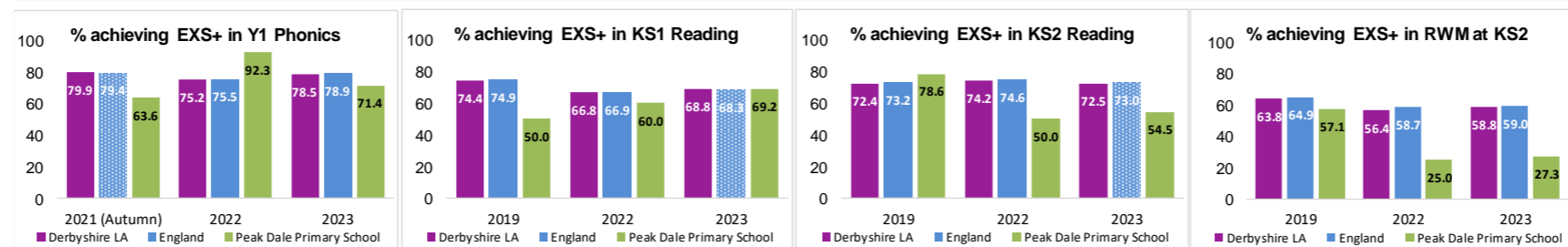
KS2									
No. Pupils	14			8			11		
%EXS+ RWM	57.1	73	64.9	25.0	97	58.7	27.3	97	59
%EXS+ Reading	78.6	43	73.2	50.0	97	74.6	54.5	92	73
%EXS+ Writing	57.1	96	78.3	50.0	91	69.4	63.6	78	71
%EXS+ Maths	78.6	60	78.7	37.5	98	71.5	36.4	98	73
Reading Progress	1.4	29	0.0	-1.6	77	0.0	-0.19	58	0.0
Writing Progress	-3.1	93	0.0	0.4	48	0.0	3.07	9	0.0
Maths Progress	-1.8	78	0.0	-4.1	94	0.0	-1.09	68	0.0

Attendance	Autumn 2018 & Spring 2019			Autumn 2021 & Spring 2022			Autumn 2022 & Spring 2023		
	School	Percentile	National	School	Percentile	National	School	Percentile	National
Overall Absence	4.1		3.9	7.1	74	6.2	4.5	17	6.0
Persistent Absence	8.5		8.4	22.4	73	18.2	9.4	17	18.4

2022/23 Full Year Primary (Years 1-6) National Absence Data is as published in the fortnightly DfE attendance update.
 2022/23 Full Year Derbyshire absence data as published in the DfE Attendance Dashboard.

	National Primary (Yrs 1-6)	Derbyshire (Years 1-6)	Derbyshire (Years 1-2)	Derbyshire (Years 3-6)
Overall Absence	5.9%	5.5%	5.8%	5.3%
Persistent Absence	17.0%	16.8%	17.1%	16.6%

Please check your school MIS internal attendance data against the 2022/23 national emerging attendance figures (Years 1-6)



KS2 Disadvantaged (provisional data based on pupil premium file supplied to LA's and is subject to change)

No. Pupils	4			3			1		
%EXS RWM	75.0	16	51.3	33.3	63	42.6	0.0	90	44.0
%EXS Reading	100.0	1	62.1	66.7	45	62.3	100.0	1	60.2
%EXS Writing	75.0	38	67.7	33.3	82	55.2	0.0	94	58.1
%EXS Maths	100.0	1	67.4	33.3	83	56.3	0.0	95	58.8

School Name:	Peak Dale Primary School	DfE No	2279
Headteacher:	Natalie Doughty	Date:	
Section 175 school safeguarding audit - Date completed: July 23			
Which DfE Validated Phonics Programme are you using for 2023/24?		Little Wandle	
Please state the length of the school week from September 2023		hours	

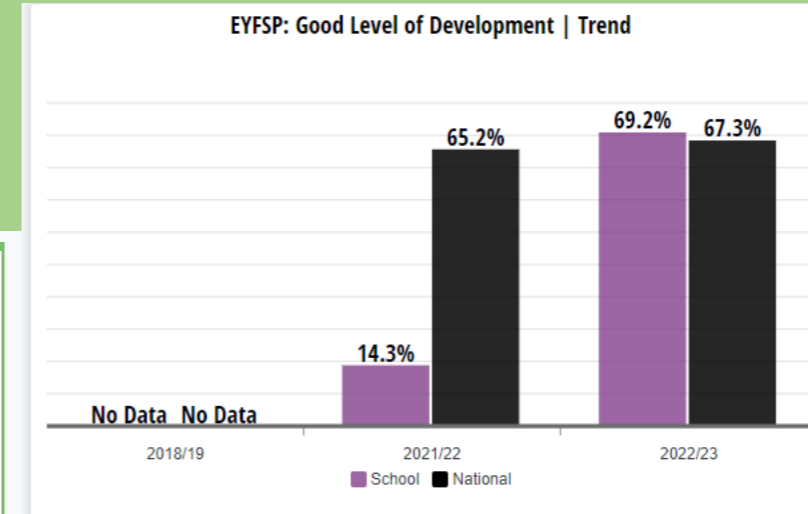
Data Analysis – Strengths

EYFS Good Level of Development

1. EYFS

Peak Dales EYFSP good level of development has **increased by 54.9%** from **14.3%** in 2021/22 to **69.2%** in 2022/23.

This is equivalent to approximately **7 more** pupils achieving a good level of development in 2022/23 compared to 2021/22.



69.2% achieved a good level of development at Peak Dale, **1.9% higher than** the National average of **67.3%**

READING

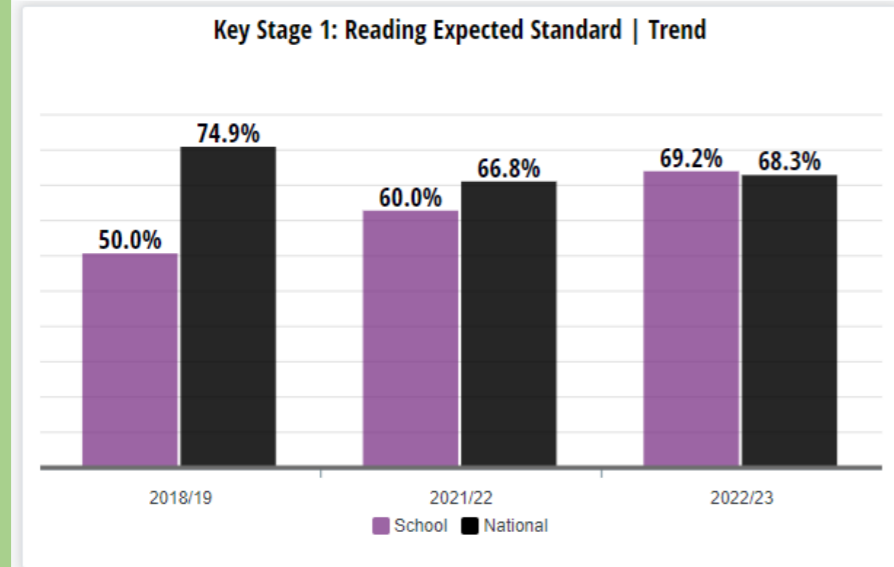
KS1 Reading

Reading progress by the end of KS2

KS2 SEND Reading progress

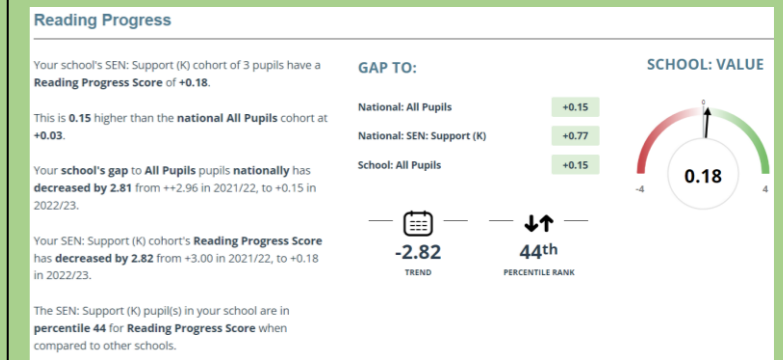
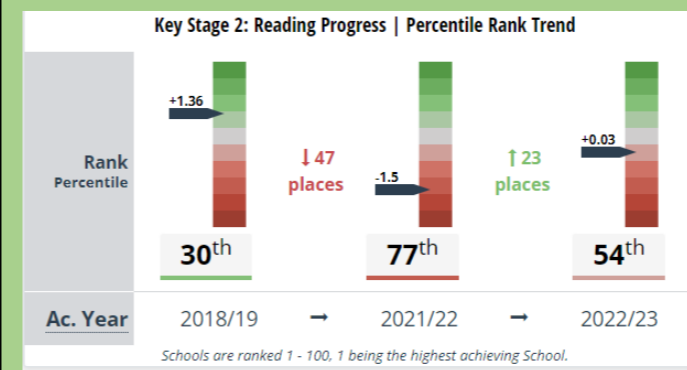
2. READING

Peak Dales expected standard percentage in Reading (KS1) has **increased by 9.2%** from **60.0%** in 2021/22 to **69.2%** in 2022/23. This **0.9% higher than** the National average of **68.3%**.



Peak Dale **rose 20** places in the percentile rankings between 2021/22 and 2022/23, from **74** to **54**

Based on a cohort of **11 pupils** in your school at the end of Key Stage 2, you achieved a progress score of **+0.03** in Reading. Your school's Reading progress score has **increased by 1.53** from **-1.50** in 2021/22 to **+0.03** in 2022/23. Your school **rose 23** places in the percentile rankings between 2021/22 and 2022/23, from **77** to **54**.



KS2 SEND ATTAINMENT

66.7% of SEND children in NC Year: 6 achieved the expected standard (EXS) in Reading, **34.2% greater than** the national value.

PHONICS

STRENGTHS

EXPECTED STANDARD (END OF KEY STAGE 1) (YEAR-ON-YEAR TREND)

Sch. 21/22: 80.0% → Sch. 22/23: 100.0% = Diff. +20.0%

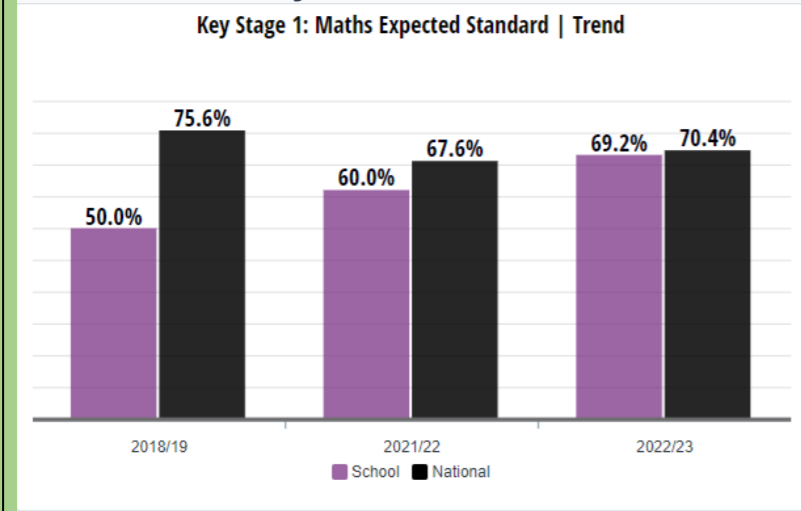
The school has significantly improved this year.

3. MATHS

Maths

KS1 Maths

Your school's expected standard percentage in Maths (KS1) has **increased by 9.2%** from **60.0%** in 2021/22 to **69.2%** in 2022/23.



Peak Dale school **rose 14** places in the percentile rankings between 2021/22 and 2022/23, from **75** to **61**

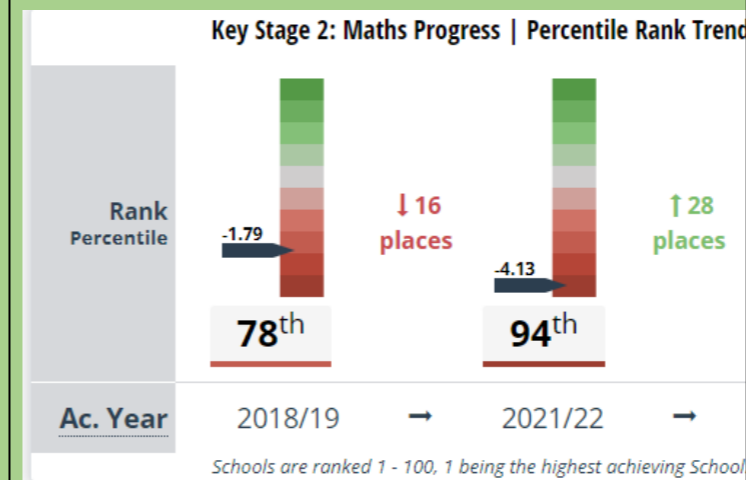
Maths progress by the end of KS2

Based on a cohort of **11 pupils** in your school at the end of Key Stage 2, you achieved a progress score of **-0.94** in Maths

Your school is in **percentile 66** when compared to all schools nationally for Maths progress.

The schools in the same decile as you have a progress score between **-1.30** and **-0.60** in Maths.

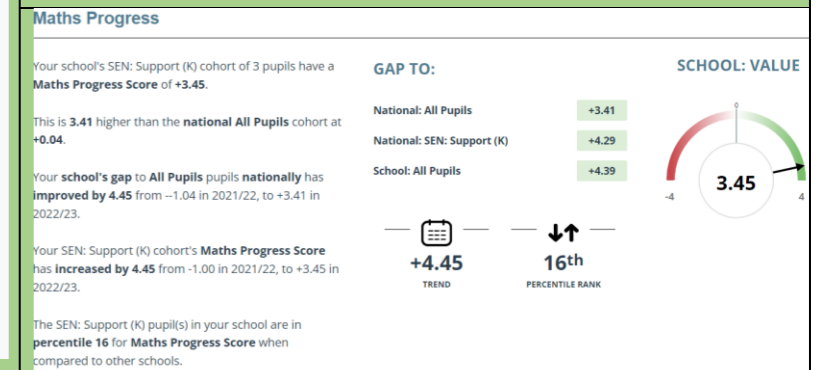
Your school **rose 28** places in the percentile rankings between 2021/22 and 2022/23, from **94** to **66**.



KS2 Maths attainment SEND

66.7% of your school's SEN: Support (K) cohort achieved the expected standard in Maths this is **24.4 %** higher than national SEND and **30.3%** higher than school non SEND

KS2 MATHS SEND PROGRESS



KS2 Disadvantaged

100.0% of disadvantaged children in NC Year: 6 achieved the expected standard (EXS) in Maths, **47.9% greater than** the national value.

Writing

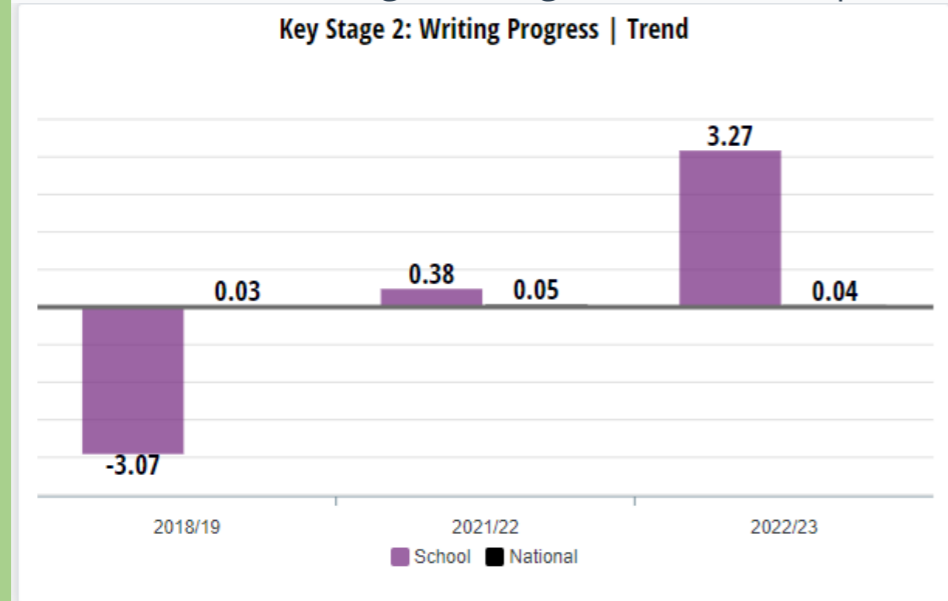
Writing progress by the end of KS2

KS2 Expected or above

KS2 SEND attainment

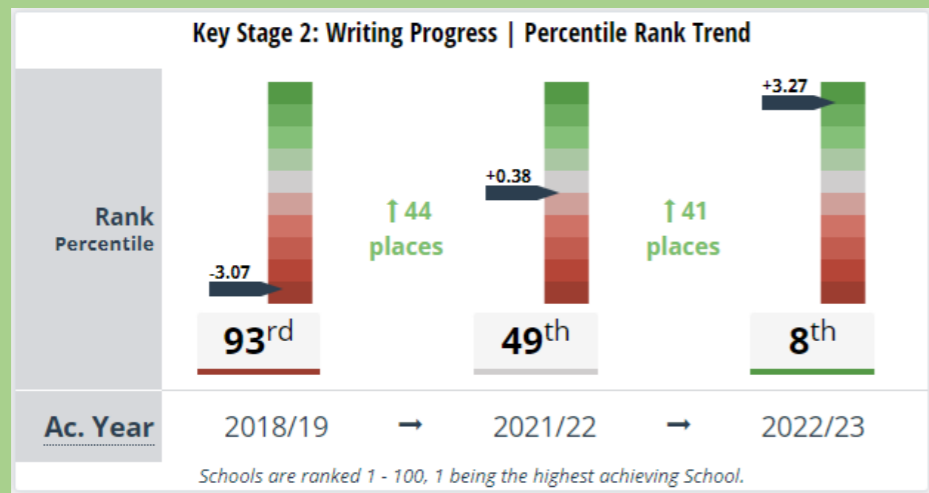
Writing progress by the end of KS2

81.8% of your cohort achieved a progress score greater than or equal to 0, with **45.5%** having a score greater than or equal to 4.

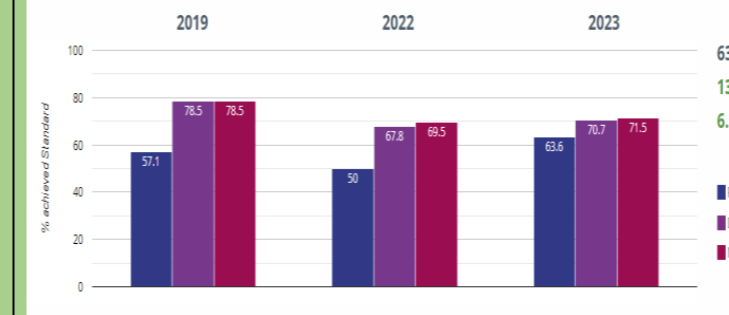


Peak Dale school is in **percentile 8** when compared to all schools nationally for Writing progress.

Your school **rose 41** places in the percentile rankings between 2021/22 and 2022/23, from **49** to **8**



Writing - achieved standard

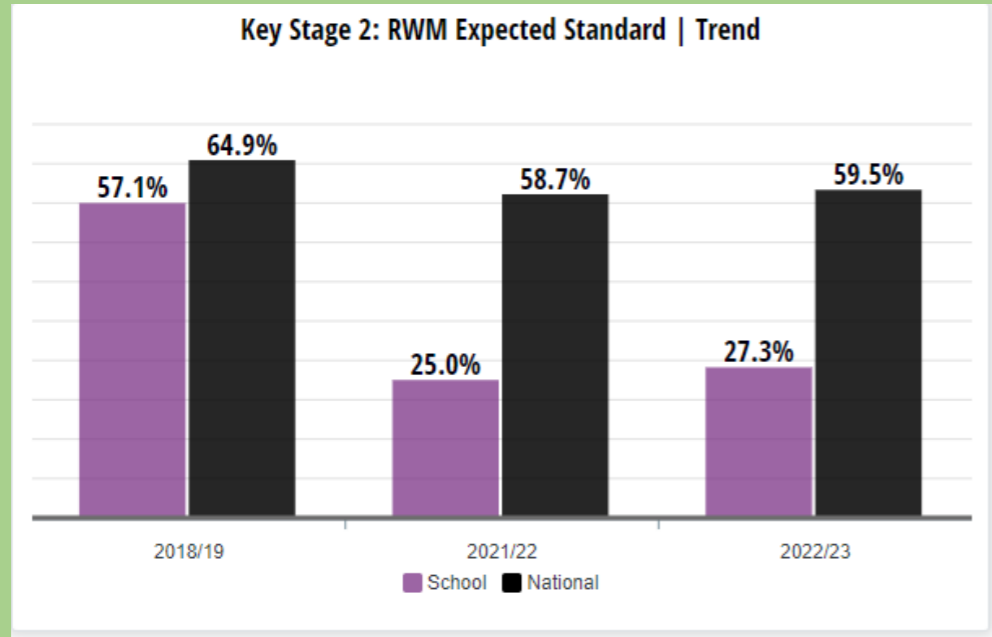


3.3% of SEND children in NC Year: 6 achieved the expected standard (EXS) in Writing, **5.4% greater than** the national value.

KS2 combined attainment

KS2 combined

Peak Dales expected standard percentage in Reading, Writing & Maths has **increased by 2.3%** from **25.0%** in 2021/22 to **27.3%** in 2022/23.



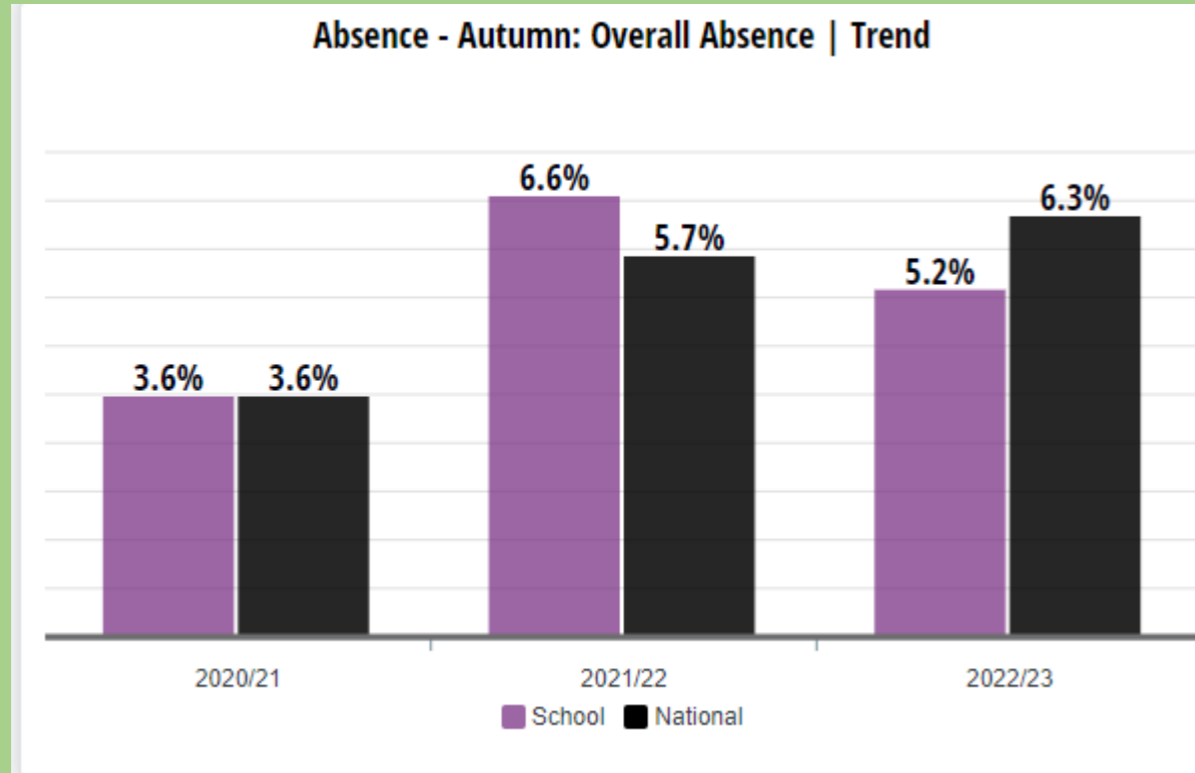
SEND combined RWM by the end of KS2

33.3% of your school's SEN: Support (K) cohort achieved the expected standard in Reading, Writing & Maths, this is 9.7% higher than National SEND and 6% Higher than school non SEND

Attendance

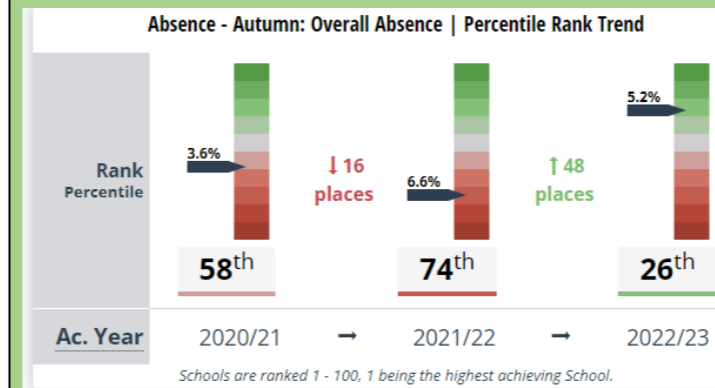
Attendance

Your school's Overall Absence has **decreased by 1.4%** from **6.6%** in 2021/22 to **5.2%** in 2022/23



The school in the same decile as you had an Overall Absence percentage between **5.0%** and **23.2%**.

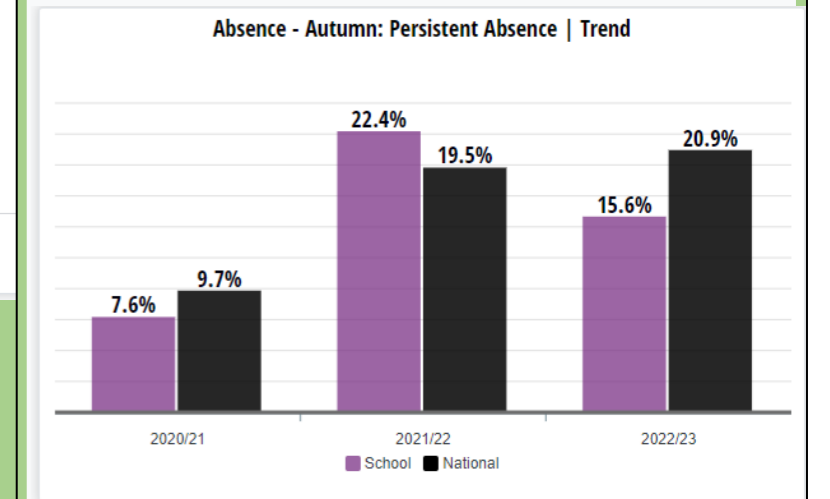
Your school **rose 48** places in the percentile rankings between 2021/22 and 2022/23, from **74** to **26**.



Persistent Absence

Your school's persistent absence has **decreased by 6.8%** from **22.4%** in 2021/22 to **15.6%** in 2022/23.

This is equivalent to **4 fewer** pupils being persistent absentees in 2022/23 compared to 2021/22

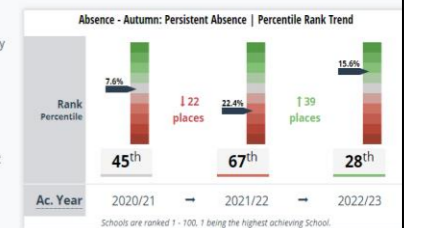


RANK

Your school is in **percentile 28** when compared to all schools nationally for persistent absence.

The school in the same decile as you had a persistent absence percentage between **13.9%** and **16.0%**.

Your school **rose 39** places in the percentile rankings between 2021/22 and 2022/23, from **67** to **28**.



OVERALL ABSENCE (GAP-TO-NATIONAL)

Sch.:		Nat.:		Diff.
5.2%	-	6.3%	=	-1.1%

The school is significantly better than the national average.

OVERALL ABSENCE (YEAR-ON-YEAR TREND)

Sch. 21/22		Sch. 22/23		Diff.
6.6%	→	5.2%	=	-1.4%

The school has significantly improved this year.

PERSISTENT ABSENCE (YEAR-ON-YEAR TREND)

Sch. 21/22		Sch. 22/23		Diff.
22.4%	→	15.6%	=	-6.8%

The school has significantly improved this year.

PERSISTENT ABSENCE (GAP-TO-NATIONAL)

Sch.:		Nat.:		Diff.
15.6%	-	20.9%	=	-5.3%

The school is significantly better than the national average.

SEVERE PERSISTENT ABSENCE (GAP-TO-NATIONAL)

Sch.:		Nat.:		Diff.
0.0%	-	0.7%	=	-0.7%

The school is significantly better than the national average.

SEVERE PERSISTENT ABSENCE (YEAR-ON-YEAR TREND)

Sch. 21/22		Sch. 22/23		Diff.
1.5%	→	0.0%	=	-1.5%

The school has significantly improved this year.

AUTHORISED ABSENCE (YEAR-ON-YEAR TREND)

Sch. 21/22		Sch. 22/23		Diff.
6.0%	→	4.6%	=	-1.4%

The school has significantly improved this year.

UNAUTHORISED ABSENCE (GAP-TO-NATIONAL)

Sch.:		Nat.:		Diff.
0.6%	-	1.4%	=	-0.8%

The school is significantly better than the national average.

	Non disadvantaged					Disadvantaged			
	Last academic year 2021/22	Autumn 22/23	Spring 1 22/23	Spring 2 22/23	Full year 22/23	Last academic year 2021/22	Autumn 22/23	Spring 2 22/23	Full year 22/23
Absence**	9.01%	7.7%	4.34%	3.84%	3.6% Better than national Improvement from prior year	11.6%	10.36%	7.33%	8.7% Improvement from prior year
Persistent Absence**	13.2%	19.5%	10.42%	8.33%	4% Better than national Improvement from prior year	38%	35.71%	21.43%	30% Improvement from prior year
Absence**	NATIONAL 6.2%				NATIONAL 6%	NATIONAL 8.2%			NATIONAL
Persistent Absence**	NATIONAL 18.2%				NATIONAL 18.4%	NATIONAL 29.4%			NATIONAL

Disadvantaged absence

Your Disadvantaged cohort's **Overall Absence** has **decreased by 4.5%** from 12.7% in 2021/22, to 8.2% in 2022/23.

Your **school's gap to Non-Disadvantaged** pupils **nationally** has **decreased by 15.4%** from +35.0% in 2021/22, to +19.6% in 2022/23.

Your Disadvantaged cohort's **persistent absence** has **decreased by 16.7%** from 50.0% in 2021/22, to 33.3% in 2022/23.

Your Disadvantaged cohort's **severe persistent absence** has **decreased by 10.0%** from 10.0% in 2021/22, to 0.0% in 2022/23.

SEVERE PERSISTENT ABSENCE

Year-on-Year Trend

-10.0%

OVERALL ABSENCE

Year-on-Year Trend

-4.5%

SEVERE PERSISTENT ABSENCE

Year-on-Year Trend

-10.0%

AUTHORISED ABSENCE

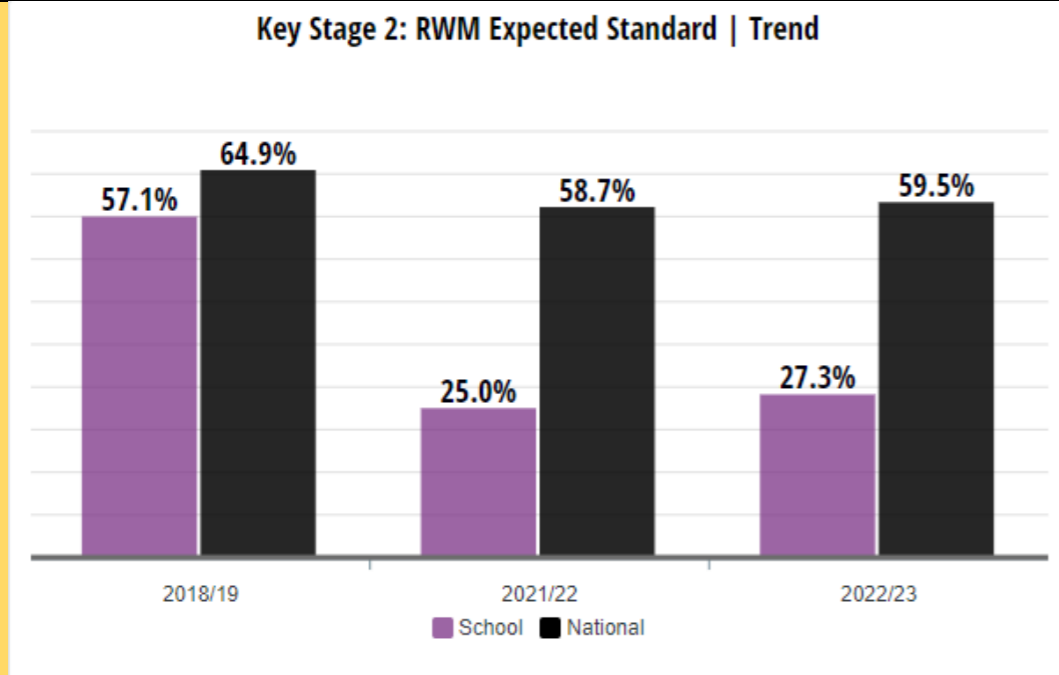
Year-on-Year Trend

-6.1%

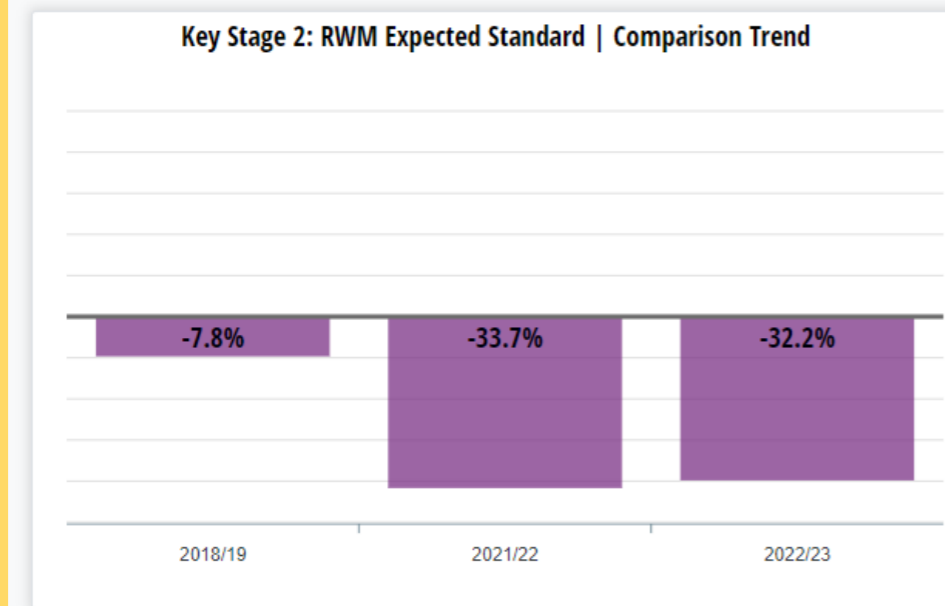
Data Analysis – Areas for development (challenges)

KS2 Combined attainment

KS2 combined



COMPARISON | NATIONAL



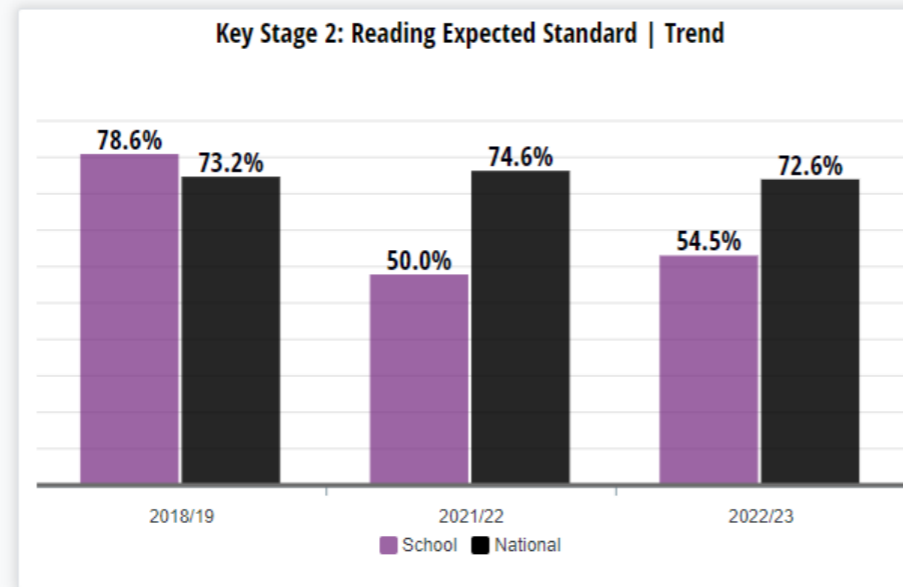
27.3% achieved the expected standard in Reading, Writing & Maths in your school, **32.2% lower than** the National average of **59.5%**.

This is equivalent to **4 fewer** pupils in your school achieving the expected standard compared to the National average.

Your school has been above the National average **0 times** in the last 3 academic year(s) for the expected standard in Reading, Writing & Maths.

KS2 Reading

1.



Your school's expected standard percentage in Reading has **increased** by **4.5%** from **50.0%** in 2021/22 to **54.5%** in 2022/23.

This is equivalent to approximately **1 more** pupil achieving the expected standard in 2022/23 compared to 2021/22.

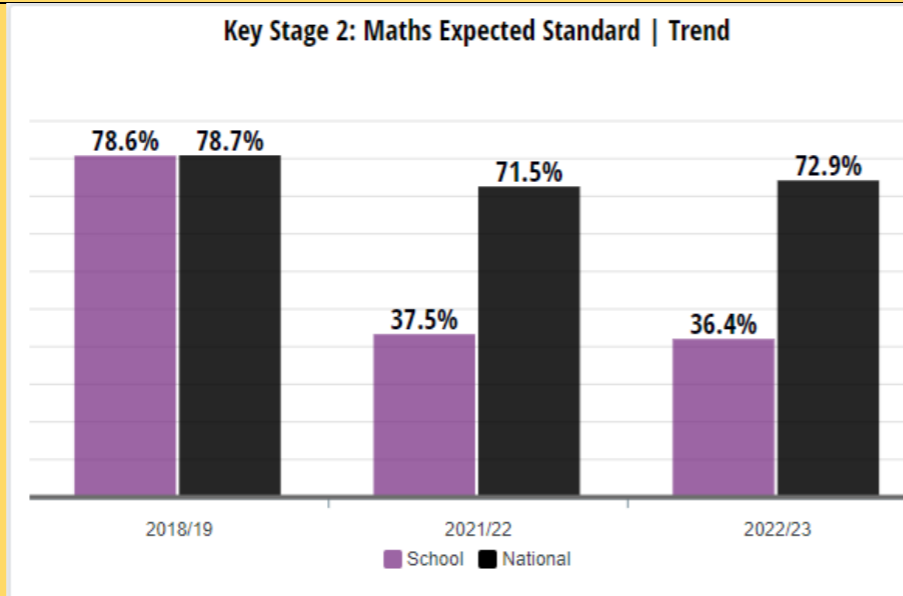
Your school's average for the last 3 academic year(s) is **63.6%**.

KS2 SEND Reading

33.3% of your school's SEN: Support (K) cohort achieved the expected standard in Reading, this is 11.5% lower than national SEND and 21.2 % lower than school non SEND

KS2 Maths Attainment

2.



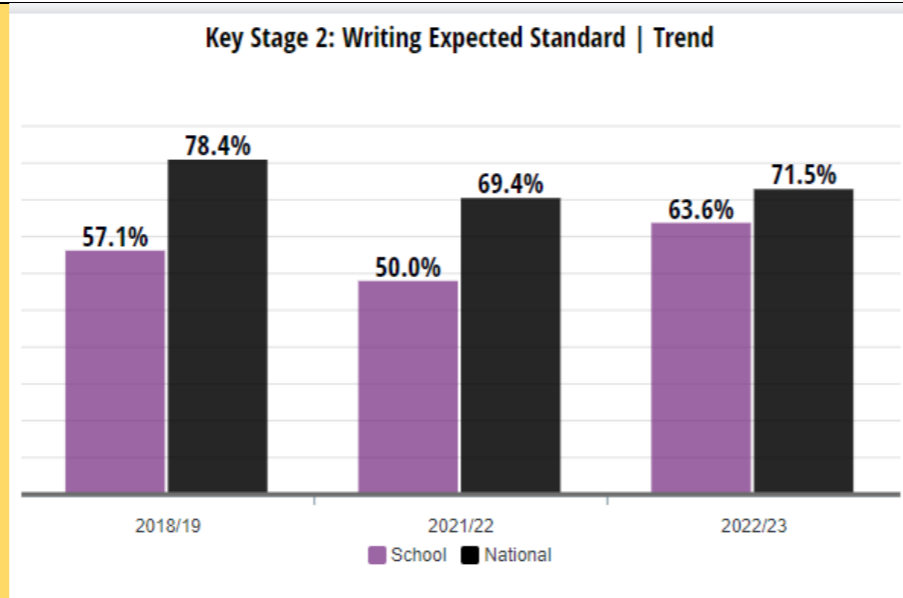
Your school's expected standard percentage in Maths has **decreased** by **1.1%** from **37.5%** in 2021/22 to **36.4%** in 2022/23.

This is equivalent to approximately **the same number of** pupils achieving the expected standard in 2022/23 compared to 2021/22.

Your school's average for the last 3 academic year(s) is **54.5%**.

KS2 Writing Attainment

3.



Your school's expected standard percentage in Writing has **increased by 13.6%** from **50.0%** in 2021/22 to **63.6%** in 2022/23.

This is equivalent to approximately **2 more** pupils achieving the expected standard in 2022/23 compared to 2021/22.

Your school's average for the last 3 academic year(s) is **57.6%**.

Attendance

4

Attendance

The absence gap between disadvantaged and non disadvantaged pupils.

Your school's Disadvantaged cohort of 12 enrolments have an **Overall Absence** of **8.2%**.

This is **3.0%** higher than the **national Non-Disadvantaged** cohort at **5.2%**.

33.3% of your school's Disadvantaged cohort are **persistently absent, 4 pupils** out of 12.

This is **19.6%** higher than the **national Non-Disadvantaged** cohort at **13.7%**

		22/23	22/23
		Non disadvantaged	disadvantaged
Absent	3.6% Better than national Improvement from prior year	8.7% Improvement from prior year	
Persistently absent	4% Better than national Improvement from prior year	30% Improvement from prior year	

As a result of your self-evaluation and analysis, taking into account Ofsted areas for improvement, which areas are you provisionally identifying as school improvement plan (SIP) priorities for 2023/2024?

This information will be used by your senior and link advisers to ensure that their support and challenge is focussed on the most appropriate areas in line with DfE guidance. With collaboration, cluster working and locality meetings well established, following your analysis please briefly share your most significant strength.

Note: there is no requirement to have a priority for each section

Key area	SIP provisional priorities 2023/2024	Why has this priority been identified?	Where will you seek further school improvement support from?
The quality of education	<p>Overarching objective 1.To strengthen curriculum planning, so that more pupils receive increased opportunities to extend their thinking and gain a deeper understanding of the subjects they study.</p> <p>2. To ensure that assessments focus on how well pupils have secured their subject specific knowledge and skills from the taught curriculum, so that opportunities to extend and consolidate pupils' learning are not missed</p> <p>With a particular focus on RWM in KS2 and on: Reading and Phonics</p> <ul style="list-style-type: none"> • Consistent, high quality teaching of phonics. • Rigorous, high quality teaching of reading in KS2 bridging phonics and comprehension, with a focus on comprehension. • Raising the importance and significance of reading for pleasure across all year groups. • Lowest 20% of readers across the school need to be able to read fluently before leaving Peak Dale Primary School • Precision teaching and intervention for all pupils who fall behind with a focus on disadvantaged and SEND children 	•	•

	<p>Maths</p> <ul style="list-style-type: none"> • Further Embedding Power Maths and SAFE maths • Fluency with number bonds and calculation (KS1) and multiplication. • Pupils can identify and explore mathematical problems and patterns, transferring their learning into every day life situations. • Pupils feel confident in using a range of strategies and can articulate their reasoning, recognising and addressing misconceptions • Precision teaching and intervention for all pupils who fall behind with a focus on disadvantaged and SEND children <p>EYFS</p> <ul style="list-style-type: none"> • The work given to the pupils continues to be demanding and matches the aims of the curriculum in being coherently planned and sequenced towards cumulatively sufficient knowledge • Continue to strengthen EYFS curriculum, assessment and practice to improve outcomes for all children and close the gap for disadvantaged children. <p>Embedding the Cornerstones curriculum and EPIC curriculum drivers</p> <ul style="list-style-type: none"> • Implementation and embedding of the new History, Geography, Music, Art , DT, MFL and Computing curriculum and Consistency of National Curriculum coverage, to a rigorous high standard, developing knowledge, vocabulary and skills. • Retaining and articulating knowledge at the core and linking secondary knowledge across subjects. • Precision teaching and intervention for all pupils who fall behind with a focus on disadvantaged and SEND children <p>Writing</p> <ul style="list-style-type: none"> • Development of writing across the whole school focusing on transcription progressing to increasing the stamina of writing for composition 		
<p>Behaviour and attitudes</p>	<p>1.To nurture and value difference whilst identifying and celebrating commonalities,</p> <p>so that the curriculum provides children with experiences of the wider world to help them to understand their village, the world they in and their place within it.</p> <p>2. Continue to develop a strong focus on attendance and punctuality and create a culture where children show they have the skills to face difficulties with confidence</p> <ul style="list-style-type: none"> • The rates of attendance improve for disadvantaged pupils and parents/carers are informed more frequently about the benefits of good attendance • The gap between rates of attendance for disadvantaged and non-disadvantaged pupils is closed. • Teaching promotes independence and creativity which empowers children to take greater control of their learning • All staff and pupils understand and follow the high expectations for behaviour, consistently and with transparency with an equitable approach to rewards and sanctions. • Trauma informed practices are followed to support pupil behaviour. • Personalised approaches to behaviour management where needed 	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> •

	<ul style="list-style-type: none"> Attendance further improves for all groups of children 		
<p>Personal development</p>	<p>3. To implement Philosophy for Children linked with PSHE, FBV, Protected characteristics and the schools curriculum drivers,</p> <p>so that children develop higher order thinking, questioning and speaking and listening skills across the phases preparing them for life in modern Britain.</p> <ul style="list-style-type: none"> Teachers and pupils think in a caring, collaborative, creative and critical way (the 4C's of P4C). Children become more thoughtful, reflective and reasonable individuals. Pupils in Y6 are prepared for the contextual challenges within the local area (county Lines, Drugs, alcohol, mental health) <p>2. To further increase the range of enrichment opportunities and pupil leadership</p> <p>So that pupil leadership and innovation enhance children's wellbeing and the attendance of disadvantaged pupils.</p> <ul style="list-style-type: none"> Extra-curricular physical activity and [curricular] PE promotes active, healthy lifestyles Creative and nature based opportunities promote holistic, and spiritual well being 	<ul style="list-style-type: none"> 	<ul style="list-style-type: none">
<p>Leadership & management</p>	<p>To embed exceptional leadership and management at all levels including for Governors ensures that staff are well-supported</p> <p>So that high expectations of all pupils are realised</p> <ul style="list-style-type: none"> Staff are confident in subject areas. Staff are continually improving in their pedagogical knowledge, therefore this results in continual improvement for pupils. Empowering staff to continue their professional learning and are passionate about their knowledge. To continue to provide more opportunities for access to formal qualification an accreditation routes across all staff groups Underperformance is challenged To further well-being for all parts of the school community, including consideration of workload 	<ul style="list-style-type: none"> 	<ul style="list-style-type: none">

Link adviser core support 2023/2024

Provisional link adviser activities identified

**Please complete at least visit 1 (autumn term) as a provisional identified priority link adviser visit*

**Please note that a curriculum review is recommended for a school approaching the final year of their Ofsted window.*

Visit 1
Visit 2
Visit 3

Leadership Capacity 2023/24 - NPQs

[National professional qualifications](#) (NPQs) are designed to support the professional development of teachers and leaders. NPQs are available for teachers and leaders who want to develop their knowledge and skills in specialist areas of teaching practice.

<p>Designed with both classroom teachers and leaders in mind, the five specialist NPQs are: Leading teacher development Leading teaching Leading behaviour and culture Leading literacy Leading Primary Mathematics</p>	<p>Do you have staff who are qualified or undertaking the specialist NPQs? Yes/No</p>	<p>The five leadership NPQs are: Senior leadership Headship Executive leadership Early years leadership NPQ for SENCOs</p>	<p>Do you have staff who are qualified or undertaking the reformed leadership NPQs? Yes/No</p>
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Developing your teachers and leaders

Evidence shows that the challenge of getting enough high-quality teachers into classrooms is growing (NFER, 2022).

Does your school host trainee teachers through any of the routes into teaching?	Yes/No
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Provisional Risk assessment 2023/2024

Use the self-evaluation guidance below to indicate your low / medium / high provisional risk assessment

Risk assessment	Development state of the school	The entitlement for a Local Authority maintained school
Low	<p>A school which:</p> <ul style="list-style-type: none"> - has a consistent trend of outstanding or good outcomes, <i>or</i> - has established a strong upward trajectory and the school leadership team and link adviser agree it is likely to be judged as at least good, based on the evidence from comprehensive self-evaluation activities including joint activities as part of the core support package. - has outcomes in either progress or attainment which are consistently good following a successful curriculum review. - has had an Ofsted judgement of 'outstanding' prior to the 4 May 2021 and has had a successful curriculum review. <p><i>And</i></p>	<p>Link adviser delivery of the three visits for school improvement support. The visits should be aligned with the priorities in the school improvement plan. Suggested activities include:</p> <ul style="list-style-type: none"> • a curriculum review which will either be undertaken as a visit by the link adviser or be supported by the SASI. • a range of joint self-evaluation activities e.g. lesson visits, work scrutiny, learning walks. • a scrutiny of the self-evaluation summary. • focussed EIS activities e.g. catch-up, early years foundation stage (EYFS), assessment, SEND/inclusion.

- has pupils with SEND whose needs are being met and achieve the best possible outcomes.

Risk assessment	Development state of the school	The entitlement for a Local Authority maintained school
Medium	<p>A school which:</p> <ul style="list-style-type: none"> - has been judged by Ofsted as outstanding or good but outcomes suggest a declining trajectory, <i>or</i> - following a section 8 inspection has been advised to address priorities for improvement in readiness for a full section 5 inspection, <i>or</i> - has been judged as requiring improvement within the last four-years or in the coming year the school leadership team and link adviser agree it is likely to be judged as at least requiring improvement for the first time. - was judged outstanding by Ofsted prior to the 4 May 2021, but the curriculum review suggests some concerns, although the published data is good or better. - had leadership and management judged to be Requires Improvement at the last Ofsted inspection. - is deemed to have some concerns regarding just one of the following: <ul style="list-style-type: none"> - off-site provision - behaviour and attitudes - absence - is deemed to have some concerns about the wider curriculum offer. 	<p>Link adviser delivery of the three visits for school improvement support. The school improvement plan should summarise the planned input of the Local Authority.</p> <p>A joint school curriculum review led by the link adviser for the autumn or spring term is recommended. At the end of this visit, the focus of the next visit should be confirmed. Any remaining visits will be delivered as per the core support package.</p> <p>In a medium risk school, the senior adviser mid-year progress check will focus on the school improvement plan priorities identified in the summer term 2023/2024 document.</p> <p>At all visits, the brokering of further school improvement activity must be considered (see sources of support) as well as a potential change to risk designation.</p>

Risk assessment	Development state of the school	The entitlement for a Local Authority maintained school

<p>High</p>	<p>A school which:</p> <ul style="list-style-type: none"> - requires higher intervention to secure capacity to remove concerns. - has strong evidence which indicates there is 'gaming' of attendance data, exclusion data or exam entry. - has strong evidence which suggests off-rolling is taking place and leaders are taking insufficient action to address it. - has leadership and management which was judged Requires Improvement at the last Ofsted inspection and leaders have not addressed the weakness identified in the report. - gives the local authority substantial concerns about the wider curriculum offer (including fundamental British values and spiritual, moral, social and cultural (SMSC)). - has pupils with SEND whose needs are not being met and do not achieve the best possible outcomes. - has been or could be judged by Ofsted as: <ul style="list-style-type: none"> - having serious weaknesses - requiring special measures - at risk of requiring improvement for more than two judgements 	<p>Link adviser delivery of the three visits for school improvement support as detailed in termly school progress review meetings. The school improvement plan should summarise the planned input of the Local Authority.</p> <p>The three link adviser visits to a school judged high risk will follow an early autumn joint link/senior adviser school progress review meeting. This is designed to review the school's improvement plan and ensure there is an accurate focus on priority areas.</p> <p>Recommendations for action include:</p> <ul style="list-style-type: none"> • consideration whether the school is medium risk or requires a warning letter. • a joint school curriculum review led by the link adviser for the autumn or spring term is recommended. Any remaining visits will be delivered as per the core support package. • termly school progress review meetings with the senior adviser. • brokering of further school improvement (see sources of support).
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Please indicate your provisional risk assessment.	2022/23 -	Medium	2023/24 -	Low/Medium/High
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The core support package 2023–2024 for all Local Authority maintained schools and academies who purchase education improvement services (EIS).

Sources of support

Sources of support

- Traded activities with the education improvement service led by school improvement advisers, teaching, learning and assessment consultants, early years improvement officers. Details can be found here: [Education Improvement Service | Derbyshire Services for Schools](#)
- EIS course and conference programme. Details can be found here: [Training & Events | Derbyshire Services for Schools](#)
- Bespoke support from the EIS teaching and learning consultants. To request support or to find out how the team can help you please email eis@derbyshire.gov.uk
- Teaching School Hubs, Maths Hubs, English Hubs, Research Schools, Whole School SEND, Science Learning Partnership, STEM (science, technology, engineering and mathematics), Computing Hubs, Behaviour Hubs.
- Wider workforce e.g. NLE, NLG, headteacher, mentors etc.
- Wider market: brokerage of partner agencies.

Where to find this information:

The CPD offer from EIS and non-commercial national and regional providers with a footprint in Derbyshire can be found here:

[CPD Opportunities for Schools and Academies | Derbyshire Services for Schools](#)

This resource has been produced in collaboration with partners across Derbyshire to help school leaders and teachers alike identify the appropriate professional development to meet their needs.