

CANNOCK CHASE COUNCIL

BRIEFING NOTE

PERFORMANCE AND PARTNERSHIPS SCRUTINY SUB-COMMITTEE

14 JANUARY, 2009

BRIEFING NOTE OF PERFORMANCE MANAGER

DISTRICT EDUCATION IMPROVEMENT PLAN

1. Purpose of Briefing Note

At the meeting of the performance and partnerships scrutiny sub-committee on the 19th November, 2008 it was resolved that:

- (A) That a meeting be arranged between the Council and Staffordshire County Council to discuss the Improvement Plan for Education on 11 December 2008, following which, Members wish to receive the Improvement Plan at the next Performance and Partnership Scrutiny Sub-Committee meeting on 14 January, 2008.
- (B) That an invite be extended to councillor Robert Simpson (Staffordshire County Council) to a future meeting of the performance and partnership scrutiny sub-committee.

2. Progress Update

Following the Performance and Partnerships Scrutiny Sub-Committee meeting on the 19th November the Executive Support Officer made several telephone conversations to Mr. Richard Worth in order to arrange a meeting between the Chief Executive and Mr Worth and also to identify what Improvement Plans are currently in existence in relation to educational attainment in the District.

A meeting was arranged and took place between the Chief Executive and Mr. Worth on the 11th December. At this meeting the Chief Executive agreed to meet with Mr Keith Cackett (Deputy Corporate Director of Children and Lifelong Learning at Staffordshire County Council) as Mr Worth relayed that it would be more appropriate for any decision making at a strategic level to be done via this channel.

The Performance Manager spoke to Mr. Worth on the 6th December and he confirmed that there was no District Improvement Plan in place as such. He confirmed that he would attend future Sub Committee meetings but would not cover the same material as was covered on the meeting of the 19th November. He also confirmed that he has already had a meeting at the start of this school term with the head teacher of Blake Valley to discuss the results of the Year 11 mock examinations. He alluded to the fact that there has already been a marked improvement within key subject areas.

The Performance Manager has also made contact with an Educational Development Manager at Staffordshire County Council who has provided a copy of the County School Improvement Division Delivery Plan and the School Improvement Strategy, both of which are appended to this briefing note.

SCHOOL IMPROVEMENT DIVISION

DELIVERY PLAN 2008 / 2009

A. VISION, MISSION, VALUES

Vision

- The School Improvement Division, as part of the Children and Lifelong Learning Directorate, is committed to promoting the Staffordshire County Council's mission statement: *'To make Staffordshire a great place for people to live, work, visit and invest in'*

- The School Improvement Division is committed to contributing to delivery of the following County Council priorities:-
 - Services for vulnerable people.
 - The importance of preventative services.
 - Local delivery of services.
 - Customer-centred organisation.
 - Moving the balance from supporting structures to frontline.
 - Investing in how or organisation is structured.
 - Service Improvement.
 - Protecting the environment.

- The School Improvement Division is committed to the delivery of identified LAA outcomes as follows:-
 - A vibrant, prosperous and sustainable economy.
 - Active, cohesive and safe communities.
 - Improved health and sense of well being.
 - An enhanced and respected environment.

- The School Improvement Division is committed to the vision/ outcomes of the Children and Young Peoples plan as follows:-

“All children, young people and their families experience Staffordshire as a great place to live, play, learn and achieve in, and somewhere where they will be supported to be healthy and safe from harm”.

achieved through:-

- Improving the physical health and emotional and mental well being of children and young people with a particular focus on vulnerable children.
 - Improving the life chances of children and young people who are at risk.
 - Improving standards of enjoyment and achievement with a particular focus on vulnerable children and young people.
 - Increasing the opportunities available for children and young people to make a positive contribution.
 - Achieving economic well being.
 - Continually improving and ensuring that services are efficiently and effectively delivered.
- The School Improvement Division is also committed to the Children and Lifelong Learning Directorate’s vision of an ‘inclusive learning county’ in which all learners have the right to:
 - education from the moment we are born to the day we die;
 - the opportunity to develop their talents.
 - In striving to become an ‘inclusive learning county’ we will work in partnership to raise standards of achievement, learning and teaching. We will encourage the young people of Staffordshire to develop their true potential.

- This vision is to be delivered through the promises to:-
 - Raise standards of teaching and learning for **all**, to aim for the highest levels of attainment;
 - Improve the life chances of vulnerable children;
 - Promote community access, culture, lifelong learning centres within local communities;
 - Be a well managed inclusive organisation, encouraging individuals to reach their full potential.

Mission

- The School Improvement Division has the County mission statement, identified LAA / CYPP priorities / outcomes, the CLLD vision and the four promises at the heart of its values and aims. The Division also embraces the Children's Act and promotes its five outcomes for children and young people:
 - Staying healthy
 - Enjoying and achieving
 - Keeping safe
 - Making a positive contribution
 - Achieving economic well being
- All staff of the School Improvement Division have as their primary purpose the promotion of the mission statement, the vision and the four promises and these are clearly stated in their job descriptions, roles and responsibilities.
- Underpinning and supporting this overall Divisional Delivery Plan there are 3 key detailed complementary inter-related plans relating to Staffordshire's Primary Strategy, Secondary Strategy, and Workforce Development Strategy, which contain actions that address the mission statement, the vision and the four promises. Relevant inclusion, Health / Sport / PE, 14 – 19 and data agendas are also established and substantially contribute to the above.

- There is explicit recognition of the need to improve the life chances for **all** by raising standards through:
 - Improving the quality of teaching and learning in all subjects
 - Promoting inclusion and tackling underperformance
 - Strengthening the whole curriculum
 - Supporting school leaders and managers
 - Sharing good practice
 - Working more coherently with a wider range of partners within a broader integrated Children's Service
 - Securing greater capacity for improvement by promoting and investing in professional development to ensure the workforce has relevant knowledge, skills and expertise

The Divisional and complementary Delivery Plans incorporate relevant Local Public Service Agreement targets for improvement, as appropriate.

- The Divisional and complementary plans also advance the delivery of a range of County / District Local Area Agreement, Children and Young People's plan outcomes / sub outcomes and National Indicators.

Values

- The SID adheres to the CLLD's Ways of Working and the National Standards for Education Improvement Professionals.
- Internal task groups have been actively involved in developing further the working practices of the organisation, including professional reviews, job descriptions and performance management systems.
- Key to this work is developing the culture of a learning organisation in order to provide and/or secure services that are best value, efficient, customer orientated and effective.
- SID recognises the importance of continuous improvement in service delivery and developing new ways of working through reviewing and realigning structures as appropriate.

- There is a commitment to and already evidence of greater partnership working, with several joint appointments with other CLLD divisions other agencies and the LSC.

Increasingly SID's work revolves around school / district / locality focussed projects involving a range of school improvement initiatives and linking the work of school improvement officers and other agencies relevant to the needs of the specific school / locality.

B. SERVICE DESCRIPTION

School Improvement Division – Aspirations

- a. Creating the culture and supportive means for schools to become confident, self reviewing and self improving institutions.
- b. Developing a culture of increasing collaboration and the transformation of learning in all phases.
- c. Co-ordinated, coherent and effective support and intervention systems drawing on range of capacity within SID and other partners.
- d. Speedy decisions and early interventions that effectively follow up concerns once identified preventing the need for more costly later interventions.
- e. Effective delegation of decisions to the appropriate level.
- f. Efficient allocation and use of available resources.
- g. Appropriate accountability for and maximum capacity from the deployment of available resources.
- h. Openness, honesty and clarity in processes and systems associated with identification of concerns and related support/interventions.

The Role of the School Improvement Division

SID aims to be the “Champion of all Learners” by:-

- Promoting lifelong learning.
- Securing sustained improvement in quality and standards.
- Promoting inclusion.

A key role of SID is to ensure that:-

- Staffordshire Local Authority carries out its statutory responsibilities to secure sustained improvement of standards of attainment in schools.
- The core responsibilities in relation to monitoring, challenging, supporting and intervening are carried out to the highest standard.
- The highest standards of pupil attainment through learning, teaching the curriculum, leadership, management and governance are supported and promoted.

The School Improvement Division has the lead responsibility for ensuring that schools:-

- continue to improve;
- have the highest expectations for their pupils;
- raise standards.

SID Ways of Working

Approach to School Improvement

- The School Improvement Division recognises that School Improvement is most likely to be sustained when school managers are given the independence to identify their own priorities for raising standards and are then given the maximum possible control over resources required to achieve this.
- The School Improvement Division seeks to realise its role in school improvement by creating the culture and means for school to confidently become self-reviewing and self improving institutions.
- The School Improvement Division works within a broad and rich definition of achievement that gives proper value to the wider work of schools and the full entitlement of pupils.
- In meeting its monitoring/ challenging/ supporting/ intervening responsibilities SID works closely with other Divisions in the Directorate. Additional Needs Division, Lifelong Learning Division JSPU etc.

Purpose of LA Monitoring, Challenge, Support, Intervention

The purpose of the LA's programme of monitoring, challenge, support and intervention is to:-

- ensure that there is up-to-date information at all times.
- improve the five outcomes for children and young people;
- identify and share information about innovative, good and best practice;
- act quickly in cases where issues of concern are emerging to prevent their developing into serious concerns; and work intensively with schools and settings where serious concerns have developed in order to ensure that the causes of these concerns are tackled as quickly as possible.

Monitoring and approaches to it

Monitoring (and evaluation) involves the collection and analysis of information in relation to:-

- school and pupil performance;
- statutory compliance;
- the impact of support and intervention offered to schools.

The function of monitoring is to provide data and analysis for schools and the Local Authority that can be used to:-

- inform and refine school improvement programmes.

The Local Authority seeks to monitor schools by drawing on a number of sources of information derived from:-

- validated self review on the part of schools;
- desk top analysis of data;
- systematic contacts with schools.

Challenge and approaches to it

1. Challenging involves creating a culture that aspires towards:-

- realistic but demanding pattern of improved standards;
- higher expectations of pupils;
- targeting those individuals or identifiable groups who are at risk of under-achievement.

2. The function of challenge is:-

- to ensure learners fulfil their potential.

3. The Local Authority seeks to challenge schools by:-

- establishing constructive contacts and dialogue with schools (e.g. re. targets) appropriately informed by high quality data, information, analysis and evaluations.
- underpinning contacts and dialogue with trust and transparency;
- promoting an inspirational no blame culture where schools are encouraged to be ambitious because they do not fear consequences of failure to reach high standards they have set themselves.

Support / Intervention and Approaches to them

Supporting (or in extreme circumstances intervening) involves;

- helping schools / learners achieve ambitious levels of sustained improvement;

- ensuring schools / learners have access to high quality appropriately focused programmes of support determined by needs identified by high quality monitoring.

4. The function of support or intervention is-

- to develop the capacity of schools for self-review and sustained improvement.

The Local Authority seeks to support schools:-

- by working with school managers to categorise schools into broad bands to help schools and the Authority determine the level of support/intervention required;
- in inverse proportion to the level of success schools achieve.
- by providing / accessing a comprehensive range of professional services that address all of the educational issues involved in the work and purpose of schools. These services include central training, bespoke training, consultancy, reviews and support.

Levels of Support / Intervention

All schools will be expected to manage their own development and commit their own resources to bring about improvement. However, it is recognised that some schools may, at different times, need additional external support or intervention to bring about improvement. The broad definitions of low, medium or high levels of support are as follows:-

- Low level of support: a school with many positive outcomes and no significant areas of concern requiring additional LA targeted support. The school has the capacity to address any identified areas of concern from within existing resources and structures. (Typically, low support schools will be those which have, or are expected to have from validated self evaluation, OFSTED judgements that they are outstanding or good schools, but will also include some schools where outcomes are, or may be, only judged satisfactory overall as a result of concerns in specific areas.)
- Medium level of support: a school with many positive outcomes and the capacity to improve, but having some areas of concern that may require additional school and LA targeted support. (Typically, medium support schools will have or are expected to have from validated self evaluation, OFSTED, judgements that they are satisfactory schools, although not all satisfactory schools will be in this category.)
- High level of support: a school with some positive outcomes but having significant areas of concern requiring urgent and significant additional LA intervention / support. (Typically, high support schools will be those which

have, or are expected to have from validated self evaluations, OFSTED judgements that they need Special Measures or a Notice to Improve. However, this category will also include schools with overall satisfactory judgements, but significant concerns in particular areas.)

National Strategies

Significant support for schools will also be available through the National Strategies. In Staffordshire there has been and continues to be increasing personalisation of the Primary / Secondary National Strategies at school, District and Local Authority level to meet the needs of the pupils and communities that we serve. The allocation of resources / support through the Staffordshire Primary / Secondary Strategies substantially reflects the outcome of systematic annual audit and analysis of current performance. Such analysis highlights:-

- positive outcomes;
- impact of current improvement agendas;
- issues to be addressed;
- relevant related improvement strategies / priorities by Key Stage and phase.

As a result though allocation of national strategy resources will in general reflect the categorisation of schools there may be circumstances where the level of support provided through the national strategies does not exactly align with the categorisation of the school.

Approaches to Target Setting

We hold dear the notion that the true value of target setting is that it can lead to a productive and creative dialogue about what might happen differently in classrooms and schools in order to achieve a challenging target.

- The target setting and related target 'getting' process can make a positive contribution to achieving the highest ambitions for individual pupils and delivering key aspirations of the Staffordshire Primary / Secondary Strategies to improve the performance of our lower achieving vulnerable groups and to narrow the gap between these groups and the rest.
- We would not wish to pursue a process of target setting with our schools that in any way stifled this productive discussion between schools and the LA and resulted in targets being set that schools felt bore no relation to their own school improvement programmes.
- We would want to support schools and children by providing a rigorous and productive dialogue that begins with the current picture of achievement in schools and asks the questions "What is the best we could expect for our children?"
- We would also wish to reassure our schools that where they face the greatest challenges in raising achievement to reach those aspirations they will have the full support of well aligned Staffordshire Primary / Secondary Strategy teams.

SID is also involved in:

- Supporting continuing improvement of all schools, maintained and non-maintained Early Years settings by providing:-
 - effective monitoring, challenge, support and intervention,
 - high quality training and development.
 - action research
 - challenging dialogue relating to /validation of self review
 - quality assurance
 - effective targeted support.

- Working partnership with key stakeholders (such as LSC, Community and Learning Partnerships, Connexions, PCT's, Be together Ltd) to maximise impact and increase capacity.
 - implementing local initiatives and priorities;
 - supporting small schools;
 - establishing International Links – Teachers' International Professional development County Council twinning arrangements;
 - managing Governor Clerking Agency;
 - co-coordinating Swimming Service;
 - promoting and supporting Healthy Schools;
 - co-ordinating transport to sports fields;
 - providing Life Education Centres;
 - providing support for architects and buildings;
 - promoting health and safety of school buildings and equipment;
 - providing displays in education buildings;
 - promoting workforce development of County Council eg apprenticeships;
 - performance management; professional development and review;
 - providing support for SACRE and implementation of the locally agreed RE syllabus;
 - Delivering the following generic cross phase duties and nationally expected LA responsibilities.

- Generic cross phase duties including:
 - Data collection and returns to Ofsted, DfES , QCA
 - Statutory monitoring of assessment procedures

- Education at Home monitoring – needs increasing because of increase in children educated at home by 80%
 - Establishment of SACRE
 - Support for SACRE
 - Monitoring NQTs
 - Support for NQTs
 - SEN monitoring and support
 - Monitoring of assessment data (ERA)
- Other nationally expected LA responsibilities including:
 - Implementation of National Primary and Secondary Strategies, PE and Sports Strategy; Healthy Schools programme; workforce reform remodelling, TLRs
 - Management of Ethnic Minority Achievement Grant
 - Support for Governance
 - Coordination and management of AST programme, facilitation of Study Support
 - Contribution to implementing Every Child Matters agenda and outcomes of JAR
 - Contribution to Extended Schools Development and Community Learning Partnerships.
 - Contribution to E Governance and Government's Elearning Strategy.
 - Contribution to "Building Schools for the Future."

C. ORGANISATIONAL DETAILS

SID Operational context.

SID operates on 2 levels:-

County-wide strategic level of operations:-

- Primary / Foundation Improvement Strategic Development.
- Secondary / Post-16 Improvement Strategic Development.
- Workforce Strategic Development.
- Inclusion Strategic Development.
- Information / Data Strategic Development.

Locality level of Operation:-

- Outcomes of Single Conversation.
- Outcomes of Ofsted Inspections.
- Community / Locally Identified Needs.
- Local Partnerships.

N.B. SIPs are an integral part of the latter but must also contribute to former.

SID Structure

SID delivers its functions, priorities, agendas through an increasingly realigned structure.

The structure reflects:-

- The 2 levels of operation.
- The distinctive inter-related / complementary contribution of (amongst others).
 - School Improvement Partners (SIPs);
 - Education Improvement Professionals (EIP's);
 - District Strategic Improvement Managers (DSIMs);
 - Office / Project Management

See Appendix 1 - Structural Overview.

See Appendix 2 - Key contacts – SID Senior Management.

See Appendix 3 - Organisational Chart.

Key Inter-relationships – SIPs / DSIMs / EIPs

School Improvement Partners (SIPs) – the context

The SIP programme is part of a national initiative but needs to be set in the context of locally agreed visions, systems, structures and approaches to school improvement as reflected in the aims, role and approaches of the School Improvement Division (See Sections A and B above).

SIPs must be effectively integrated into broader improvement systems in a context of clear line management, complementary roles and effective communication systems.

Before Summer 2006 all schools received 3 entitlement visits from their LA District Inspector working to an agreed and shared agenda. This was a key component of the Local Authority's system for monitoring, challenging and supporting its schools.

From September, 2006 systematic contact with all Secondary, Middle (deemed secondary) and PRUs has been undertaken by School Improvement Partners (SIPs) accredited under a national scheme to carry out the 'single conversation' with each school on an annual basis. LA District Inspector links with Primary and Special Schools continue until Easter, 2008 when Primary and Special SIPs will be operational.

The Single Conversation

In practice this single conversation involves a sequence of activities carried out in the course of a number of visits conducted during the year. SIP activities in the course of the year include:-

- School data analysis and target setting.
- Validating school self-evaluation.
- Generating summary school review.
- School Improvement Planning – agreeing priorities for development.
- Identifying support and guidance relevant to above.
- Liaising with LA re support or intervention (as appropriate).
- Reporting to School, Governors and LA in agreed manner.
- Headteacher Performance Management.

- Advocating relevant national / Local priorities.

The SIP is accountable to the Local Authority and the DfES.

A key outcome of the Single Conversation is a recommendation to the local authority, made in agreement with the Headteacher, Chair of Governors and the School Improvement Partner (SIP), regarding the category of the school (using Ofsted categories 1 to 4) and the level of support that the school requires. Details of support that may be available to schools are described later. There are opportunities for the school to purchase (using the school budget, including delegated Standards Funds) additional support activities from SID, and other services, in addition to any provided centrally or through specific SLA arrangements.

The Role of the SIP in Staffordshire's School Improvement Strategy can be summarised as follows:-

- Acting as a critical professional friend to the school and providing professional challenge.
- Helping leadership to evaluate their schools' performance, identify priorities for improvement and plan effective change.
- Interrogating attainment and achievement, drawing to the school's attention emerging trends or issues and challenging strategies for further improvement.
- Reviewing and agreeing the quality of standards of learning and teaching, curriculum, leadership and management, care and guidance, and use of resources, through verification of the school's self-evaluation process.
- Identifying at an early stage schools which are underperforming or are a cause for concern.
- Ensuring that each school's governing body has set appropriate targets for improvement.
- Identifying relevant support and guidance to help the school work out and implement its own strategies for improving performance.
- Encouraging school autonomy and responsibility through supporting school self-evaluation and self-improvement.
- Securing evidence of impact of support / intervention programmes.
- Sharing information with the governing body and local authority so that they are aware of strengths and weaknesses and kept appropriately informed through completion of relevant visit reports, annual summary report and other relevant processes.

District Strategic Improvement Managers (DSIMs) – the context

SIPs are line managed on behalf of the School Improvement Division by the DSIM for the locality / District they work in. Each of the following double Districts has a DSIM.

- Staffs. / South Staffs.
- Tamworth / East Staffs.
- Newcastle / Moorlands.
- Cannock / Lichfield.

The DSIM and their related Administrative Co-ordinators provide the first point of contact for the SIP. Through the DSIMs and their related Administrative Co-ordinators SIPs will have regular contact with other key personnel in the School Improvement Division and wider Directorate / LA.

Such contact will enable the exchange of relevant information, contribute to the identification of schools causing concern and facilitate the process of schools purchasing/obtaining an effective package of support relevant to the school's needs and priorities from the LA or other provider as appropriate.

The Role of the DSIMs in Staffordshire's School Improvement Strategy can be summarised as follows:-

Working to and in conjunction with Head of SID / Deputy Heads of SID (primary / secondary improvement) DSIMs will engage in and contribute to:-

- Co-ordinating the work of SIPs in their area
- Co-ordinating quality assurance and performance review of SIPs
- Building up strategic overview of districts, localities, partnerships and schools within them from a variety of sources
- Contributing to SIP training programme
- Collecting, collating and disseminating desk-top analysis, data and other district information and contextual intelligence to SIPs and others derived from broad range of District contacts/sources
- Initiating preventative strategies/school early intervention projects/school reviews (e.g. in relation to leadership and management, teaching and learning, subject reviews) as appropriate and on basis of relevant information and criteria
- Preventing more serious problems developing through the above

- Analysing district patterns of achievement, evaluating existing improvement programme and initiating new initiatives
- Informing/making decisions re allocation of resources available to support improvement (derived from National and local sources)
- Providing advice/guidance re development and other needs of identified schools
- Informing SIPs of LA policy development
- Briefing relevant LA senior colleagues, regional colleagues, Ofsted, HMI on specific schools, localities and work of SIPs etc within the District as appropriate
- Co-ordinating, monitoring and evaluating the LA response to and support for schools in categories
- Acting as the link between SIP evaluations/recommendations and the related deployment of LA locality teams/other Education Improvement Professional capacity or commissioning of other relevant support
- Contributing to the LA appointments process as appropriate.

Education Improvement Professionals (EIPs)- the context

The introduction of the SIP function has necessitated re-alignment and reinforcement of key professional and improvement capacity within SID designed to ensure that:

- Coherent and sufficient effective LA intervention operational support and development capacity exists across the county and in districts managed by DSIMs
- Such capacity embraces a wide range of relevant expertise and is capable of responding to the outcomes of the SIP single conversation, Ofsted inspections, the challenge of the Every Child Matters (ECM) Agenda, local needs, the continuing pressure to engage in preventative strategies and provide intensive support for schools causing concern.

Identified **locality teams** are progressively being established in the double districts as the School Improvement Partner function becomes established in secondary and primary phases. Such teams are also co-ordinated by the DSIMs and constitute professional expertise particularly but not exclusively derived from District Education Officers, current and former District Inspectors, Associate serving or former Headteachers and others who have expertise in leading improvement projects, providing sustained operational support and building capacity in and between schools.

The role of the Education Improvement Professionals operating in the locality teams can be summarised as follows

- Leading, participating in the organisation and delivery of early intervention in schools that are showing signs of under-performance or developing weaknesses in key aspects of their work
- Liaising with DSIMs and other EIPs/officers to secure improvement
- Co-ordinating local project teams supporting any agreed priority schools and follow up to Ofsted inspections ensuring coherent support across a range of agencies
- Leading/delivering intervention projects/working with schools in Ofsted categories or schools causing concern to the LA to improve aspects of leadership and management, learning and teaching, the quality of the curriculum and care and guidance so that there is a positive impact on raising standards of attainment and achievement and in the quality of education the school provides
- Identifying and sharing good practice and encouraging schools to collaborate and work well with each other
- Encouraging school autonomy and self improvement through supporting school self evaluation and workforce reform
- Contributing to an overview of the performance and operation of schools in their districts
- Delivery/contribution to the delivery of statutory, pastoral and other key responsibilities / expectations in schools relating to personalised learning, Every Child Matters outcomes, headteacher appointments, mentoring of new headteachers, monitoring newly qualified teachers (NQTs), monitoring procedures in schools for NQTs, workforce reform, continuing professional development, well being etc.

NB – it is hoped that all schools will have access to an identified champion within and a minimum entitlement to support from core locality teams though the bulk of their time will be spent working in schools requiring high/medium levels of intervention.

DSIMs, Locality Teams and schools can and will draw on the wider range of Education Improvement Professional capacity that is available to respond to and support a wide range of needs / priorities / agendas identified through the single conversation, Ofsted inspection and Local District County Audits.

Through the School Improvement Division a wide range of professional expertise/ consultancy can be accessed relating to aspects of self evaluation, teaching and learning, leadership and management. More specifically the following teams provide a wide range of specialisms/expertise as follows:

- **Curriculum Inspectors/Advisers/Consultants** who have expertise and significant responsibility amongst other things to explore subject / departmental performance and deliver a wide range of National Strategies, initiatives and training programmes.
- **Inclusion Inspectors/Advisers** who have expertise and a significant responsibility amongst other things to deliver focused programmes of support for identified underperforming/ underachieving pupil groupings –

including ethnic minority groupings, pupils with identified special needs, gifted and talented pupils etc.

- **Educational Research and Analysis Team** who collect, collate, analyse and interpret data to support the range of attainment and identification of those schools/groupings/District that most need support.
- **Workforce Development Teams** who have expertise and a significant responsibility amongst other things to support and challenge schools as they lead and manage change and develop the children's workforce and organisational capacity.

Other expertise relating to the full range of Every Child Matters outcomes can also be accessed as appropriate.

Broader role/range of activities offered by Education Improvement Professionals

EIPs will amongst other things:

- Provide ongoing advice about effective school self-evaluation and preparation for Ofsted inspection.
- Help schools to arrive at secure judgements about their performance / progress – e.g. through analysis of relevant data, support for work scrutiny, paired observations, student interviews, departmental reviews etc.
- Facilitate effective intervention / support as appropriate for underachieving schools, departments, groups etc.
- Help schools to achieve / progress towards the 5 outcomes of 'Every Child Matters'.
- Support schools in their delivery of their School Improvement Plans.
- Offer and provide support for effective teaching and personalised learning
- Support and sustain local partnerships, collaborative networks and federations.
- Offer and provide support for effective leadership, management at a variety of levels and governance.
- Offer and provide ongoing advice about the use of progress data, intervention planning.
- Offer and provide advice in subject specific and other specialist areas (e.g. EMA, G&T).
- Offer and provide advice during key appointments, support recruitment & retention and assist key groups such as NQTs.
- Provide advice about effective approaches to CPD, coaching and capacity building and co-ordinate the agreed local CPD programme.
- Enable schools to share good practice e.g. by supporting the work of Specialist Schools, ASTs, subject co-ordinators' networks etc.
- Support Schools in preparation for new market conditions.

N.B. Some of the above activities / Services and programmes (e.g. SIP visits are entitlements others are free by agreement with the Director. Some are / will be covered by a developing range of SLA arrangements.

D. DISTRICT PROFILE

Budgetary Information

Please turn over.

D. RESOURCE PROFILE

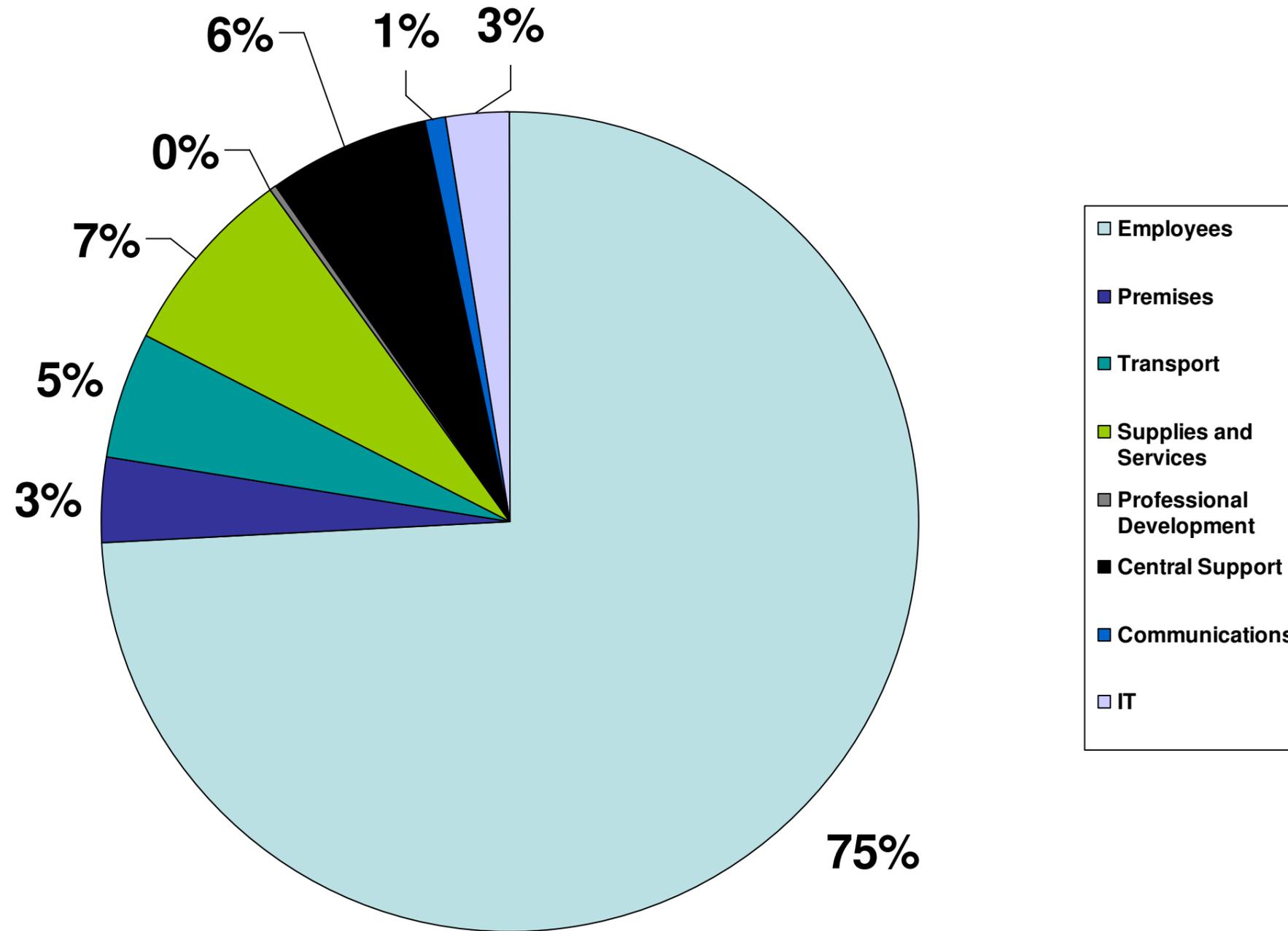
Budgetary Information

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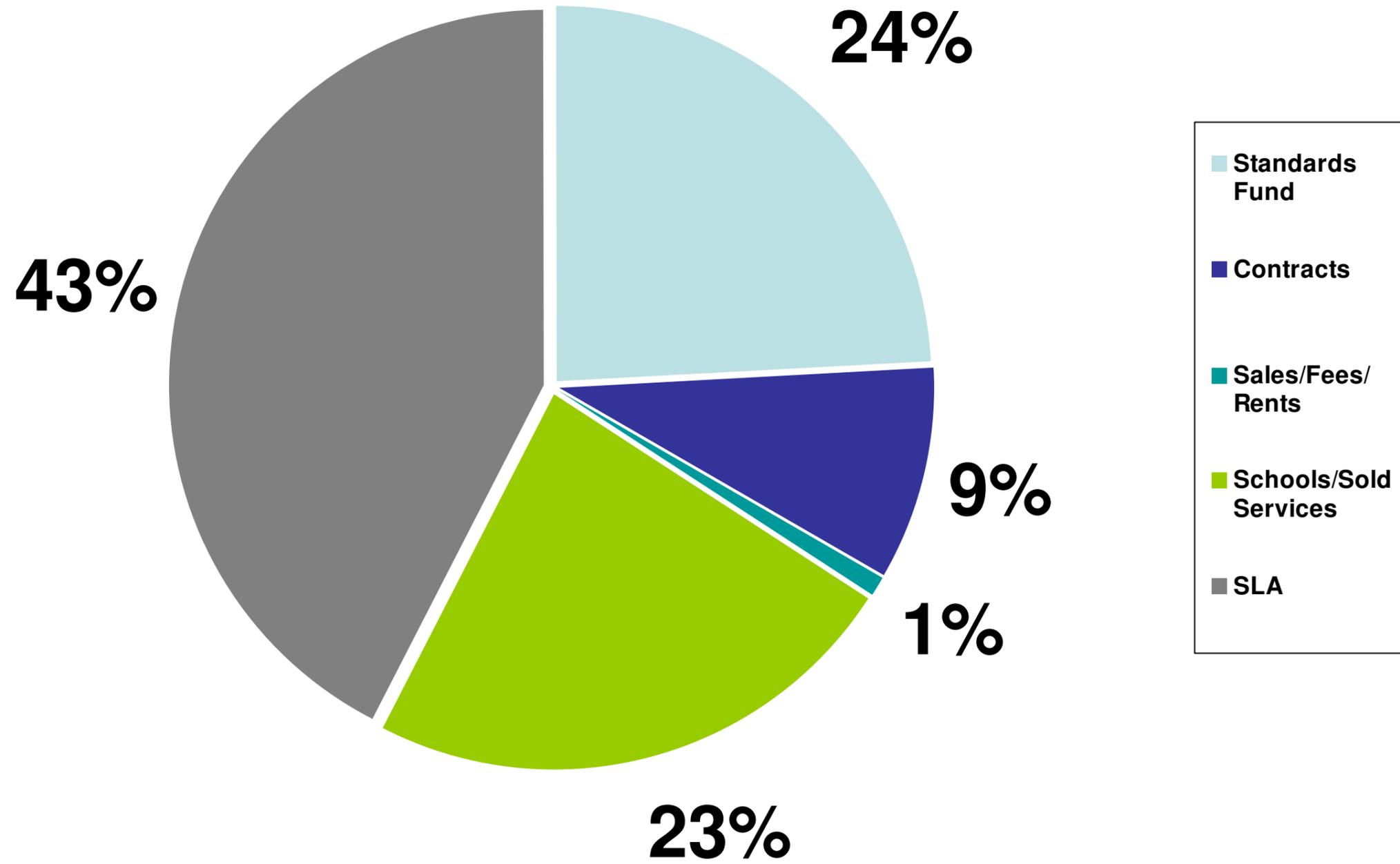
C&LL SCHOOL IMPROVEMENT

08/09 Controllable Budget: £M FTE: £0.127													Target Savings for 08/09 =	
Ref	Service	Option Header	Service Review Board & Managers Comments	Status	Priority	Do Anyway	FTE Saving	Cash £M 08/09	Cash £M 09/10	Cash £M 10/11	Diff	Sponsor / Benefit Owner	Frontline service cut (F) / support service cut (S) / efficiency (E)	
RAMGSID1	School Improvement Division	Move to commissioning consultants to support schools.	It is proposed to move to a system of commissioning consultants to support school improvement in some subject areas. Currently, support for the curriculum is provided by SID officers. In future these services will be commissioned from schools (by using AST's or other curriculum specialists) or from other agencies. This will enable a reduction in the establishment of the SID.	Yes	High	Yes	2	0.150	0.150	0.150	?	Bill Dewar	E	
RAMGSID2	School Improvement Division	Price increases.	Additional income will be generated through an above inflation increase in the prices for SID support services. It is felt that an increase of 3% above the inflation rate will sustain current demand and therefore generate additional income.	Yes	High	Yes		0.050	0.050	0.050	?	Bill Dewar	E	
RAMGSID3	School Improvement Division	Reduction in Support Costs	A review of the level of administrative support across the division will remove 1 post from the establishment.	Yes	High	Yes	1	0.010	0.010	0.010	?	Bill Dewar	F	
RAMGSID4	School Improvement Division	Collaboration with Early Years Team	The recent development to better integrate provision for care and education in early years through the Early Years Foundation Stage will create opportunities for a more collaborative approach within the Directorate.	Yes	High	Yes	?	0.080	0.080	0.080	?	Bill Dewar	E	
							Total	3	0.290	0.290	0.290			

School Improvement Division Expenditure £12.5m



School Improvement Division Income £12.4m



SCHOOL IMPROVEMENT DIVISION

Budget Summary 2007/2008

	Budget 07/08 £	Actual as at 31/01/08 £	Projected Outturn at January 2008 £
Expenditure			
Employees	9,328,820	7,518,739	9,300,256
Premises	437,860	313,287	426,600
Transport	614,140	376,783	598,500
Supplies & Services	881,090	627,926	911,480
Professional Development	30,810	19,330	31,010
Central Support	809,270	631,471	809,270
Communications	114,380	32,196	105,780
IT	297,050	176,781	256,540
Gross Expenditure	12,513,420	9,696,512	12,439,436

Income

TSF	-2,826,000	-481,571	-3,025,490
Contracts	-1,046,070	-448,365	-1,212,310
Sales	-72,820	-60,334	-72,810
Fees & Charges	-12,030	-1,491	-12,390
Income from Schools etc	-3,152,620	-1,873,982	-2,715,120
Rents	-26,000	-2,755	-26,000
EDP/Service Level Agreements	-5,320,000	-5,317,510	-5,317,520
Miscellaneous Income	-3,290	-4,107	-4,220
Total Income	12,458,830	-8,190,115	-12,385,860
Projected Deficit	54,590	1,506,397	53,576

Key HR Issues

- Recruitment, deployment Q / A of SIPs – Secondary, Primary, Special to ensure maximum impact.
- Capacity, realignment, building and development – EIPs, Locality Teams, EMA, Post 16.
- PPR guidance and processes.
- Continuing Professional Development Programmes relating to above.
- Accreditation processes and opportunities.
- CAF and related Children's Workforce Developments.

E. KEY SERVICE DELIVERY PRIORITIES

Determining Service Delivery Objectives

As previously indicated the School Improvement Division has 3 key strategic aspirations:-

- To secure sustained improvement of standards of attainment in Primary phase.
- To secure sustained improvement of standards of attainment in Secondary phase.
- To develop workforce/organisational capacity to deliver the above.

SID priorities/ objectives/ agendas/ structures delivery plans/resource allocation etc. are substantially informed by strategic planning relating to:-

- The Staffordshire Primary Strategy.
- The Staffordshire Secondary Strategy.
- The SID Workforce Development Strategy.

These and related plans (e.g. Inclusion, Healthy Schools, PE and Sport, 14 – 19) plans represent a strategic response to needs/issues/trends/pressures arising from:-

- National Agendas (NRWS, ECM, Education Acts 2005 /06, Children's Act etc.)
- Corporate Agendas (Local Area Agreement).
- Directorate Agendas (Children and Lifelong Learning Directorate).
- Divisional Agendas (derived from SID aims, functions etc.).
- * Outcomes of systematic review of School/pupil performance (linked to annual DfES Stocktake) / Priorities Meeting / Regional Audits.
- * Outcomes of annual EFQM audit / self evaluation workbook / TDA evaluations.
- * Outcomes of other relevant external reviews (e.g. JAR / APA , Priorities / Stocktake meetings and regional national strategy evaluations , 14 – 19 progress check etc.

* Copies available if required.

Priorities / agendas are adjusted to take account of changing national / local agendas and outcomes of relevant audits / reviews relating to student and organisational performance.

Consultation and Engagement in setting objectives

- Benchmarking processes are strongly represented at Divisional Level in systematic review of school / pupil performance linked to annual DfES Stocktake / priorities meetings, Regional audits etc.
- Customer consultation is strongly represented in Divisional planning processes – most conspicuously through a system of identified broadly representative steering groups that inform the development of Secondary / Primary Strategy. Other identified groupings inform the key aspects of SID's work (e.g. SIP's implementation, workforce development). In addition SID carries out regular focused customer satisfaction / consultation exercises to inform the continuing development of its traded services – branded through QLS.
- SID continues to be responsive to the outcomes of Tell Us and National School Survey – through recognising the danger of and limitation of a 19% response to latter. Divisional work programmes in relation to Primary / Secondary improvement, inclusion and workforce development will make a particular contribution to continuing to secure recommended improvements in relation to the following specific areas.
 - The effectiveness of promotion of sport, recreation and exercise outside the school for children and young people.
 - The effectiveness of local services in supporting children and young people seeking to cease smoking and substance abuse.

- The effectiveness of local services in meeting the physical health needs of children and young people.
- The effectiveness of support for combating bullying (with Vulnerable Children Division).
- The effectiveness of the provision for early years education in meeting local needs.
- Support to develop self-management in schools in order to secure school improvement.
- Support in developing the effectiveness of governing bodies.
- Effectiveness in challenging schools to perform better.
- The effectiveness of support for gifted and talented pupils.
- The effectiveness of strategy for the recruitment and retention of the school workforce.
- The effectiveness of support for the professional development of the school workforce.
- Support for the professional development of staff, other than the school workforce, who work with children and young people.
- Support for raising achievement of KS4 and Post 16.
- Effectiveness in supporting schools to implement more inclusive approaches to teaching and learning.
- Staff consultation is increasingly evident in Divisional procedures. Representative staff groups have reviewed key areas of SID's organisation, made recommendations which subject to further consultation have been implemented. Key agendas / organisational changes in relation to provision of administrative support, professional review, communications have been progressed in this way.

Service Imperatives – Key to Divisional Success

Currently the Division has four key imperatives that it must work towards and seek to deliver through all development agendas.

- Coherence and relevant focus in our work
- Efficient and flexible use of available human accommodation and financial resources in our work.
- Continued capacity building through development of our workforce
- Maximisation of income generated by traded activities.

These explain the focus of a number of key priority agendas we are pressing on with currently.

These inter-related agendas are broad based but are specifically focused on reviewing consolidating and developing practice in and bringing greater coherence capacity and increased effectiveness to the following key areas.

- Intervention/support strategy and systems – with particular emphasis on following up outcomes of National Strategies review re Schools Causing Concern Practice re continuing development of protocols, relevant summaries etc.
- Locality working arrangements with particular emphasis on developing core locality teams and SLA arrangements
- Business, organisation trading and marketing strategy and systems – with particular emphasis on:-
 - Continued strategies / identified agendas linked to reducing costs and meeting aspirations to deliver balanced budget 2007 / 08 and accommodate on-going efficiencies 2008 / 09 and beyond.
 - Income maximisation and securing continuity and security of funding.
 - Line Management and related clarity of financial accountabilities.
 - Contract and commissioning processes.
 - Planning processes, clarity of agendas, responsibilities / income streams.
 - Structural realignment within Division and across Division to reflect changing demands, developments and expectations at National and Local level (ECM, CLPs, Extended Schools, etc).
 - Accommodation review, related ways of working and District working arrangements.

It is anticipated that developing an environmental strategy will also provide a further area of focus. More details re intended outcomes of and delivery mechanisms for the

above are available but what they have in common is a reliance on representative working groups reviewing and identifying key components of strategic agendas to deliver desired outcomes that have been identified.

Change Projects 2008 / 09

The School Improvement Division has a leading role in delivering the following broad based projects:-

- Building Schools for the Future.
- 14 – 19 Implementation.
- Implementing the Children’s Workforce Common Induction Programme.
- Enhancing multi agency learning and development across the C&LL Directorate and partners.

The following additional specific projects have been identified and will be developed within the Division 2008 / 09.

Workforce Development ‘Projects’

- Succession Planning (Educational Leadership Strategy)..
- Framework for School Improvement Planning.
- Developing the role of CPD Leaders.
- The “Parents Matter” project.

Key Service Delivery Priorities

- **The Staffordshire Primary Strategy** – Securing sustained improvement of standards and transforming learning in the Primary Phase

Priority Improvement Areas / Objectives

Continued Priorities:-

- Widen the impact of PNS to non PLP schools (In the context of the end of the PLP Dec. 07).
- Support the use of the Primary Framework to secure improvements and promote understanding of what represents high expectations and good progress.
- Continue to reduce the number of schools not achieving the floor target of 65% L4 + in English and or Maths.
- Improve the progress and achievement profiles in Y3 / Y4.
- Further improve the conversion rates from L2c / L2b to L4.
- Build greater impetus into transition at all stages.
- Further reduce the numbers of pupils not achieving L3 at the end of KS2.
- Further develop the performance of non PLP schools, ('touch more schools with a purpose' and encourage schools to take a wider view of achievement.

Additional Priorities

- Improve the performance of vulnerable groups and individuals – LAC, Pakistani pupils, more able pupils, boys (closing the gap agenda).
- Build upon the good practice in Early Years by promoting and securing Key Elements of Effective Practice (KEE) across all settings.
- Reduce the number of Schools Causing Concern.
- Reduce the number of stuck children in successful schools.
- **The Staffordshire Secondary Strategy** – Securing sustained improvement of Standards and transforming learning in the Secondary Phase.

Priority Improvement Areas / Objectives

- Improve attainment and tackling underperformance, especially at KS4 and post 16 (schools, departments and pupils).
- Close the gap: increasing the attainment of vulnerable / underperforming groups.
- Curriculum development : Implementation of the New secondary Curriculum and the 14 – 19 entitlement through the 14 – 19 plan.
- Transform teaching and learning (including behaviour and self evaluation, Vision and Educational Transformation of Building Schools for the Future).
- Enhance distributed leadership.
- **The SID Workforce Development Strategy** – developing Workforce / Organisational capacity.

Priority Improvement Areas / Objectives

- Allocate School Improvement Division personnel to work within locality teams helping to achieve the key workforce modernisation deliverables, as defined by the Training and Development Agency

- Ensure relevant, best value training and development programmes are offered to Staffordshire schools ,including our own internal workforce, that reflect learning and teaching priorities and the five outcomes of Every Child Matters

- Develop core training and development programmes that support and challenge educational leaders as they implement change and modernisation

- Continue to implement the role of line manager within the SID through the refinement of clear job descriptions, accountabilities and effective performance development processes

- Progressively restructure our division in line with agreed principles and core business outcomes

- Influence and forge partnership working across the Integrated Children's Service and across the County Council.

Thematic Improvement Plan

As indicated above SID priorities / objectives / agendas in relation to, Primary Improvement, Secondary Improvement , Workforce Development, Inclusion, 14 – 19 are increasingly advanced through and reflected in:-

- District / Local plans which incorporate District priorities / initiatives.
- LAA & CYPP planning and delivery.

SID has a leadership role / significant impact in relation to the delivery of the following identified and numbered outcomes / sub outcomes of the CYPP / LAA priorities. Related national indicators are also identified:-

	<u>Outcomes</u>	<u>Sub Outcomes</u>	<u>Indicators</u>
1.1	Improve the physical health of children and young people and address the inequalities of health between them.	1.1.1 Reduce Obesity*	NI 50, NI 52, NI 55, NI 56, NI 57

3.1	Support all children and young people to improve their achievement.	3.1.1 Improve KS4 and KS5 results.	NI 73, NI 74, NI 76, NI 77, NI 78, NI 79, NI 80, NI 81, NI 82, NI 83, NI 84, NI 85, NI 90, NI 91, NI 95, NI 96, NI 97, NI 98N101, NI 105, NI 108 (NI 86, NI 87, NI 89)
		3.1.2 Improve KS 2 and KS 3 results.	
		3.1.3 Improve basic skills and literacy.	(NI 13, NI 72, NI 92, NI 93, NI 94, NI 161, NI 162)
		3.1.4 Narrow the gap between highest and lowest achievers.	NI 92, NI 99, NI 100, NI 101, NI 102, NI 104, NI 105, NI 106, NI 107, NI 108
3.2	Raise the aspirations of individuals and families.	3.2.1 Raise the aspirations of children and young people.	NI 117
3.3	Increase the opportunities for children and young people to access and enjoy cultural, sporting and play activities.	3.3.1 Improve access for children, young people, families and communities.	NI 57
3.4	Develop the infrastructure that supports achieving and enjoying.	3.4.2 Build Schools for the Future.	To be confirmed.
5.2	Improve the staying-on rates for children and young people into further learning and higher education.	5.2.1 Increase rates for staying on in learning.	NI 79, NI 80, NI 81, NI 82, NI 85, NI 90, NI 91, NI 106, NI 148
6.2	Develop the Workforce	6.2.1 Integrate the workforce	To be confirmed.

SID also contributes to outcomes relating to identified management priorities.

F. ACTION PLANS FOR SERVICE DELIVERY PRIORITIES

Staffordshire Primary Strategy.	} See attached which } include Risk } Assessment	Workforce
Staffordshire Secondary Strategy. Development Strategy.		
Assessment		
Information.		

Other complementary plans relating specifically to 14 – 9, Inclusion, SIP Data developments available on request.

IMPROVEMENT THROUGH INTERVENTION –
THE STAFFORDSHIRE SCHOOL IMPROVEMENT STRATEGY

PART 1 – CONTEXT, POLICY, PROCESS, PROVISION

A. INTRODUCTION / CONTEXT

1. Staffordshire School Improvement Strategy reflects a commitment to:

- the Local Authority (LA) (and the School Improvement Division within it) meeting its statutory responsibilities re improvement and intervention
- developing strategy, capacity and models of operations consistent with changed expectations
- a differentiated partnership approach to monitoring challenge, support and intervention
- a recognition and promotion of school autonomy, self management, effective validated self-evaluation
- a recognition of the changed agenda for Children’s Services and the fundamental inter relationship between school standards and Every Child Matters agendas
- delivery of the 5 Every Child Matters Outcomes
- raising standards and improving quality of provision
- personalised learning
- intervention in inverse proportion to success

- early intervention, preventative rather than curative strategies
- clear agreed published systems to categorise schools and to identify schools causing concern
- well aligned programmes/levels of support relating to different categories of schools
- clearly defined roles/responsibilities/functions/protocols in relation to school improvement and working with schools within and beyond the School Improvement Division
- the aspiration that there be no inadequate schools or schools in Ofsted categories in Staffordshire or performance below identified floor targets
- the aspiration that through a structured systematic agreed School Improvement Strategy and effective working with schools the percentage of satisfactory schools is reduced by increasing the percentage of good and outstanding schools in Staffordshire.

2. Staffordshire School Improvement Strategy is informed by National Expectations as expressed in relevant legislation (Education Acts 2005/6, Childrens Act 2004, etc) and in particular DfES guidance relating to:

- School Relations – Code of Practice (2002)
- 5 Year Strategy (2004)
- New Relationship with Schools (2005)
- School Improvement Partners Brief (2005)
- Schools Causing Concern (2005) *
- Schools Causing Concern – draft (2006) **

* Access <http://www.standards.dfes.gov.uk/sie/si/scc> for summary of statutory powers of the LA in respect of schools causing concern as established in 2005 guidance. NB – much of this has not changed.

**Access <http://www.standards.dfes.gov.uk/sie/si/scc> for further statutory guidance that accompanies Part 4 of the Education and Inspections Act 2006. NB – it is currently in draft form and the final document will be available to coincide with commencement of the legislation in March/April 2007.

The 2006 (draft) guidance builds on current practices by introducing measures designed to ensure fewer schools become a cause for concern and those that are in difficulty recover more quickly. These measures include:-

- Improvements to the system of warning notices which local authorities can issue to schools. A local authority can now issue a warning notice to a school where performance is relatively low, even if absolute standards are acceptable. The system has also been simplified to ensure that improvements can occur more quickly.
- A new power for local authorities to require a school causing concern to take a partner to help it improve.
- A requirement for local authorities to take faster and more decisive action to turn round schools in special measures. If a school in special measures has made inadequate progress after 12 months, the Secretary of State can require a local authority to reconsider action, with a presumption towards closure in many cases.

- In relation to warning notices the 2006 guidance stresses that the LA may give warning notice if:
 - standards are unacceptably low,
 - there is a serious breakdown in management or governance impacting on standards,
 - safety of pupils or staff is threatened
 - there are significant deficiencies in financial management

or

- as a way of providing support at an early stage
- when an issue emerges between Ofsted visits
- where the school does not recognise the problem it faces or engage constructively with any support provided or planned interventions.

NB –

the school has 15 days in which to respond and/or appeal

If the school addresses issues to the satisfaction of the LA the warning notice is rescinded

If the school fails to respond appropriately, the LA can:

- appoint Interim Executive Board (IEB) [with consent of the Secretary of State]
 - appoint additional Governors
 - suspend delegated budget
 - require a school to collaborate with other schools/organisations or join a federation
- In relation to collaborations the 2006 guidance stresses that the LA may require a school causing concern to enter into arrangements which may include:
 - an organisation or individual
 - external support from another school or college
 - a federation

In order to benefit from:

- additional expertise; sharing good practice
- strengthened governance and support for leadership
- increased range of curriculum subjects or extended services

- The 2006 guidance also indicates that:
 - the LA should turn around schools in Special Measures as quickly as possible
 - if a school is making inadequate progress as judged by normally the 2nd post-Ofsted HMI monitoring visit a notice that 'the case has become urgent' might be issued by the Secretary of State
 - in such circumstances the LA needs to reconsider its action and either:
 - o Produce new statement of action within 10 days
 - o Reconsider closure
 - the LA should set out how it will engage parents in its statement for action for any school in Special Measures or requiring significant improvement and to consider appointing parental champions

3. Staffordshire School Improvement Strategy is informed by local expectations as expressed in:

- County Council Vision – Access Staffordshire Learning Net (SLN) reference <http://education.staffordshire.gov.uk/>

- Children and Lifelong Learning Directorate Vision – Access Staffordshire Learning Net (SLN) reference <http://education.staffordshire.gov.uk/>

- Children and Lifelong Learning Directorate aims for every child, young person, family and community in Staffordshire to
 - o Be healthy
 - o Stay safe
 - o Enjoy and achieve
 - o Make a positive contribution
 - o Achieve economic well being

- Relevant priorities from the Local Area Agreement (LAA) and Thematic Improvement Plan. Access Staffordshire Learning Net (SLN) reference <http://education.staffordshire.gov.uk/>

- Relevant existing priorities from the Directorate Improvement Plan 2006/07 – Access Staffordshire Learning Net (SLN) reference <http://education.staffordshire.gov.uk/> .

4. **Staffordshire School Improvement Strategy is informed by Divisional aspirations.**

The School Improvement Division has a key role on behalf of the LA to ensure that core responsibilities in relation to monitoring, challenging, supporting and as appropriate intervening in Staffordshire's schools are carried out effectively in order to secure the highest standards and quality for all learners.

The School Improvement Division aspires to securing its role in School Improvement by:

- i. Creating the culture and supportive means for schools to become confident, self reviewing and self improving institutions.
- j. Developing a culture of increasing collaboration and the transformation of learning in all phases.
- k. Co-ordinated, coherent and effective support and intervention systems drawing on range of capacity within SID and other partners.
- l. Speedy decisions and early interventions that effectively follow up concerns once identified preventing the need for more costly later interventions.
- m. Effective delegation of decisions to the appropriate level.
- n. Efficient allocation and use of available resources.
- o. Appropriate accountability for and maximum capacity from the deployment of available resources.
- p. Openness, honesty and clarity in processes and systems associated with identification of concerns and related support/interventions.

Divisional aspirations are reflected in Divisional Development Plans (2006/7 and 2007/8).

B. WORKING WITH SCHOOLS

The Staffordshire School Improvement Strategy is based on recognising and promoting school autonomy and self management, intervention in inverse proportion to success partnership and co-operation through developing, supporting and validating schools' self evaluation.

The School Improvement Division (SID) has the lead responsibility for ensuring that schools:-

- continue to improve,
- have the highest expectations for their pupils
- raise standards.

The broad aims/approaches/ways of working adopted by the Division to fulfil this responsibility are summarised in outline below.

More detail re

- systems to identify schools causing concern and underperforming schools;
- programmes/levels of support relating to different categories of schools;
- specific roles/responsibilities and resources relating to the above follows in Sections C – F and part 2 below.

The Role of the School Improvement Division

SID aims to be the “Champion of all Learners” by:

- Promoting lifelong learning
- Securing sustained improvement in quality and standards
- Promoting inclusion

A key role of SID is to ensure that:

- Staffordshire Local Authority carries out its statutory responsibilities to secure sustained improvement of standards of attainment and progress in schools and in relation to schools causing concern.
- The core responsibilities in relation to monitoring, challenging, supporting and intervening are carried out to the highest standard.
- The highest standards of pupil attainment and achievement through learning, teaching the curriculum, leadership, management and governance are supported and promoted.

Approach to School Improvement

- The School Improvement Division recognises that School Improvement is most likely to be sustained when school managers are given the independence to identify their own priorities for raising standards and are then given the maximum possible control over resources required to achieve this.
- The School Improvement Division recognises and works in the context of the inter relationship between achievement of highest standards in schools and engagement with and delivery of the 5 Every Child Matters outcomes.
- The School Improvement Division seeks to realise its role in school improvement by creating the culture and means for schools to confidently become self-reviewing and self improving institutions.
- The School Improvement Division works within a broad and rich definition of achievement that gives proper value to the wider work of schools and the full entitlement of pupils.
- In meeting its monitoring/ challenging/ supporting/ intervening responsibilities SID works closely with other Divisions in the Directorate.

Purpose of LA Monitoring, Challenge, Support, Intervention

The purpose of the LA's programme of monitoring, challenge, support and intervention is to:-

- ensure that there is up-to-date information at all times.
- improve the five outcomes for children and young people;
- identify and share information about innovative, good and best practice;
- act quickly in cases where issues of concern are emerging to prevent their developing into serious concerns;
- work intensively with schools and settings where serious concerns have developed in order to ensure that the causes of these concerns are tackled as quickly as possible.

Monitoring and approaches to it

Monitoring (and evaluation) involves the collection and analysis of information in relation to:-

- school and pupil performance;
- statutory compliance;
- the impact of support and intervention offered to schools.
- resource management.

The function of monitoring is to provide data and analysis for schools and the Local Authority that can be used to:-

- inform and refine school improvement programmes.

The Local Authority seeks to monitor schools by drawing on a number of sources of information derived from:-

- validated self review on the part of schools;
- desk top analysis of a range of data;
- systematic contacts with schools.

Challenge and approaches to it

5. Challenging involves creating a culture that aspires towards:-

- realistic but demanding pattern of improved standards;
- higher expectations of pupils;
- targeting those individuals or identifiable groups who are at risk of under-achievement.

6. The function of challenge is:-

- to ensure learners fulfil their potential.

7. The Local Authority seeks to challenge schools by:-

- establishing constructive contacts and dialogue with schools (e.g. re. targets) appropriately informed by high quality data, information, analysis and evaluations.
- underpinning contacts and dialogue with trust and transparency;

- promoting an aspirational no blame culture where schools are encouraged to be ambitious because they do not fear consequences of failure to reach high standards they have set themselves.

Support / Intervention and Approaches to it

Supporting (or in extreme circumstances intervening) involves;

- helping schools / learners achieve ambitious levels of sustained improvement;
- ensuring schools / learners have access to high quality appropriately focused programmes of support determined by needs identified by high quality monitoring.

8. The function of support or intervention is-

- to develop the capacity of schools for self-review and sustained improvement.

The Local Authority seeks to support schools:-

- by working with school managers to categorise schools into broad bands to help schools and the Authority determine the level of support/intervention required;
- in inverse proportion to the level of success schools achieve.
- by providing / accessing a comprehensive range of professional services that address all of the educational issues involved in the work and purpose of schools. These services include central training, bespoke training, consultancy, reviews and support.

Levels of Support

All schools will be expected to manage their own development and commit their own resources to bring about improvement. However, it is recognised that some schools may, at different times, need additional external support or intervention to bring about improvement. The broad definitions of low, medium or high levels of support are as follows:-

- Low level of support: a school with many positive outcomes and no significant areas of concern requiring additional LA targeted support. The school has the capacity to address any identified areas of concern from within existing resources and structures. (Typically, low support schools will be those which have, or are expected to have, from validated self evaluation and categorisation, OFSTED judgements that they are outstanding or good schools, but will also include some schools where outcomes are, or may be, only judged satisfactory overall as a result of concerns in specific areas.)
- Medium level of support: a school with many positive outcomes and the capacity to improve, but having some areas of concern that may require additional school and LA targeted support. (Typically, medium support schools will have or are expected to

have from validated self evaluation and categorisation, OFSTED judgements that they are satisfactory schools, although not all satisfactory schools will be in this category.)

- High level of support: a school with some positive outcomes but having significant areas of concern requiring urgent and significant additional LA intervention / support. (Typically, high support schools will be those which have, or are expected to have from validated self evaluation and categorisation, OFSTED judgements that they need Special Measures or a Notice to Improve. However, this category will also include schools with overall satisfactory judgements, but significant concerns in particular areas.)

N.B. See Sections, D, E, F below for details of categories/levels of support.

National Strategies

Significant support for schools will also be available through the National Strategies. In Staffordshire there has been and continues to be increasing personalisation of the Primary / Secondary National Strategies at school, District and Local Authority level to meet the needs of the pupils and communities that we serve. The allocation of resources / support through the Staffordshire Primary / Secondary Strategies substantially reflects the outcome of systematic annual audit and analysis of current performance. Such analysis highlights:-

- positive outcomes;
- impact of current improvement agendas;
- issues to be addressed;
- relevant related improvement strategies / priorities by Key Stage and phase.

N.B. As a result although allocation of national strategy resources could well reflect the categorisation of schools there may be circumstances where the level of support provided through the national strategies does not exactly align with the categorisation of the school.

Approaches to Target Setting

The true value of target setting is that it can lead to a productive and creative dialogue about what might happen differently in classrooms and schools in order to achieve a challenging target.

- The target setting and related target 'getting' process can make a positive contribution to achieving the highest ambitions for individual pupils and delivering key aspirations of the Staffordshire Primary / Secondary Strategies to improve the performance of our lower achieving vulnerable groups and to narrow the gap between these groups and the rest.
- We would not wish to pursue a process of target setting with our schools that in any way stifled this productive discussion between schools and the LA and resulted in targets being set that schools felt bore no relation to their own school improvement programmes.
- We would want to support schools and children by providing a rigorous and productive dialogue that begins with the current picture of achievement in schools and asks the questions "What is the best we could expect for our children?"
- We would also wish to reassure our schools that where they face the greatest challenges in raising achievement to reach those aspirations they will have the full support of well aligned Staffordshire Primary / Secondary Strategy teams.

C. **KEY FUNCTIONS, ROLES, RESPONSIBILITIES IN THE LA PROGRAMME OF MONITORING, CHALLENGE, SUPPORT AND INTERVENTION**

Staffordshire's working partnership and the "new relationship" with schools together with the commitment to improvement are conspicuously reflected in the functions, responsibilities of identified teams / roles within the School Improvement Division. The specific contributions of key teams / roles to the Staffordshire School Improvement Strategy are indicated below.

1. School Improvement Partners (SIPs) – the context

The SIP programme is part of a national initiative but needs to be set in the context of locally agreed visions, systems, structures and approaches to school improvement as reflected in the aims, role and approaches of the School Improvement Division (See Sections A and B above).

SIPs must be effectively integrated into broader improvement systems in a context of clear line management, complementary roles and effective communication systems.

Before Summer 2006 all schools received 3 entitlement visits from their LA District Inspector working to an agreed and shared agenda. This was a key component of the Local Authority's system for monitoring, challenging and supporting its schools.

From September, 2006 systematic contact with all Secondary, Middle (deemed secondary) and PRUs has been undertaken by School Improvement Partners (SIPs) accredited under a national scheme to carry out the 'single conversation' with each school on an annual basis. LA District Inspector links with Primary and Special Schools continue until Easter, 2008 when Primary and Special SIPs will be operational.

The Single Conversation

In practice this single conversation involves a sequence of activities carried out in the course of a number of visits conducted during the year. SIP activities in the course of the year include:-

- School data analysis and target setting.
- Validating school self-evaluation.
- Generating summary school review.
- School Improvement Planning – agreeing priorities for development.
- Identifying support and guidance relevant to above.
- Liaising with LA re support or intervention (as appropriate).
- Reporting to School, Governors and LA in agreed manner.
- Headteacher Performance Management.
- Advocating relevant national / Local priorities.

The SIP is accountable to the Local Authority and the DfES.

A key outcome of the Single Conversation is a recommendation to the local authority, made in agreement with the Headteacher, Chair of Governors and the School Improvement Partner (SIP), regarding the category of the school (using Ofsted categories 1 to 4) and the level of support that the school requires. Details of support that may be available to schools are described later. There are opportunities for the school to purchase (using the school budget, including delegated Standards Funds) additional support activities from SID, and other services, in addition to any provided centrally.

The Role of the SIP in Staffordshire's School Improvement Strategy can be summarised as follows:-

- Acting as a critical professional friend to the school and providing professional challenge.
- Helping leadership to evaluate their schools' performance, identify priorities for improvement and plan effective change.
- Interrogating attainment and achievement, drawing to the school's attention emerging trends or issues and challenging strategies for further improvement.
- Reviewing and agreeing the quality of standards of learning and teaching, curriculum, leadership and management, care and guidance, and use of resources, through verification of the school's self-evaluation process.
- Identifying at an early stage schools which are underperforming or are a cause for concern.

- Ensuring that each school's governing body has set appropriate targets for improvement.
- Identifying relevant support and guidance to help the school work out and implement its own strategies for improving performance.
- Encouraging school autonomy and responsibility through supporting school self-evaluation and self-improvement.
- Securing evidence of impact of support / intervention programmes.
- Sharing information with the governing body and local authority so that they are aware of strengths and weaknesses and kept appropriately informed through completion of relevant visit reports, annual summary report and other relevant processes.

District Strategic Improvement Managers (DSIMs) – the context

SIPs will be line managed on behalf of the School Improvement Division by the DSIM for the locality / District they work in. Each of the following double Districts has a DSIM.

- Staffs. / South Staffs.
- Tamworth / East Staffs.
- Newcastle / Moorlands.
- Cannock / Lichfield.

The DSIM and their related Administrative Co-ordinators provide the first point of contact for the SIP. Through the DSIMs and their related Administrative Co-ordinators SIPs will have regular contact with other key personnel in the School Improvement Division and wider Directorate / LA.

Such contact will enable the exchange of relevant information, contribute to the identification of schools causing concern and facilitate the process of schools purchasing/obtaining an effective package of support relevant to the school's needs and priorities from the LA or other provider as appropriate.

The Role of the DSIMs in Staffordshire's School Improvement Strategy can be summarised as follows:-

Working to and in conjunction with Head of SID / Deputy Heads of SID (primary / secondary improvement) DSIMs will engage in and contribute to:-

- Co-ordinating the work of SIPs in their area
- Co-ordinating quality assurance and performance review of SIPs
- Building up strategic overview of districts, localities, partnerships and schools within them from a variety of sources
- Contributing to SIP training programme
- Collecting, collating and disseminating desk-top analysis, data and other district information and contextual intelligence to SIPs and others derived from broad range of District contacts/sources
- Initiating preventative strategies/school early intervention projects/school reviews (e.g. in relation to leadership and management, teaching and learning, subject reviews) as appropriate and on basis of relevant information and criteria
- Preventing more serious problems developing through the above
- Analysing district patterns of achievement, evaluating existing improvement programme and initiating new initiatives
- Informing/making decisions re allocation of resources available to support improvement (derived from National and local sources)
- Providing advice/guidance re development and other needs of identified schools
- Informing SIPs of LA policy development
- Briefing relevant LA senior colleagues, regional colleagues, Ofsted, HMI on specific schools, localities and work of SIPs etc within the District as appropriate
- Co-ordinating, monitoring and evaluating the LA response to and support for schools in categories
- Acting as the link between SIP evaluations/recommendations and the related deployment of LA locality teams/other Education Improvement Professional capacity or commissioning of other relevant support
- Contributing to the LA appointments process as appropriate.

3. Education Improvement Professionals (EIPs)- the context

The introduction of the SIP function has necessitated re-alignment and reinforcement of key professional and improvement capacity within SID designed to ensure that:

- Coherent and sufficient effective LA intervention operational support and development capacity exists across the county and in districts managed by DSIMs
- Such capacity embraces a wide range of relevant expertise and is capable of responding to the outcomes of the SIP single conversation, Ofsted inspections, the challenge of the Every Child Matters (ECM) Agenda, local needs, the continuing pressure to engage in preventative strategies and provide intensive support for schools causing concern.

Identified **locality teams** are progressively being established in the double districts as the School Improvement Partner function becomes established in secondary and primary phases. Such teams are also co-ordinated by the DSIMs and constitute professional expertise particularly but not exclusively derived from District Education Officers, current and former District Inspectors, Associate serving or former Headteachers and others who have expertise in leading improvement projects, providing sustained operational support and building capacity in and between schools.

The role of the Education Improvement Professionals operating in the locality teams can be summarised as follows

- Leading, participating in the organisation and delivery of early intervention in schools that are showing signs of under-performance or developing weaknesses in key aspects of their work
 - Liaising with DSIMs and other EIPs/officers to secure improvement
 - Co-ordinating local project teams supporting any agreed priority schools and follow up to Ofsted inspections ensuring coherent support across a range of agencies
 - Leading/delivering intervention projects/working with schools in Ofsted categories or schools causing concern to the LA to improve aspects of leadership and management, learning and teaching, the quality of the curriculum and care and guidance so that there is a positive impact on raising standards of attainment and achievement and in the quality of education the school provides
 - Identifying and sharing good practice and encouraging schools to collaborate and work well with each other
 - Encouraging school autonomy and self improvement through supporting school self evaluation and workforce reform
 - Contributing to an overview of the performance and operation of schools in their districts
 - Delivery/contribution to the delivery of statutory, pastoral and other key responsibilities / expectations in schools relating to personalised learning, Every Child Matters outcomes, headteacher appointments, mentoring of new headteachers, monitoring newly qualified teachers (NQTs), monitoring procedures in schools for NQTs, workforce reform, continuing professional development, well being etc.
- NB – it is hoped that all schools will have access to an identified champion within and a minimum entitlement to support from core locality teams though the bulk of their time will be spent working in schools requiring high/medium levels of intervention.

DSIMs, Locality Teams and schools can and will draw on the wider range of Education Improvement Professional capacity that is available to respond to and support a wide range of needs / priorities / agendas identified through the single conversation, Ofsted inspection and Local District County Audits.

Through the School Improvement Division a wide range of professional expertise/ consultancy can be accessed relating to aspects of self evaluation, teaching and learning, leadership and management. More specifically the following teams provide a wide range of specialisms/expertise as follows:

- **Curriculum Inspectors/Advisers/Consultants** who have expertise and significant responsibility amongst other things to explore subject / departmental performance and deliver a wide range of National Strategies, initiatives and training programmes.
- **Inclusion Inspectors/Advisers** who have expertise and a significant responsibility amongst other things to deliver focused programmes of support for identified underperforming/ underachieving pupil groupings – including ethnic minority groupings, pupils with identified special needs, gifted and talented pupils etc.
- **Educational Research and Analysis Team** who collect, collate, analyse and interpret data to support the range of attainment and identification of those schools/groupings/District that most need support.
- **Workforce Development Teams** who have expertise and a significant responsibility amongst other things to support and challenge schools as they lead and manage change and develop the children's workforce and organisational capacity.

Other expertise relating to the full range of Every Child Matters outcomes can also be accessed as appropriate.

Broader role/range of activities offered by Education Improvement Professionals

EIPs will amongst other things:

- Provide ongoing advice about effective school self-evaluation and preparation for Ofsted inspection.
- Help schools to arrive at secure judgements about their performance / progress – e.g. through analysis of relevant data, support for work scrutiny, paired observations, student interviews, departmental reviews etc.
- Facilitate effective intervention / support as appropriate for underachieving schools, departments, groups etc.
- Help schools to achieve / progress towards the 5 outcomes of 'Every Child Matters'.
- Support schools in their delivery of their School Improvement Plans.
- Offer and provide support for effective teaching and personalised learning
- Support and sustain local partnerships, collaborative networks and federations.
- Offer and provide support for effective leadership, management at a variety of levels and governance.
- Offer and provide ongoing advice about the use of progress data, intervention planning.
- Offer and provide advice in subject specific and other specialist areas (e.g. EMA, G&T).
- Offer and provide advice during key appointments, support recruitment & retention and assist key groups such as NQTs.

- Provide advice about effective approaches to CPD, coaching and capacity building and co-ordinate the agreed local CPD programme.
- Enable schools to share good practice e.g. by supporting the work of Specialist Schools, ASTs, subject co-ordinators' networks etc.
- Support Schools in preparation for new market conditions.

N.B.

- Some of the above activities/services and programme are free to Staffordshire schools (by agreement with the Director)
- Some are / will be covered by a developing range of SLA arrangements (See Appendix)
- Other services are available by direct purchase
- These services are in addition to support available through the Primary and Secondary National Strategies
- It is recognised that through the LA and in addition to the above schools can draw upon further professional and specialist expertise from the Joint Finance Unit, Human Resources Unit, Staffordshire ICT etc
- It is recognised that in addition to the above the LA can draw upon the additional external capacity to support schools in Special Measures generated by the National Leaders of Education (NLE) initiative / or provided by external consultants.

The Inter relationships of roles of SIPs, DSIM and EIPs – summary

School Improvement Partners (SIPs)

- Deployed in Double Districts
- Identified challenge of “single conversation”

Validation

School contextual

Issues

Information/progress

Priorities

Support needs

District Strategic Improvement Managers (DSIMs)

- One per double district
- Line manage SIPs
- Secure professional response to “single conversation”
- Supported by Administrative Co-ordinators and locality teams

Support

Information

Projects

Evidence

Interventions

Impact

Education Improvement Professionals (EIPs)

- Locality teams contacts and access to wider range of professional expertise
- Identified response to “single conversation”

D. IDENTIFICATION OF SCHOOLS CAUSING CONCERN AND LEVELS OF SUPPORT

1. **The following summarises the LA's approach to evaluating/categorising all Staffordshire's schools**

(NB Specific more detailed information relating to categorisation follows in Section E)

- The local authority categorises schools and identifies school causing concern through a process of evidence gathering (monitoring) and objective evaluation against agreed criteria.
- The LA encourages and supports the use of Ofsted criteria as key elements of validated school self evaluation and categorisation.
- A wide range of evidence is gathered about standards and other aspects of school performance. The roles of SIPS, DSIM, EIPs (within or outside of Locality teams) are fundamental to on-going processes of evidence gathering, analysing and identifying schools at risk of failure, as are certain established channels of communication/groupings and related meetings/contacts in the course of the year.
- On an annual basis – in the Summer term summary report each SIP recommends to the LA the category each school should be put in. This is a judgement agreed with the school based on the performance review and the validation of the school's self evaluation form which has been on-going during the year in the course of the SIP single conversation visits
- There are four categories
 1. Outstanding
 2. Good
 3. Satisfactory
 4. Inadequate

- These categories define the level of support a school can expect from the LA through its DSIMs Locality Teams and other EIPs. Category 1 and 2 school would normally be identified as needing a low level of support, Category 3 schools a medium level of support and Category 4 school a high level of support.

- The SIP categorisation is moderated by the LA drawing on evidence derived from other sources re standards, teaching and learning, leadership and management and other relevant factors such as significant staff changes, budgetary problems, health and safety issues.

- In recognition of the fact that circumstances are constantly changing, and the impact support strategies might be having, categories are kept under constant review and may be changed in the course of the year. Changes in pupil performances in any given year, the result of a recent Ofsted Inspection, changes in staffing and leadership could account for such a modification.

- Factors most likely to identify a school as causing concern include the following:
 - Validated SEF grading 4 for overall effectiveness
 - Low attainment overall and/or by key identified groupings
 - Under performance – low achievement – inadequate progress value added
 - Significant weaknesses in aspects of teaching and learning, leadership and management, curriculum, care and guidance for learners
 - Limited capacity for improvement
 - Budgetary problems
 - Threats to health and safety
 - Parental complaints

- When a school that has been designated as a school causing concern receives a positive Ofsted report it might still be appropriate to sustain high levels of support to consolidate and secure sustained improvement.

- When an Ofsted judgement does not appear to match the LA evidential base , one of the following will apply depending on circumstances.
 - a letter of appeal / complaint will be sent to Ofsted indicating why their judgement is inappropriately harsh.

 - a presentation to governors will be arranged to clarify concern that Ofsted judgements are inappropriately generous and need for continuing LA interventions.

- The LA will follow agreed identified procedures for working with and monitoring:
 - Schools causing concern as defined by LA
 - Schools put into categories following inspection(See Section F and Part 3 below).

- The LA will follow agreed and recognised good practice in relation to successful intervention project management in schools.
- The LA will follow agreed procedures re monitoring, evaluating the impact of expenditure / resource allocation on improvement.

2. The Following Overview Summarises the Key Components of Approaches to Monitoring, Evaluation and Categorisation of Staffordshire Schools

Autumn

- County / school / pupil performance review and analysis by ERA.
- School profile collated by DSIM and District Focus Meeting from above and other LA monitoring information relating to budget, pupil numbers, attendance, exclusion
- Analysis of school performance data by SIPs.
- Target setting with schools by SIPs.
- Evaluative visit report generated by SIPs.
- Project Progress Reports generated by Locality Teams / EIPs as appropriate.

- Review by LA of category in light of above by DSIM and District Intervention / Resource Group.
- Confirmation of, resource allocation for and evaluation of impact of intervention projects by District Intervention / Resource group.

Spring

- Review of progress in improvement plans, and impact of support by SIPs.
- Validation of identified key aspects of SEF by SIPs.
- Review / revisiting of insufficiently aspirational targets by DSIM / Head of Division.
- School profile updated from broad range of LA monitoring information by DSIM and District Focus Meeting.
- Evaluative visit reports generated by SIPs.
- Project progress reports generated by Locality Team / EIPs.
- Review by LA of category in light of above DSIM and District Intervention / Resource Group.

- Confirmation of resource allocation for and evaluation of impact of intervention Projects by District Intervention/ Resource Group.

Summer

- School profile updated from broad range of LA monitoring information by DSIM and District Focus Group.

- Completion of Single Conversation programme by SIPs.
- Validation of school Self Evaluation Form, by SIP.
- Summary Statement generated by SIP recommending category.
- Moderation of category by District Intervention / Resource Group.
- Confirmation of, resource allocation for and evaluation of impact of Intervention projects by District Intervention / Resource Group.

3. The Following Summarises Specific Key Accountabilities Relating to Categorisation of / Intervention in Staffordshire Schools:

SIPs

- On an annual basis – in the Summer term summary report each SIP recommends to the LA the category each school should be put in. This is a judgement agreed with the school based on the performance review and the validation of the school's self evaluation form which has been on-going during the year in the course of the SIP single conversation visits

District Intervention / Resource Group

(Membership Head of School Improvement Division, Deputy Heads of School Improvement Division Primary / Secondary Strategy Managers, DSIMs, Representatives from JFU & SID Finance team.)

The group will:

- ensure there is an up to date database of school profiles.
- confirm categorisation of each school.
- confirm which schools are deemed as causing concern
- receive progress reports on all schools causing concern or in Ofsted categories.
- agree levels of funding to support projects / action plans using intervention funds.
- monitor expenditure on schools causing concern.
- evaluate the effectiveness of LA intervention / projects / support.
- provide reports as requested by the Corporate Directorate.
- give advice , evidence to justify issuing formal warning notices to Head of Division.

District Focus Group

(Membership DSIMs and relevant district personnel across Directorate.)

The group will:

- collect monitoring information from range of District Co-ordinators.
- update with DSIM school profile from range of monitoring information.
- Identify any cause for concern that is judged to be sufficiently serious as to warrant reconsideration of categorisation outcome or lead to school being designated as a school causing concern.

Corporate Director (or deputy in his absence) will:

- Issue warning notices on basis of approval of Head of SID and on basis of supporting evidence.
- Be regularly updated District by District on School Performance / progress.

Head of SID will:-

- Ensure relevant procedures re category 4 schools are carried out.
- Follow up identified schools with insufficiently aspirational targets.
- Inform the headteacher and Chair of Governors where a school has been identified as a school causing concern.
- Report progress re school performance for schools causing concern / in Ofsted categories to deputy Corporate Director (Raising Achievement) / Director
- Assume ultimate responsibilities for appropriate deployment of available financial / human resources.
- Liaise with DfES Regional Ofsted officials re improvement strategies and outcomes.

Deputy Heads of SID / Strategy Managers (Primary / Secondary) will:

- take responsibility for strategic decisions relating to distribution of available National Strategies, related funding, consultancy capacity in a manner consistent with identified local and national priorities and needs
- respond to outcomes of County performance analysis re identifying and putting into effect intervention strategies relating to schools causing concern and consistent with National Strategies
- pass on to DSIMs detail of projects ISP schools initiatives resourced through the National Strategies to inform their District intelligence.

DSIMs will:

- Respond to the outcomes of the Single Conversation / categorisation re support and project requirements
- Have access to and responsibility for an identified intervention / support fund to address the outcome of the single conversation crises or concerns brought to their attention by District Focus groups, SIPs, DIs, Locality Team and other EIPs or other Directorate personnel as appropriate
- Chair District Focus Groups
- Quality Assure SIP visit reports
- Moderate, categorisation decision and review resource allocation re intervention projects through the District Intervention / Resource group.
- Deploy Locality teams in their double district to follow up relevant issues and also draw upon the broader range of EIPs within SID to support identified improvement agendas.
- Liaise with Ofsted as appropriate re inspection process and outcomes.
- Report progress re schools causing concern / in Ofsted categories to District Intervention / Resource group / Diocesan liaison group, Head of Division, Corporate Director etc.

SID Finance Team will:

- Update / maintain relevant integrated accounts and data base re expenditure on intervention and sources of finance.

SID Education Research Analysis Team (ERA) will:

Update / maintain relevant data bases relating to:-

- categorisation outcomes
- Ofsted inspection outcomes
- Schools in categories
- School profiles.

District Administrative Co-ordinators will:

Update / maintain relevant databases relating to:-

- district profile reports
- schools causing concern - follow up / progress / impact of support
- schools in Ofsted categories - follow up / progress / impact of support
- SIP contacts with schools - claims / visit forms / summary reports
- Minutes of Core groups, Project groups, District Focus meetings, District Intervention, Resource meetings

Joint Finance Unit (JFU) will:

- Advise DSIMs where there are schools that are getting into financial difficulties.

E. CHARACTERISTICS OF CATEGORIES OF SCHOOL**Category 1 – Outstanding**

Characteristics may include the following:

- Performance is in upper quartile.
- Performance of all pupil groups is improving and expectations are rising.
- Progress is at least good in all or nearly all respects and is exemplary in significant elements, as reflected in contextual value added measures.
- Learners' personal development and well-being are at least good in all or nearly all respects and are exemplary in significant elements.
- Teaching is at least good in all or nearly all respects and is exemplary in significant elements. As a result, learners thrive and make exceptionally good progress.
- The curriculum and other activities are at least good in all or nearly all aspects and are exemplary in significant elements.
- The care, guidance and support for learners are at least good in all or nearly all respects and are exemplary in significant elements.
- Leadership and management (including governance) are at least good in all or nearly all respects and are exemplary in significant elements, as shown by their impact on the performance of the school.
- Overall effectiveness is outstanding.

Category 2 – Good

Characteristics may include the following:

- Performance is generally in 50th-75th quartile.
- Performance of most pupil groups is improving.
- Learners meet challenging targets and, in relation to their capability and starting points, they achieve high standards. Most groups of learners, including those with learning difficulties and disabilities, make at least good progress and some may make very good progress, as reflected in contextual value added measures. Learners are gaining knowledge, skills and understanding at a good rate across all key stages. Most subjects and courses perform well, and some better than this, with nothing that is unsatisfactory.
- Learners' overall spiritual, moral, social and cultural development is good, and no element of it is unsatisfactory. Very young children are learning to understand their feelings. They enjoy school a good deal, as demonstrated by their considerate behaviour, positive attitudes and regular attendance. They feel safe, are safety conscious without being fearful, and they adopt healthy lifestyles. They develop a commitment to racial equality. They make good overall progress in developing the personal qualities that will enable them to contribute effectively to the community and eventually to transfer to working roles.

- Learners make good progress and show good attitudes to their work, as a result of effective teaching. The teachers' good subject knowledge lends confidence to their teaching styles, which engage learners and encourage them to work well independently. Any unsatisfactory behaviour is managed effectively. The level of challenge stretches without inhibiting. Based upon thorough and accurate assessment that informs learners how to improve, work is closely tailored to the full range of learners' needs, so that all can succeed. Learners are guided to assess their work themselves. Teaching assistants and other classroom helpers, and resources, are well deployed to support learning. Those with additional learning needs have work well matched to their needs based upon a good diagnosis of them. Good relationships support parents/carers in helping learners to succeed.
- The great majority of learners are well served by the curriculum and no group is ill-matched to what is provided. Statutory requirements are met and the curriculum is responsive to local needs. There is good provision for literacy, numeracy and ICT. Learners have many opportunities to contribute to and take on responsibilities in the community. The curriculum provides opportunities for all learners, including those with learning difficulties and disabilities, to progress and develop well. Progression routes are clear and well established. Learners are well prepared for their future economic well-being, and in secondary schools there is a strong work related dimension. Education for safety and health is good, as are the opportunities for enrichment, which are varied, have a high take up and are much enjoyed.
- Good quality care for learners is seen in the high level of staff and their competence in promoting their health and safety. Arrangements for the safeguarding of pupils are robust and regularly reviewed, and risk assessments are carefully attended to. In this safe and supportive environment, learners reach challenging targets. They are well informed about their future options. Any learners at risk are identified early and effective arrangements put in place to keep them engaged. The school works well with parents and other agencies to ensure that learners make good progress. All learners, including those most at risk, are well supported.
- The leadership of the school is successfully focused on raising standards and promoting the personal development and well-being of learners. It has created a common sense of purpose among staff. Through its effective self-evaluation, which takes into account the views of all major stakeholders, managers have a good understanding of the school's strengths and weaknesses and have a good track record of making improvements, including dealing with any issues from the last inspection. The inclusion of all learners is central to its vision and it is effective in pursuing this and dismantling barriers to engagement. The school runs smoothly on a day-to-day basis. Resources are well used, including any extended services, to improve learners' outcomes and to secure good value for money. Vetting procedures for all adults who work with learners are robust. Good links exist with parents and outside agencies to support its work. The impact is seen in the good progress made by most learners on most fronts, in their sense of security and well-being, and in the school's deserved good reputation locally. The leadership and management provide the school with a good capacity to improve.
- Overall effectiveness is at least good.

Category 3 – Satisfactory

Characteristics may include the following:

- Performance generally is in 25th – 50th quartile
- There are no significant variations in the performance of different pupil groups.
- Progress is inadequate in no major respect, and may be good in some respects, as reflected in contextual value added measures.
- Learners' personal development and their well-being are inadequate in no major respect, and may be good in some respects.
- Teaching is inadequate in no major respect, and may be good in some respects, enabling learners to enjoy their education and make the progress that should be expected of them.
- The curriculum is inadequate in no major respect, and may be good in some respects.
- The care, guidance and support for learners are inadequate in no major respect, and may be good in some respects.
- Leadership and management are inadequate in no major respect, and may be good in some respects, as shown by their impact on the school.
- Overall effectiveness at least satisfactory.

NB Some 'satisfactory' schools could be considered for focused intervention projects.

Category 4 – Inadequate

Characteristics may include the following:

- There is significant underperformance of one or more pupil groups.
- Performance is generally in lower quartile.
- A significant number of learners do not meet targets that are adequately challenging. Contextual value added measures indicate slow progress. Considerable numbers of pupils underachieve, or particular groups of pupils underachieve significantly. The pace of learning is insufficient for learners to make satisfactory gains in knowledge, skills and understanding, especially in core subjects. Learners underachieve in one or more key stages. Performance in a number of subjects and courses is unsatisfactory. **Overall, the standards that learners achieve are not high enough when set against their capability and starting points.**
- **Learner's overall spiritual, moral, social and cultural development is unsatisfactory. Learners generally, or significant groups of them, are disaffected and do not enjoy their education,** as shown by their unsatisfactory attitudes, behaviour and attendance. Exposure to bullying, racial discrimination or other factors mean that **learners feel unsafe.** When threatened, they do not have confidence that they can get sufficient support. Healthy lifestyles are not adequately appreciated or pursued. Learners do not engage readily with the community or make satisfactory progress in the skills and qualities that will equip them for work.

- **Learners generally, or particular groups of them, do not make adequate progress because the teaching is unsatisfactory.** Learners do not enjoy their work. Behaviour is often inappropriate. Teachers' knowledge of the curriculum and the course requirements are inadequate, and the level of challenge is often wrongly pitched. The methods used do not sufficiently engage and encourage the learners. Not enough independent learning takes place or learners are excessively passive. Inappropriate behaviour is not adequately managed. Assessment is not frequent or accurate enough to monitor learner's progress, so teachers do not have a clear enough understanding of learners' needs. Learners do not know how to improve. Teaching assistants, resources, and parents/carers are inadequately utilised to support learners.
- The curriculum is **inadequately matched to learners' needs, interests and aspirations.** There is considerable discontinuity from year to year. This shows itself in the disaffection displayed by learners. There are significant gaps in response to external requirements and local needs. There is weak provision for literacy, numeracy or ICT. There is **inadequate provision for education in safety and health** and work-related learning. The curriculum excludes significant numbers of learners, belonging to one or more groups, because it does not meet their needs, interests or hopes adequately. The school has a limited range of enrichment activities and opportunities for learners to take responsibility in the community, or they do not participate adequately in those that are available. Learners' capacity for their future well-being is not adequately developed.
- The school **does not provide adequate care for its learners.** Its systems are too weak, or staff are inadequately trained or vigilant, to safeguard or promote learners' safety and health. Arrangements for the safeguarding of pupils are inadequate. Many learners do not have a clear understanding of their targets, or the targets are not challenging enough. Learners' progress is inadequately monitored, and many do not make good enough progress. The quality of advice and guidance does not support many learners adequately when they come to make choices. Too many learners have poor attendance, are excluded or drop out, and the school makes inadequate attempts to re-engage them.

- **Overall, leadership and management have too little effect so that standards are too low and learners make slow progress in their work and personal development.** At its worst, **the school is disorderly and unsafe**, and arrangements to ensure the safety of learners are not adequately in place. Leaders and managers are insufficiently focused on raising standards and promoting the personal development of all groups of learners, and lack the authority and drive to make a difference. Many staff are disenchanted and lack confidence in their leaders. Even though the school may run smoothly on a day-to-day basis, the **quality of its self-evaluation is inadequate and managers do not have a realistic view of its weaknesses.** The views of major stakeholders are rarely sought and, if they are, little is done to address the issues or concerns raised. Resources are not well deployed, because the school does not have a well-ordered sense of its priorities, and this means that the value for money is not satisfactory. Inadequate use is made of any extended services to promote outcomes for learners. Links exist with parents and other providers of education and care, but overall the school does not do enough to ensure they have a positive impact. **Overall, the leadership and management do not provide the school with the capacity to improve.**
- Overall effectiveness is less than satisfactory.
- The school has limited capacity for improvement.
- The school has significant budgetary problems.
- There are threats to health and safety within the school.

F. LEVELS OF SUPPORT TO BE EXPECTED IN RELATION TO IDENTIFIED CATEGORIES

Low Level of Support - Categories 1 and 2

Typically low support schools will be those which have or are expected to have from validated self evaluation, categorisation, Ofsted inspection judgements that they are outstanding or good schools (i.e. category 1 or 2.) However, some schools where outcomes are or may be judged satisfactory overall as a result of concern in a specific area may also be so designated.

Low level of support can be generally characterised as follows:

1. An entitlement through 5 days SIP allocation to:-
 - A single Conversion programme conducted by the SIP
 - Analysis of performance
 - Annual School Review Summary
 - Discussion and agreement on the school's statutory targets;
 - Discussion around strategies for the school's further improvement and to identify effective practice to share with other schools.
 - Identifying support to achieve School Improvement priorities

2. An entitlement through the DSIM / Locality teams to:-
 - a level of pastoral support / guidance entitlement
 - the support the LA provides when carrying out its statutory duties for the appointment of senior staff; support for new headteachers
 - core monitoring programme, advice and guidance for newly qualified teachers

3. Additionally other services from EIPs are available to support delivery of school improvement priorities and may be purchased from SID upon request.

Contact details: SID Helpline – 01785 277932.

Medium Level of Support – Category 3

Typically medium support schools will have or are expected to have from validated self evaluation, categorisation, an Ofsted inspection judgement that they are satisfactory schools (i.e. category 3.) However, not all satisfactory schools will be so designated.

Medium Level of Support can be generally characterised as follows

1. An entitlement through 5 Days SIP allocation to:-

- A Single Conversation programme conducted by the SIP
- Analysis of performance
- Annual School Review
- Discussion and agreement on the schools' statutory targets;
- Discussion around strategies for the school's further improvement and to identify effective practice to share with other schools.
- Identifying support to achieve School Improvement priorities

2. An entitlement through the DSIM / Locality teams to:-

- a level of pastoral support / guidance entitlement
- the support the LA provides when carrying out its statutory duties for the appointment of senior staff; support for new headteachers
- core monitoring programme, advice and guidance for newly qualified teachers

3. Additionally through the DSIM, relevant Phase Deputy, Locality Team and other EIPs in SID as appropriate (and in partnership with the governors and headteacher, Diocesan Board of Education where appropriate), support is targeted to eradicate identified weaknesses, prevent more serious concerns developing and enable the school to move towards the LA 'Good' category. The extent, scale and nature of such support depends on the designated stage / level of concern (see below) but could involve access to some or all of the following:-

- DSIMs / SIPs / EIPs will identify and communicate weaknesses / concerns
- In exceptional circumstances LA monitoring / review to identify / clarify the key issues for improvement will be carried out.

- Support from the DSIM, Assigned Officer, Locality Team and other EIPs will focus on implementation of actions to address priorities and monitoring of progress made.
- Further advice will be available on areas of improvement identified by the SEF / SIP / LA monitoring.
- Help will be available for writing Post Ofsted plans / School Improvement Action plans as appropriate.

For funding arrangements relating to above see Part 2 below.

4. Other services from a range of EIPs may also be purchased from SID upon request to support delivery of school identified improvement priorities

Contact details: SID Helpline – 01785 277932.

High Level of Support – Category 4

Typically high support schools will be those which have or are expected to have from validated self evaluation, categorisation, an Ofsted inspection judgement that they are inadequate (category 4) and need special measures, a Notice to Improve or are Schools Causing Concern at risk of falling into these categories. However, this category will also include schools that though judged satisfactory overall have systematic weaknesses in particular areas that cause concern and render them vulnerable to further monitoring by Ofsted.

High Levels of Support that apply to schools causing concern can be generally characterised as follows:

1. An entitlement through 5 days SIP allocation to:-

- A Single Conversation programme conducted by the SIP
- Analysis of performance
- Annual School Review
- Discussion and agreement on the school's statutory targets;
- Discussion around strategies for the school's further improvement and to identify effective practice to share with other schools.
- Identifying support to achieve School Improvement priorities.

2. An entitlement through the DSIM / Locality teams to:-

- a level of pastoral support / guidance entitlement
- the support the LA provides when carrying out its statutory duties for the appointment of senior staff; support for new headteachers
- core monitoring programme, advice and guidance for newly qualified teachers

3. Additionally through the DSIM relevant phase Deputy, Locality Team and other EIPs in SID as appropriate and in partnership with the governors and headteacher, Diocesan Board of education where appropriate, support is targeted to eradicate the identified weaknesses and prevent the school from moving into an OFSTED category. The extent, scale and nature of such support depends on the designated stage / level of concern (see below) but could involve access to all or some of the following:-

- DSIMs / SIPs / EIPs will identify and communicate weaknesses / concerns;
- In exceptional circumstances an LA monitoring review to identify / clarify the key issues for improvement will be carried out.
- A strategic improvement project group / team will be formed with an identified lead project officer to work with the school in agreeing school improvement action plan.
- An LA Statement of Action will be drawn up.
- Support from the DSIM lead officer locality teams and other EIPs will focus on identified action to address priorities / key improvement activities.
- The strategic improvement project team / group will meet at least half termly to monitor progress, maintain pace and move responsibilities to the school as appropriate.
- The LA will initiate objectives formal monitoring / evaluation of progress made, use of resources, impact of actions taken and redirect resources / action as appropriate.
- The LA will reconsider intervention options as appropriate.
- Further advice on areas for improvement identified through the SEF, SIP reports, other LA monitoring will be available as appropriate.

For funding arrangements relating to the above see Part 2 below.

4. Other services from a range of EIPs may also be purchased from SID upon request to support delivery of school identified improvement priorities

Contact details: SID Helpline – 01785 277932.

Schools Causing Concern – Stages of concern

N.B. More specific information relating to working with schools causing concern follows in Section 3 below.

As previously indicated schools causing concern are normally those placed in Category 4 as a result of validated self-evaluation / categorisation or graded 4 by Ofsted. There could be circumstances where at a particular time events have caused some concerns about sustainable improvement / declining standards in some other schools outside Category 4. Schools causing concern are designated as being at Stage 1, Stage 2 or Stage 3 levels of concern. Each of these stages give rise to identifiable / progressively more intensive levels / models of follow up as indicated below.

Stage 1 Low Level of concern – triggers a ‘watching brief’ to see if a situation the LA has been alerted to might be developing into something more serious. This does not usually require additional resource outside termly SIP visits / other routine contacts with the school.

Stage 2 Medium Level of concern – reflects situations where school leadership is judged to have the capacity to deliver improvement and less intensive ‘light touch’ preventative approaches / support are called for. Such a level of concern would normally trigger additional contacts with / visits by DSIM / Assigned Co-ordinating Officer from Locality teams to work with senior managers and possibly consultant support for a subject / aspect causing concern.

Stage 3 High Level of concern – triggers a more intensive ‘full intervention’ programme of proactive support relating to initiating and maintaining the momentum of improvement agendas consistent with the needs / situation of the school. This could involve the identification of a lead improvement project officer and a number of designated professionals working together within a strategic project team / group to support the school’s leadership in improving aspects of the school’s provision.

The LA will notify a school that it is causing concern, why and the level of concern.

N.B. If a school is refusing to engage constructively with support agendas that have been initiated the LA will consider issuing a warning notice and the use of defined intervention powers as appropriate – See Section A above for relevant details.

High Levels of Support that additionally apply to schools placed in Ofsted categories following inspection can be generally characterised as follows:

The LA governing body, headteacher and Diocesan Board of education, as appropriate, hold joint responsibility for ensuring that schools in this category make rapid progress towards effectiveness.

The Head of SID will ensure that all DfES and LA procedures for schools in these categories are implemented. The following support will be provided:

- Immediately Ofsted place a school in Notice to Improve / Special Measures Category formal meetings will be convened between the Director, Deputy Director (Raising Achievement), Head of SID, DSIM, the headteacher (and Diocesan Education Officer as appropriate) to agree context, issues, principles, procedures, expectations, and intervention options. The relevant DfES circular and Draft Report will provide reference points for discussion.
- The DSIM / Locality Team will support the school in clarifying weaknesses, messages, issues from the report and related expectations / timeframe
- In exceptional circumstances further LA monitoring will be carried out to identify / clarify key issues / areas of concern.
- A core group will be formed, chaired by the DSIM to organise / approve LA statement of Action, monitor progress, evaluate impact of actions, redirect actions and resources as appropriate and reconsider intervention options as appropriate.
- Membership of core group will normally include key members of core locality team and others relevant to issue to be addressed and generation of relevant section of LA Statement of Action.
- Headteacher and Chair of Governors will also participate in the core group as appropriate.

In addition:

- Parallel strategic improvement project team / group with identified lead project officer will normally work with school to develop school improvement action plan, maintain pace and move responsibility to school.
- The Head of Division, relevant DSIM phase Deputy will help secure collaborative arrangements, additional governors, school managers, teaching staff and resources as appropriate.
- Regular objective monitoring visits to support the implementation of the school improvement action plan will inform regular meetings of core group.
- Progress will be reported regularly to the Head of SID, Directorate Management team, lead members, District Intervention / resource group, Diocesan / liaison group as appropriate.
- SIP engages with process through termly visits.

PART 2 – RESOURCES / CAPACITY FOR INTERVENTION / SUPPORT**A. INTRODUCTION / CONTEXT**

The following summarises the resource / capacity implications, pressures and issues arising from the changing expectations, policy process and provision set out in Part 1 above.

- In response to the DfES New Relationship With Schools, the Education Act 2006 and Every Child Matters agendas the School Improvement Division has to change its' model of operation.
- The 'New Relationship with Schools' SIP initiative does not provide the same full service to schools that the District Inspector Service provided to fulfil the SID requirements of challenge, support, advice and intervention. In order to fulfil the statutory requirements a second group of professionals (EIPs) is needed to support and intervene as necessary, especially in schools causing concern, but also to maintain the coherence of the county drive for improvement.
- The new powers of intervention that are driving the revised school improvement strategy put a different emphasis on the LA role with schools. There is now an imperative to intervene where schools are identified as underachieving. Multi-discipline Project Teams working with Schools Causing Concern have been identified as the approach to secure this new preventative role. These teams will be coordinated and lead by a LA Lead Officer.
- In order to meet the criteria of the Every Child Matters framework links need to be made between practitioners working in different disciplines within C&LLD and with other service providers within local communities. The School Improvement Division is reorganising around double districts by creating Locality Teams to focus on communities and to integrate working more fully with other providers. DSIMs lead and link the locality teams.
- The District Intervention / Resource Group has been established within SID to secure an overview of provision and capacity and to ensure coherence and transparency in the development of a full resource strategy around the newly aligned services.
- The School Improvement Division relies on a decreasing level of central funding, therefore has to find ways to support schools by maximising the capacity that exists by generating more funding through bought in services and negotiating a range of Service Level Agreements with Schools.

- The moratorium on recruitment and the diminishing CC budget mean that the flexibility within the service is also diminishing, leaving the School Improvement Division very stretched to meet its commitments, at a time when external demands and expectations are higher than ever.
- Traditionally funding streams and personnel working in discrete groups have operated separately within SID. The funding streams and personnel that are available to support school improvement need to be integrated to ensure best quality services to schools and best value for money.
- The workforce has to become more flexible to adapt to the changing needs of schools and the demands placed on the service. This entails training, especially in developing individuals in the new and demanding role of leading intervention projects. This role is critical in the realigned service to schools.
- Schools have accountability for pupil progress. The LA has accountability for progress in schools across the county. The LA works in partnership with schools to assist them in becoming autonomous, self-improving organisations. They need to be secure in the quality of service that SID can provide and recognise that advisory support, its administration and quality assurance have cost implications.
- Schools need to be made aware that the culture of LA support is changing as funding increasingly devolves direct to schools. The SIP relationship and Headteacher appointments are centrally funded. A range of SLA arrangements are developing re provision of levels of professional support. Some consultant support and funding is allocated through the Primary and Secondary Strategies, although this is increasingly devolved to schools. Negotiation on actual costs will, in future, form part of any agreement for additional work outside any SLA, including in the case where the LA has to use its powers of intervention to drive the pace and challenge of school improvement.
- Early intervention and prevention make better use of time, are more cost effective and sustainable and build success. SID relies on good hard and soft data and current information from SIPs and Associate Officers to identify those schools where a small amount of resource can make the greatest impact, ultimately to ensure all schools are good or outstanding.
- Schools can choose an appropriate provider for their support, which may not be the LA. In the spirit of partnership and shared responsibility for school improvement in Staffordshire, it is hoped that schools would seek to meet their needs from within the capacity of the LA before looking further afield.
- There has to be a formula for allocating resources to schools so that the cost implications of support are recognised and more equitably shared.

B. ESTABLISHING A FORMULA FOR ALLOCATING RESOURCES

The following sets out in summary some key points of reference and principles in considering a formula.

- Currently SID (QLS) services to schools are bought in at cost as CPD.
- A range of identified professional support services are increasingly covered by developing SLA arrangements.
- The Secondary Strategy has created a formula for this year for allocating consultant time, which anticipates schools contributing to costs as follows:

If overall support, including whole school initiatives, amounts to:

Up to 10 days – No charge

11 to 20 days – the school pays for 2 days

21 to 30 days – the school pays for 4 days

31 to 40 days – the school pays for 6 days

41 to 50 days – the school pays for 8 days

Over 50 days – the school pays for 10 days

1 day of officer time is charged at £480.

- The Secondary Strategy has specific Grant funding that changes annually to secure the support to schools. This is a diminishing resource. The same applies to the Primary Strategy funds, which this year, are being devolved to schools with an agreement to buy-back for consultancy support. These resources need to work effectively with other small strategy grants to fund the increasing workload for SID officers, working together in Project Teams in the double districts to secure the SID imperatives.
- Priority School Support (PSS) funds are designated to support schools causing concern. This budget is relatively small and has been appropriate for purpose until the recent changes to Ofsted, the powers of intervention and the demise of the DI role made it inadequate to meet the additional demands on funds.
- The number of schools currently causing concern stands at approximately fifty schools at one time across the county. These schools are normally those categorised as Category 4 by Ofsted or SEF grading, but may be in any other category where events have caused some level of concern about sustainable improvement. These schools are designated as Stage 1, Stage 2 or Stage 3 levels of concern.
- Stage 1 level of concern triggers a watching brief to see if a situation might develop where there has been an alert to a possible issue. This does not usually require additional resource outside the termly SIP/DI visits and other informal contacts with the school.

- Stage 2 level of concern usually triggers additional contacts with / visits from identified officers to work with senior managers, and possibly consultant support for a subject or aspect causing concern, or a building capacity project.
- Stage 3 level of concern triggers a more intensive programme of support, which could involve the identification of a Lead Officer and a number of designated professionals working together to support the school's leadership and different aspects of the school's provision.
- Within this group of schools needs and barriers to learning vary greatly, consequently there is no one formula that can fit every situation. Schools in Ofsted categories take more officer time and are therefore more costly. The preventative 'Stage 2' option is clearly much cheaper and less intense than a full intervention approach. Where the school leadership has the capacity to deliver improvement less support is needed. Stage 3 intervention again will depend on the needs of the school. If the school is entrenched in underperformance or there is a leadership crisis a Headteacher mentor or Executive Head might be required.
- The principle for support for Staffordshire schools is the same as that nationally. It is needs driven. Schools causing high levels of concern, especially those anticipating Ofsted inspection in the near future, will be the first priority.

C. A RESOURCE STRATEGY

The following suggested strategy reflects context established in Sections A and B above.

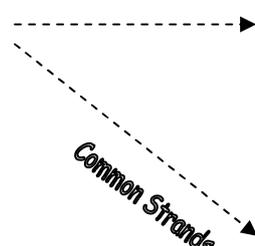
- A fair way to address the needs of schools causing concern would seem to be, that the LA will take responsibility for funding an initial assessment of need, working with the school leadership, and producing an action plan to address the priorities for improvement. The actions that are proposed will be based on CPD, therefore the school will take responsibility for funding these elements. The LA will fund the cost of monitoring progress and evaluating impact against the plan.
- In many cases the schools causing concern will have the support of the primary or secondary strategy consultants already working in the school or identified level of SLA funded support capacity. They will not be costed twice. Only support over and above the existing arrangements will be costed to the project.
- Officer time to audit and develop the action plan in collaboration with the SLT will amount to no more than 5 days, a maximum of £2,500, paid from PSS. Monitoring up

to a maximum of 4 days, can be paid by PSS at a cost to the authority of £2,000. It is anticipated that schools will recognise the priority of improvement if identified as causing concern, and will redirect budget as necessary around the costs of improvement CPD in the action plan. Standards fund is identified in school budgets for this purpose. The Joint Finance Unit can support the school in managing its finances to accommodate the cost of the improvement programme if necessary.

- Contrary to popular belief, there is no magic pot of money to support schools if they go into an Ofsted category. The cost of improvement rightly sits with the school.
- Project Team intervention has a finite life according to circumstances. The level of pace and challenge has to demonstrate impact on pupil's achievement and attainment. In most cases if improvements are not clear within a specified deadline date **not exceeding two terms of intervention**, the DSIM, Lead Officer and Project Team must decide whether to continue the action for a further period. **If after three terms** there is little significant improvement the school should be referred to DMT for consideration of alternative measures. In the case of a school in an Ofsted category, DMT will be involved from the outset in evaluating and assessing the school's capacity to improve.
- At the start of each financial year, budget allocations will be made using a range of data. Schools causing concern and facing Ofsted will take precedence in allocating support, where designated grants do not specify otherwise. The number of schools causing concern for each double district will be identified and anticipated officer time projected. An amount of funding will be held back for unexpected calls on officer time during the year.
- Within PSS, there would be sufficient funding to pay for approximately 20 interventions on the above formula per double district. Officer days available for work with schools are calculated as 170 per annum. The 20 interventions would be 180 officer days, work for over one full time equivalent post.
- It is hoped that this Resource Strategy will underpin improvement processes and reinforce, support and clarify relevant expectations re support, advice, intervention and challenge on the part of both schools and the LA.

PART 3 – ADVICE / GUIDANCE RE WORKING WITH SCHOOLS CAUSING CONCERN

WORKING WITH SCHOOLS CAUSING CONCERN

<p>School Self- Evaluation, Categorisation, SIP reports, Ofsted Reports, Pupil Performance Analysis, LA Monitoring Guidance, Special Circumstances.</p> <p>IS THIS SCHOOL CAUSING CONCERN?</p>	<p>Identification Process.</p>
<p>NO - School has not been contacted by LA re its designation or put into a category by Ofsted</p> <p>YES - <u>OFSTED places School in Category</u></p> <p><u>Potential Revisit (just satisfactory)</u></p> <p><u>LA has disclosed to school that it is causing concern and why</u></p> <p><u>Stage 1 – Watching brief</u> Common Strands</p>  <p><u>Stage 2 – Light Touch</u></p>	<p>Intervention Strategies.</p>

<p><u>Notice to Improve</u></p>	<p>Common Strands</p> <ul style="list-style-type: none"> • School leadership identified as having capacity to deliver improvement. • LA Officer from Locality Team assigned. • Improvement Co-ordinator (link member of school leadership team) identified by school. • Assigned LA officer, SLT link meet. • Improvement Agenda agreed and related milestones. • Additional contacts / support agreed. • Financial contribution from school assessed. • School monitors / evaluates progress half termly against agreed criteria. • SIP engages with process through termly visits. • School able to demonstrate progress to assigned LA officer. • Where evaluation demonstrates insufficient pace move to Stage 3. 	
<p><u>Special Measures</u></p>	<p>Common Strands</p> <p>Stage 3 - Intensive Programme</p> <ul style="list-style-type: none"> • Lead LA project officer identified. • Lead officer takes more direct role in leading improvement strategy through forming strategic improvement project group. • Key priorities / activities / actions determined with school. • School Improvement Action Plan agreed. • LA statement of action drawn up. • Additional contacts / support agreed. • Financial contribution from school assessed. • SIP engages with process through termly 	<p>Intervention Strategies.</p>

	<p>visits.</p> <ul style="list-style-type: none"> • Strategic Improvement Project group meets regularly to monitor progress, maintain pace and move responsibility to school. • Formal objective monitoring / evaluation of progress by LA. • Redirection of resources / actions and re consideration of intervention options and use of statutory powers as appropriate. 	
<p>Warning notices / additional powers of intervention deployed in circumstances where schools refuse to engage constructively with support / intervention agendas or pace of improvement too slow.</p>		<p>Statutory Powers.</p>

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