

Report for Scrutiny – 29th April 2014

This report has been compiled following the request from the Scrutiny Committee of School Improvement Strategy of 29th January 2014. The Headings in the report relate to the numbering in this request.

1. School Improvement Strategy

The strategy for school improvement is defined by the ‘Securing School Improvement Protocol’ this is attached as Appendix 1.

2. Schools and Categories

The Local Authority categorises all schools as defined by the Protocol in part 1. This is shared with Headteachers and Chairs of Governors and is **confidential** to the school. The table below summarises the number of schools in each category:

Category	Primary	Secondary	Special/PRU	Total
1	41	2	2	55
2		7	3	
3	10	4	1	15
4	1	0	2	3
Total	52	13	8	73

The major focus for the School Improvement Team is on the 18 Schools in category 3 or 4. Occasionally there may be schools which are graded as ‘Good’ by Ofsted but which are LA ‘Category 3’ as we believe further challenge is needed to secure a judgement of ‘Good’ in the future.

Ofsted Categories

The following tables compare the percentage of schools in Telford and Wrekin in each Ofsted category with other authorities in the West Midlands and with National averages as published in March 2014.

All Schools

Rank	Area	G or O▼	O Outstanding	G Good	R Requires Improvement	I Inadequate
1	Herefordshire 22276 pupils in 92 school(s)	85.5%	10.8%	74.6%	11.2%	3.3%
2	Worcestershire 73242 pupils in 221 school(s)	84.2%	18.5%	65.7%	14.7%	1.1%
3	Solihull 36605 pupils in 75 school(s)	81.5%	28.7%	52.8%	7%	11.5%
4	Telford & Wrekin 26085 pupils in 66 school(s)	80.9%	11.5%	69.4%	18.3%	0.8%
5	Birmingham 162005 pupils in 333 school(s)	78.2%	25.7%	52.5%	17.2%	4.6%
6	Shropshire 36893 pupils in 147 school(s)	77.5%	9%	68.5%	18.6%	3.9%
7	England 72 10532 pupils in 19250 school(s)	77.1%	21.2%	55.9%	19.4%	3.6%
8	Warwickshire 70706 pupils in 213 school(s)	76%	23.6%	52.4%	20.9%	3.2%
9	Coventry 48135 pupils in 97 school(s)	73.1%	17.9%	55.2%	22.3%	4.6%
10	Staffordshire 114674 pupils in 354 school(s)	72.5%	10.7%	61.8%	25.2%	2.3%
11	Sandwell 49533 pupils in 107 school(s)	70.6%	19.1%	51.5%	29.4%	0%
12	Dudley 45590 pupils in 97 school(s)	64.7%	13.4%	51.3%	26.4%	8.9%
13	Walsall 44055 pupils in 97 school(s)	64.4%	22.1%	42.3%	22.8%	12.8%
14	Wolverhampton 36186 pupils in 86 school(s)	62.8%	11.9%	50.9%	29.7%	7.5%
15	Stoke-on-Trent 33225 pupils in 81 school(s)	60.5%	12.9%	47.6%	28.1%	11.3%

Primary Schools

Rank	Area	G or O ^v	O Outstanding	G Good	R Requires Improvement	I Inadequate
1	Worcestershire 38427 pupils in 178 school(s)	86.3%	12.3%	74%	12.8%	0.9%
2	Sandwell 31613 pupils in 92 school(s)	84.3%	17.6%	66.6%	15.7%	0%
3	Herefordshire 12466 pupils in 77 school(s)	83.1%	12.3%	70.8%	16.9%	0%
4	Solihull 19655 pupils in 61 school(s)	82.7%	28.6%	54.1%	12.9%	4.4%
5	Shropshire 20639 pupils in 127 school(s)	80.5%	8.3%	72.2%	15.2%	4.3%
6	Birmingham 93995 pupils in 261 school(s)	80.2%	19.7%	60.6%	17.1%	2.7%
7	England 4137862 pupils in 16189 school(s)	79.5%	18.2%	61.3%	18.1%	2.4%
8	Telford & Wrekin 15040 pupils in 53 school(s)	78.5%	11.8%	66.7%	20.1%	1.4%
9	Dudley 26565 pupils in 77 school(s)	78.5%	10.1%	68.4%	18%	3.5%
10	Warwickshire 39351 pupils in 180 school(s)	75.3%	13.3%	62%	21.4%	3.3%
11	Staffordshire 61067 pupils in 287 school(s)	74.1%	13.6%	60.5%	21.5%	4.4%
12	Coventry 27980 pupils in 79 school(s)	70.1%	7%	63.2%	26.7%	3.2%
13	Stoke-on-Trent 21695 pupils in 68 school(s)	68.8%	14.9%	53.9%	20.7%	10.5%
14	Walsall 24345 pupils in 79 school(s)	65.3%	17%	48.3%	26.5%	8.2%
15	Wolverhampton 22040 pupils in 70 school(s)	61.5%	6%	55.5%	30.1%	8.3%

Secondary Schools

Rank	Area	G or O ^v	O Outstanding	G Good	R Requires Improvement	I Inadequate
1	Herefordshire 9810 pupils in 15 school(s)	88.5%	9%	79.5%	3.9%	7.6%
2	Telford & Wrekin 11045 pupils in 13 school(s)	84.1%	11.1%	73%	15.9%	0%
3	Worcestershire 34815 pupils in 43 school(s)	81.9%	25.4%	56.5%	16.9%	1.2%
4	Solihull 16950 pupils in 14 school(s)	80.2%	28.8%	51.3%	0%	19.8%
5	Coventry 20155 pupils in 18 school(s)	77.2%	33.1%	44.1%	16.2%	6.6%
6	Warwickshire 31355 pupils in 33 school(s)	76.8%	36.5%	40.2%	20.3%	3%
7	Birmingham 68010 pupils in 72 school(s)	75.4%	34.1%	41.4%	17.4%	7.2%
8	England 3072670 pupils in 3061 school(s)	73.8%	25.3%	48.5%	21.1%	5.1%
9	Shropshire 16254 pupils in 20 school(s)	73.7%	9.9%	63.7%	22.9%	3.4%
10	Staffordshire 53607 pupils in 67 school(s)	70.7%	7.3%	63.3%	29.3%	0%
11	Wolverhampton 14146 pupils in 16 school(s)	64.7%	21%	43.6%	29.1%	6.3%
12	Walsall 19710 pupils in 18 school(s)	63.3%	28.4%	35%	18.3%	18.4%
13	Sandwell 17920 pupils in 15 school(s)	46.4%	21.6%	24.9%	53.6%	0%
14	Dudley 19025 pupils in 20 school(s)	45.5%	18.1%	27.4%	38.2%	16.4%
15	Stoke-on-Trent 11530 pupils in 13 school(s)	44.9%	9.2%	35.7%	42.1%	13%

3. Schools Below Floor

KS2 Schools Below Floor

2013		% Meeting Floor Standard			
Centre	Y6 NOR	L4+ R/W & Maths	2 Levels of Progress Reading	2 Levels of Progress Writing	2 Levels of Progress Maths
National Threshold		60	91	95	92
Dawley Church of England Primary School	17	59	82	82	88
Ladygrove Primary School	40	55	82	92	64
Queenswood Primary School and Nursery	17	29	82	94	24
Wombridge Primary School	27	56	89	93	63
2012		% Meeting Floor Standard			
Centre	Y6 NOR	L4+ English & Maths	2 Levels of Progress English	2 Levels of Progress Maths	
National Threshold		60	92	90	
Millbrook Primary School	27	56	88	70	
Ladygrove Primary School	40	0	75	70	

NB In 2012 Ladygrove was below the floor because no data was recorded.

2011		% Meeting Floor Standard		
Centre	Y6 NOR	L4+ English & Maths	2 Levels of Progress English	2 Levels of Progress Maths
National Threshold		60	87	86
Millbrook Primary School	42	52	74	67
Queenswood Primary School and Nursery	13	46	77	62
Short Wood Primary School	60	37	64	62

KS4 Schools Below Floor

2013		% Meeting Floor Standard		
Centre	NOR	5+ A*-C Incl Eng & Maths	3 Levels of Progress English	3 Levels of Progress Maths
National Threshold		40	73	73
Lord Silkin/Lakeside	128	34	44	49
Phoenix	150	36	39	57

2012		% Meeting Floor Standard		
Centre	NOR	5+ A*-C Incl Eng & Maths	3 Levels of Progress English	3 Levels of Progress Maths
National Threshold		40	70	70
Phoenix	152	36	36	52

2011		% Meeting Floor Standard		
Centre	NOR	5+ A*-C Incl Eng & Maths	3 Levels of Progress English	3 Levels of Progress Maths
National Threshold		35	74	66
Sutherland	57	33	57	44

4. Key Stage 4 by School Type 2013

	School type	NoR	% of pupils making expected progress		% 5+ A*-C GCSEs (or equivalent) including En & Ma
			English	Maths	
Abraham Darby	Academy Sponsor Led	127	73%	78%	61%
Adams Grammar	Academy - Converter Mainstream	105	99%	100%	99%
Blessed Robert Johnson	Voluntary Aided School	105	78%	53%	50%
Burton Borough	Community School	203	77%	70%	71%
Charlton	Foundation School	225	65%	73%	60%
Ercall Wood	Foundation School	150	61%	65%	54%
HLC	Community School	173	68%	63%	47%
Lakeside	Academy Converter - MAT	128	44%	49%	34%
Madeley	Academy Sponsor Led	176	79%	50%	52%
Newport Girls	Academy - Converter Mainstream	56	100%	100%	100%
Phoenix	Academy Converter - MAT	150	39%	57%	37%
Sutherland	Academy Converter - MAT	104	50%	62%	50%
Thomas Telford	City Technology College	171	98%	92%	96%
Wrockwardine Wood	Academy Converter - MAT	159	62%	62%	57%
England All Schools					59%
Telford and Wrekin			68%	66%	59%
Academy		1005	65%	66%	57%
Maintained		856	69%	66%	58%
CTC		171	98%	92%	96%

All Academies are included in this data, this includes the two Grammar Schools which are selective and the Multi Academy Trust Schools which converted to Academy Status just before the exams.

5. Trend Data for Children in Care

Key Stage / Measure		2011 Telford and Wrekin	2012 Telford and Wrekin	2013 Telford and Wrekin	National 2013
Key Stage 2: Average Point Score	All	27.4	28.1	28.0	28.3
	CiC	NA	24.0 (11)	19.4 (15)	24.1
	Non CiC	NA	28.2	28.1	28.4
Key Stage 2: Reading, Writing and Maths Combined at Level 4	All	NM	NM	74%	75%
	CiC	NM	NM	13% (15)	45%
	Non CiC	NM	NM	75%	76%
Key Stage 4: Capped Average Point Score	All	345.0	351.0	348.7	338.3
	CiC	251.6 (5)	274.4(24)	246.8 (18)	231.0
	Non CiC	345.2	352.0	349.5	339.1
Key Stage 4: 5 A*-C including English and Maths	All	58%	61%	58%	60%
	CiC	0% (5)	46% (24)	22% (18)	20%
	Non CiC	58%	61%	59%	60%

Where NA recorded this data was not available.

Where NM recorded, this data was not measured

6. Predicted Outcomes for CiC 2014

All predictions below are based on current performance of students, not targets, and are therefore more conservative.

Key Stage 2 - Academic Year – 2013 / 14

- 26 children in current cohort of which 10 [39%] children have a statement of SEN
- 9 [35%] children expected to achieve level 4's for Reading , Writing, Maths
- 3 [11%] children are on the border [3a/4c] – additional interventions are in place to support these children and if they do achieve this would put us in line with National for 2013.
- 11 children are expected to achieve level 3's
- 3 children are not expected to sit the SATs tests as they are in Independent Specialist provision

Key Stage 4 - Academic Year – 2013 / 14

- 28 children in current cohort of which 7 [25%] children have a statement of SEN
- 6 [21%] children expected to achieve 5 A* - C including English and Maths GCSE (in line with National for 2013)
- 14 [50%] children expected to achieve 5 A* - G GCSE
- 18 [64%] children are expected to achieve at least 1 A* - G GCSE
- 4 children are in specialist provision

7. Role and Impact of Virtual Head

The Virtual Head has raised the profile of Children in Care in all schools; this has further engaged schools around the importance of additional support for Children in Care. In this role the Virtual Head is able to work with the School Improvement Advisers for those schools who have purchased the Core Package to ensure that the progress of Children in Care is on the agenda for termly meetings.

Changes to the Pupil Premium grant have enabled the Virtual Head to keep closer monitoring on how schools spend this to support Children in Care. It is now possible to stipulate conditions to the Pupil Premium and it is our intention to withhold payments to schools who don't meet these conditions from April 2014. The high profile of the Pupil Premium with Ofsted has ensured that training provided by the Virtual Head on use of Pupil Premium for Children in Care to narrow the attainment gap has been well attended.

There are now more productive relationships between the Virtual Head and social workers, both in and out of borough, to ensure that educational provision is high on the agenda when supporting young people or considering suitability of placements. The Virtual Head sits on the new Placement Stability Panel for Children in Care. There is also an expectation that the social care team consults the Virtual Head before any students changes care placement to consider the suitability of education placements.

There has been a marked increase in stability of educational placements. In addition, the Virtual Head regularly monitors the quality of the Personal Education Plans for Children in Care and provides training for both Social Workers and Schools where these are not of high enough quality.

There are strong links between the Virtual Head and the school based Designated teachers for Children in Care. The Virtual head has led training for both Designated Teachers and Designated Governors for Children in Care. Reviews of Governance in some schools indicate that there is a greater challenge from Designated Governors on behalf of Children in Care.

The effectiveness of the Corporate Parenting Team has historically been limited by the quality of tracking data presented by schools. There has been a focus from the Virtual Head on designing effective systems for recording this data. Attainment and Attendance data is now collected termly for all Children in Care. In borough provisions are good at responding to this and we have a comprehensive set of data. Out of borough provisions are improving at sending this data and this is now much more complete. Where specialist out of borough provisions are less good at returning the data the Virtual Head is working with the Commissioning team to build expectations into contracts.

Analysis of attainment and attendance data is used to challenge schools where appropriate support is not being used to drive up the attainment of Children in Care. The Inclusion Mentor is allocated to students particularly at key transitions such as when a child goes into care or changes school. With many factors affecting the attainment of children in care it is hard to measure with any certainty the impact of the Inclusion Mentor. However, feedback from Schools suggests that this work has a big impact on placement stability, emotional resilience within education and therefore attainment.

The Children in Care Specialist and the Children in Care Advisory Teacher have both left the service which means that the Corporate Parenting Team has been redesigned in the current re-structure. A new Children in Care Lead Teacher post has been created at a senior level and to further Inclusion Mentors will be appointed along with a Data Tracking Officer.

8. Trend Data by Ethnicity

Key Stage / Measure		2011 Telford and Wrekin	2012 Telford and Wrekin	2013 Telford and Wrekin	National
Key Stage 2: Average Point Score	All	27.4	28.1	28.0	28.3
	White British	27.6	28.2	28.1	28.5
	White / Black	27.2 (29)	27.9 (31)	28.1 (29)	27.7

	Caribbean				
	White / Asian	27.2 (14)	28.4 (21)	29.0 (19)	29.4
	Indian	28.2 (38)	28.0 (33)	29.6 (44)	29.6
	Pakistani	22.6 (53)	25.5 (39)	24.4 (57)	27.6
	Black African	24.6 (15)	26.4 (14)	30.5 (22)	28.1
Key Stage 2: Reading, Writing and Maths Combined at Level 4	All	NA	NA	74%	75%
	White British	NA	NA	75%	76%
	White / Black Caribbean	NA	NA	79% (29)	72%
	White / Asian	NA	NA	74% (19)	81%
	Indian	NA	NA	89% (44)	83%
	Pakistani	NA	NA	46% (56)	71%
	Black African	NA	NA	91% (22)	75%
Key Stage 4: Capped Average Point Score	All	345.0	351.0	348.7	338.3
	White British	343.9	348.6	347.3	340.1
	White / Black Caribbean	330.4 (35)	347.8 (41)	339.9 (39)	329.5
	White / Asian	351.6 (14)	344.9 (11)	352.7 (20)	357.7
	Indian	399.0 (39)	392.7 (49)	395.3 (46)	372.4
	Pakistani	337.0 (36)	342.6 (45)	311.4 (41)	341.1
	Black African	368.2 (7)	360.4 (18)	369.8 (12)	340.9
Key Stage 4: 5 A*- C including English and Maths	All	58%	61%	58%	60%
	White British	58%	61%	58%	60%
	White / Black Caribbean	46% (35)	56% (41)	51% (39)	54%
	White / Asian	57% (14)	55% (11)	55% (20)	69%
	Indian	85% (39)	78% (49)	78% (46)	75%
	Pakistani	50% (36)	47% (45)	39% (39)	55%
	Black African	43% (7)	56% (18)	58% (12)	61%

b) Measures to Address Performance at Key Stage 2

Action 1

All schools received an annual report from the School Improvement Service. This report is sent to the Chair of Governors and Headteacher, and is an agenda item on the Autumn Full Governing Body meeting. The report includes:

- a full evaluation of the school's performance;
- clear development points to secure improvements in performance;
- it is recommended that these development points are used to inform all performance targets for Headteachers and teaching staff.

Action 2

All schools causing concern (Category 3 under the School Improvement Protocol) have a half termly meeting at which the Headteacher and Chair of Governors are held to account for pupil progress. This includes:

- analysis of pupil progress data in each class, across each year group and key stage;
- analysis of judgements on the quality of teaching linked to pupil progress data;
- HR support and challenge for schools who are managing staff capability to secure good teaching;
- evidence of impact of actions taken to improve pupil progress;
- recommendations of support to secure good progress.

Action 3

Schools who have bought the Traded Service core package (92%) receive a termly adviser visit. Whilst this is the school's own agenda it includes:

- termly focus on pupil progress data and impact of actions taken to improve performance;
- data is analysed at class level and in some cases individual pupil level;
- actions are agreed to accelerate progress where needed and future meetings focus on impact.

Action 4

Schools that have vulnerable data also have the opportunity to receive support and challenge from their attached adviser. This includes:

- data analysis on a termly basis;
- evaluating outcomes of data analysis to write a termly improvement plan;
- evaluating the impact of actions taken to improve performance;
- governor representatives are also involved in some schools.

Action 5

An extensive range of courses are available for schools and governors to support them in raising rates of progress. These include:

- assessment updates;
- maths updates/network meetings;
- English updates/network meetings;
- whole school self evaluation using data;
- developing subject knowledge in maths and English;
- developing subject knowledge in grammar;
- developing subject knowledge in reasoning and communication;
- effective teaching of phonics.

Action 6

Extensive bespoke consultancy support which includes a focus on:

- all aspects of the teaching of English;
- all aspects of the teaching of maths;

- coaching senior leaders and middle leaders in monitoring the quality of teaching and impact on pupil performance;
- undertaking lesson observations to improve performance;
- undertaking scrutinies of pupils' books to identify strengths and weaknesses;
- undertaking interviews with pupils to evaluate the effectiveness of teaching on raising rates of progress;
- writing school improvement plans;
- evaluating the impact of measures taken to accelerate pupil progress;
- the governors' 'critical friend' role in raising achievement;
- strengthening governors' skills in evaluating pupil performance data.

The focus for support and challenge for schools is on those schools where data shows that there is underperformance and this leads to a Local Authority categorisation of 3 or 4. There is also support for schools through the traded service where schools buy this through either the core package or through bespoke consultancy sessions. There are therefore some schools with which there is limited engagement. Furthermore, processes which were expectations in the past, such as the LA collecting and collating schools targets, have been abolished by the current government. It is therefore not possible to predict or project likely outcomes for attainment. However, as always, the focus on those schools in category or where there is a relationship is always on increased student progress and this will therefore have a positive impact on attainment.

Appendix 1 – Securing School Improvement Protocol

Appendix 2 – Analysis of Trend over time at Key Stage 2

Securing School Improvement Protocol

(March 2014)

**Detailing the monitoring, support, challenge and intervention
for school improvement in Telford & Wrekin Schools.**

1. Introduction

There are many successful schools in Telford & Wrekin and the Council is committed to work in partnership with all schools to ensure that every pupil receives a good quality of education and achieves excellent outcomes.

This policy contributes significantly to achieving the priorities of Telford & Wrekin Council, to ensure the education and personal development needs of all children and young people are effectively addressed.

The policy outlines the strategies used by the Local Authority (LA) to ensure that all schools are supported and monitored effectively, that early identification of emerging issues is noted and acted upon, and intervention, where needed, is timely and well planned. It is also used to help make good schools better.

The School Improvement Service has the key responsibility within the Council for monitoring, evaluating and reporting on the quality of education and standards of attainment and achievement in all Telford & Wrekin schools, and for planning the targeted intervention in those schools where significant improvement is necessary.

It is not expected that a school will be placed within an intervention category based on one criterion. Some criteria carry more weight than others but a collection of criteria, each separately indicating a minor concern, may suggest the need for support and intervention. The LA expects its officers/partners to take a pragmatic and reasoned approach to intervention and has a successful record in doing so. The action that will need to be taken by the LA and its schools is also detailed and clearly identifies what will happen if a school needs support.

We remain committed to working in partnership with schools building upon successful practice.

Jim Collins

Assistant Director Education & Skills

2. Key Principles

- Successful schools and effective school improvement depend on high quality leadership and management and improving professional practice.
- School improvement relates equally to the inclusion of all children and young people, through personal and social development, broader educational outcomes and experiences, and to what is measured by national assessments.
- Personal and professional needs and relationships are highly valued and are central to the process of school improvement.
- Relationships between schools and the LA are based on mutual trust, empathy and openness with secure processes for collaboration and consultation.
- Successful schools and Local Authorities listen to the views of learners, parents/carers, the local community and other stakeholders and include their views in Improvement Plans.

The LA has a key role in monitoring, supporting, challenging and intervening in partnership with schools and colleges across the Borough.

These four key tasks are defined as follows:

Monitoring

The regular and systematic collection and analysis of a wide range of performance data (qualitative and quantitative), in conjunction with schools' self-evaluation processes, in order to inform school and LA strategic planning and quality assurance processes, and to ensure that statutory requirements are met.

Supporting

Working in partnership with schools to address identified needs, either directly or through brokerage of external providers. The LA's system is designed to ensure that schools receive sufficient and timely support to address identified concerns.

Challenging

Working in partnership with schools to ensure that opportunities for improvement are recognised and exploited to the full so that pupils' achievements, personal development and well-being are maximised through the effective use of rigorous school self-evaluation.

Intervening

Schools are responsible for their own performance and improvement. The LA is able to provide support for schools in their own self evaluation. Where performance, self-evaluation, plans for improvement or other aspects of leadership are judged to be inadequate or failing to make rapid improvement to secure good overall effectiveness, the LA will use its powers of intervention to ensure that the school's performance improves. Successful school improvement strategies should lead to improved achievement and learning, quality of teaching and leadership and management.

The supported self-evaluation cycle

LA officers, advisers and partners will work with all school leaders, including Governors, in supporting school self evaluation. The allocation of support throughout the year is differentiated according to need or the level of support which the school chooses to purchase from the LA.

Schools in Category 3 and 4 will be required to produce a Raising Achievement Plan and this will be rigorously monitored by the School Improvement Team to ensure that the school is making rapid and sustained progress to be good or better. Additional support to schools in Category 3 and 4 will be identified in Raising Achievement Plans (RAPs) for those schools.

3. The Role of the Local Authority in Quality Assuring performance in Academies

The Local Authority has a clear role in quality assuring all provision across the borough, whether this is maintained schools and settings or academies.

The Local Authority will undertake an annual assessment of provision for all settings, using all available data. The annual assessment of provision will be encapsulated within the Annual Report for the setting, this will also include the Local Authorities categorisation for the setting. The Annual Report will be sent to the Head teacher and the Chair of Governors, Trust Board or Sponsor.

It is our aim to work in partnership with all providers in the borough. It is therefore always preferable to prepare any annual report and categorisation process in partnership and discussion with the setting.

Where there is a concern over any aspect of provision in an academy (category 3 and 4), the following hierarchy of processes will be followed:

1. There will be an informal discussion with the Head teacher, seeking a rapid response and appropriate actions (detailed in a RAP).
2. There will be an informal discussion with the Trust Board or Sponsors seeking a rapid response and appropriate actions.
3. Where there is no appropriate response to steps 1 or 2 there will be formal written communication with the Head teacher seeking a rapid response and appropriate actions.
4. There will be formal written communication with the Trust Board or Sponsors seeking a rapid response and appropriate actions.
5. Should there be no engagement in the process through the previous steps or if the concern continues, the LA will formally write to the Secretary of State and Ofsted to outline the details of this concern.

3. Purpose

The purposes of the LA's work with schools in the self evaluation cycle is:

- to support schools in becoming autonomous, self evaluating and successful inclusive institutions where overall effectiveness is judged to be good or better;
- to support schools within the process of self-evaluation, challenging them to make full use of the range of evidence available in order to identify success and good practice and determine priorities for improvement;
- to identify and share good practice within and across schools;
- to encourage schools to set challenging targets for improvement;
- to link, where relevant, the school's needs to the LA support plans;
- to evaluate the effectiveness of schools' plans in implementing national policy and raising standards;
- to identify schools where intervention may be necessary, including structural solutions;
- to determine, in partnership with schools, the nature and extent of support to be provided through LA and other services;
- to support Governing Bodies in discharging their responsibilities through an effective balance of challenge and support to secure good or better overall effectiveness.

Support for all Schools

The School Improvement Team can provide support for all schools for the following:

- recruitment of a new headteacher and deputy headteacher in community and voluntary controlled schools (statutory requirement); and in voluntary aided, foundation schools, trust schools or academies, if requested by the governors;
- quality assurance of the school's processes for monitoring newly qualified teachers;
- visits, as required, to monitor the administration and/or special arrangements for end of phase tests and assessments;
- visit to meet with members of inspection teams and attend OfSTED inspection feedback meetings;

- additional visits to follow up specific serious allegations, issues or incidents e.g. child protection or financial audit report or critical incident. This is likely to happen in collaboration with Officers from Safeguarding or Finance or other appropriate sections of Children, Young People and Families (CYPF).

Supporting Improvement

In order to implement this policy and to provide the required support for all schools, the LA will:

- a) demonstrate total commitment to school improvement and fulfil our priority of improving the educational achievement of all young people and promoting widespread participation in effective learning opportunities;
- b) use its powers of intervention if needed;
- c) support schools to self-evaluate their own performance through validation and moderation;
- d) respond promptly to requests for support and advice;
- e) make all headteachers and chairs of governors aware of the category in which their school is placed and reasons for such categorisation;
- f) work with the Dioceses, where appropriate, to secure improvement for individual schools;
- g) ensure that appropriate officers co-ordinate the support and intervention for a school drawing on appropriate services;
- h) broker and commission support for schools which cannot be found within the Council's services;
- i) monitor the progress of all schools and provide feedback to the Assistant Director Education & Skills;
- j) identify successful practice and disseminate this as far as possible;
- k) respect the confidentiality of the school;
- l) avoid the creation of a dependency culture respecting each school as an autonomous, self-governing organisation;
- m) treat schools as unique institutions in respect of the support provided.

In implementing the Securing School Improvement Policy the LA will expect a school to:

- a) respond positively to the advice, support and challenge provided by the LA;
- b) monitor, review and evaluate its own progress;
- c) work with the LA to develop, and implement within agreed timescales, an action plan for the required improvements;
- d) involve the governing body and/or Diocese in the improvement process;
- e) allocate resources to target the areas requiring most support;
- f) encourage all staff to be pro-active in helping it make the required improvements, providing additional training and support if needed;
- g) provide constructive feedback to the LA on its school improvement functions;
- h) sustain and build upon the improvements once these are achieved;
- i) remain independent and autonomous, taking full responsibility for its own improvement and ultimate performance.

4. Identifying the level of Support for Schools

The LA has set out five strands of evidence criteria which will be used to identify a school which requires advice and support and, if needed, intervention. The five strands are:

- Pupils' achievement
- Pupils' behaviour and safety
- Quality of teaching
- Effectiveness of Leadership and Management
- Organisational change and temporary situations

It is not expected that a school will normally be identified as requiring additional support or intervention based on one criterion alone. The use of the criteria will allow the LA to identify issues where a school may need temporary support and advice. The criteria do not carry equal weight, nor are they written in a hierarchical way but they will assist in identification of need and raise achievement.

Schools will be identified as requiring additional support where they do not meet some of the criteria in the following headings:

Strand 1; Outcomes for individuals and groups of pupils:

The school provides at least satisfactory and improving standards of education specifically:

- Attainment levels in statutory tests or examination results which are at least at the national average or above the national floor standards.
- Progress measures which are at least at the national average.
- Attainment levels which have improved over time as shown by rolling averages.
- Aspirational targets based on the prior attainment of the pupils.
- No statistically significant variations between the performance of girls and boys, between different ethnic groups or between individual groups of pupils, including FSM and CLA.

- Attainment in the foundation subjects is at least in line with the national expectations as indicated by OfSTED inspection outcomes.
- Learners make a positive contribution to the community and develop skills that contribute to future economic well-being.
- Attention is given to pupil care. Schools effectively develop well-being and spiritual, moral, social and cultural development.
- Impact of pupil consultation and involvement is evident.

Strand 2; Pupils' Behaviour and Safety

- Good attendance and punctuality at school and in lessons.
- Good conduct in lessons and around the school.
- Positive behaviour and attitudes from young people which demonstrate that they have respect for one another and for adults.
- There are consistently low numbers of exclusions either permanent or fixed term.
- Pupils, parents and carers hold positive views about the behaviour and safety within the school.

Strand 3; The Quality of Teaching & Learning

- Consistently good or better teaching across the school that contributes to good progress of all pupils.
- Teachers assess pupils' progress, provide constructive feedback and plan lessons to match their needs.
- Teachers and other support staff stretch each individual pupil including pupils with disabilities and those with special educational needs.
- Good relationships between pupils and staff.
- Effective use of intervention and support staff to improve student outcomes to be good or better.

- Effective teaching to support all pupils to read fluently and develop their skills in literacy and mathematics.
- Implementation of key policies for inclusion, equal opportunities, disability, race and safeguarding (including child protection).
- Effective use of environment to meet pupils' learning needs.

Strand 4; Effectiveness of Leadership and Management

Leadership and Management at all levels is at least good with the head teacher and senior staff giving clear direction on how the school should improve based on accurate evaluation of the school's strengths and weaknesses.

- Effectiveness of Leadership Team in embedding the school's vision, ambition and driving improvement in their achievement.
- Effectiveness of the leadership team including governors in monitoring and improving teaching and learning.
- Appropriate and rigorous appraisal and performance management systems in place which result in improved teaching and learning and pupil performance.
- Effective financial, resource and personnel management which results in improved pupil outcomes.
- Confidence in the head teacher and senior leadership team by the staff, parents and governors.
- Good quality advice and guidance relating to course and career choices.
- Positive impact of care, advice, guidance and support on learners' progress, personal development and well-being.
- Range of extra curricular or extended learning activities.
- Making the required statutory returns to government or the LA within the required timescales.
- Adherence to significant advice from officers and/or external agencies where to do otherwise would prejudice the school's future and/or legal standing or children and young people's well being.

- Effective support and professional development for all staff including newly qualified teachers.
- Minimal level of parental complaints about the school.
- Appropriate attention and consideration given to health and safety issues.
- The accuracy of the school's self evaluation and the use made of its findings to drive improvement.
- The school has capacity for sustaining improvements.
- Appropriate response to complaints/allegations about bullying and harassment.
- Strategic planning which reflects and promotes the school's ambitions and goals.
- Linking and engaging with the community and other partners of the school e.g. church or faith groups, partner schools, government agencies, voluntary sector and other agencies.
- Accurately self-auditing and self-evaluating the school's progress, improvement and achievement.
- Governors appropriately monitoring and evaluating the work of the school and fully holding the school to account for its performance.
- Good relationships amongst staff and between staff and pupils.
- Middle leaders are strategic and are impacting on standards of achievement and teaching and learning.

Strand 5; Organisational Change and Temporary Situations

These situations are beyond a school's normal experience and may be beyond a school's control:

- significant changes in the Senior Leadership Team;
- significant staff absence or vacancies which might potentially impair the school's ability to make progress in the short or longer term;
- significant number of new or temporary staff which might potentially stall the school's progress in the short or longer term ;
- concern over the numbers of staff leaving the school within a short time frame for unexplained reasons, or frequent staff absences, or failure to recruit;

- significant new building works or temporary accommodation or transfer of accommodation which might potentially impair the school's progress in the short or longer term;
- a disproportionately large number of pupils leaving or entering the school;
- school experiencing or planning for review, re-organisation, merger or closure which might potentially impair the school's progress in the short or longer term;
- school experiencing a difficult, unusual or unique situation which might impair its ability to sustain its progress and performance such as ill health of a child or adult; serious incident in school; fire or serious vandalism.

5. Categories of Schools

The LA will use four categories to classify the intervention level of support that a school will receive. The level of support will depend on the seriousness of the indicators and the temporary nature of the support needed. The categorization will be dependent on the individual needs of the school and there may be circumstances where a school could move from a category 1 straight to a category 3 for example in the case of significant changes in leadership or high level of appropriate parental concerns or complaints.

Category One

Those schools which have no significant issues raised from the identification criteria and are deemed by the LA to have practice worthy of sharing with other schools across the Borough. They will consistently set challenging targets year on year and meet or exceed them and will have a recent, good or outstanding OfSTED report demonstrating that they have no significant issues in the school's RAISE online data when compared to similar schools, prior attainment or progress measures.

Category Two

Those Schools that require additional support, advice and visits are those that have not met 2 or more of the criteria in strands 1 to 4; or in exceptional circumstances those listed in strand 5. This support can be brokered in from the LA School Improvement Team by the Traded Service model of delivery.

Category Three

Those schools which have been within Category Two and which have not made the progress expected within twelve months; or those where there are serious concerns.

It is recognised that, when a school is identified as needing additional support in line with this protocol, this may initially cause concern for school staff. For example some staff may perceive that they will be expected to manage an excessive workload and to work long hours. This in turn may cause additional stress to staff.

Heads and governors should make it clear at the outset to all staff what Category Three means for their school and to establish that the emphasis will be on working smarter. A Raising Achievement Plan (RAP) will be published and shared with all staff outlining the additional support that the school will receive in order to ensure that improvement can occur. In a few cases there may be individual capability issues identified and if so the aim will be to improve an individual's capability using the appropriate policies and support.

Assistance from Telford and Wrekin Council's Human Resources and the Occupational Health Team can be accessed if there are concerns about stress levels within a school.

Category 3 schools will be subject to intervention from the LA which will always include the following:

- Joint monitoring activity to validate SLT judgements and validate next steps .
- Joint writing of a RAP to align support, prioritise need and provide clear pathways for continuity and progression.
- Termly review of the RAP and progress data to ensure impact against the success criteria.

In addition the LA is able to offer the following activities by a Traded Service model of delivery:

- A programme of co-coaching to increase confidence levels of staff and improve subject knowledge by sharing good practice.
- Dual lesson observations with middle or senior leaders with a view to improving the percentage of good teaching and pupil progress and to build leadership capacity.
- Additional lesson observations focused on teaching and pupil progress to follow up identified whole school issues outside of performance management time.
- Joint book scrutiny with middle and senior leaders to review pupil progress and build leadership capacity
- Review of monitoring evidence base and practice including tracking and intervention system.
- Pupil or student interviews to review the impact of provision on learning.
- Brokered support from NLE, LLE or other local school.

A senior school improvement officer will chair a school specific Review Team each half term and will report through minutes to the school and senior officers on the improvement made by the school. Members of the Review Team will be appointed as deemed necessary. Details of the role and possible membership of the Review Team are found in *Annexe 1*.

It is anticipated that schools subject to such targeted support and intervention will secure satisfactory progress against the key targets within one year, though in exceptional circumstances this period may be extended.

If the progress made by the school is inadequate despite the LA support received, the Assistant Director Education & Skills will report the matter to the Director of Children's Services and recommend that a review of the leadership of the school is undertaken and formal capability procedures are explored. At this point, the school will be subject to a formal LA warning notice and an escalation to **Category Four** status.

Category Four

This category has two sub-categories:

4a (Schools issued with a formal warning notice by the LA)

Those schools which the LA judges to have failed to make rapid and sustained progress to secure good or better outcomes despite the LA support provided to them, or those schools that have been deemed by OfSTED to Require Improvement and have then failed to make adequate progress on a subsequent Section 8 monitoring visit. The LA could take serious action such as:

- removal of delegated powers;
- appointment of additional governors;
- establishment of an Interim Executive Board (IEB);
- contacting OfSTED to request an inspection;
- consideration of a structural solution.

The Council considers that this is unlikely to happen or the sanctions exercised if all parties co-operate towards securing improvement.

4b (External categorisation)

Those schools that are categorised by OfSTED as:

- Having **Serious Weaknesses**.
- Requiring **Special Measures**.

These schools will receive substantial additional visits, challenge, advice and support. In addition to that given to **Category 3** schools.

However, in the early stages, where appropriate, weekly visits will take place to help to secure the action plan and subsequent remedial action.

The school's LA Statement of Action will be completed. This will be discussed first with the Director of Children's Services, aligned with the school action plan and then be sent to OfSTED.

The School Improvement Team will produce appropriate documentation and regular feedback for the Assistant Director Education & Skills on the school's progress.

A formal review of progress will be undertaken by staff from School Improvement. A report will be written and shared with staff and governors. The Service Delivery Manager will meet termly with the governors to review the school's progress with them. He/she will attend the feedback sessions from any HMI monitoring visits together with the School Adviser wherever possible.

If the progress made by the school is inadequate despite the LA support received, the Assistant Director Education & Skills will report the matter to the Director of Children's Services and recommend that a review of the leadership of the school is undertaken and formal capability procedures are explored and this may include use of statutory powers as described under Category 4a.

In addition to the above, the LA will, where appropriate:

- provide regular telephone contact;
- meet regularly with the headteacher;
- ask officers to attend governing body meetings;
- undertake a review of the effectiveness and impact of the governing body;
- advise on recruitment and on appointment to any staffing vacancies;

- broker the secondment of staff from other schools into the school;
- identify additional resource needs;
- provide training for governors and staff;
- assist with public meetings for parents;
- broker an associate headteacher or senior staff to strengthen the leadership and management of the school;
- review any additional projects that the school is involved in to ensure that they are refocused to meet the priorities for improvement;
- consider and respond to any reasonable request for advice and support.

Schools will remain at this stage until they are removed formally by OfSTED.

Category 3 / 4 Meetings

Role

The role of the LA includes contributing to the:

- assessment of the causes of concern about the school;
- devising and updating of the intervention/action plan for improvement;
- monitoring of, and reporting on, the implementation of the plan;
- successful removal of the causes for concern.

Membership

The membership of the LA Review Team could vary depending on the particular causes for concern at the school. However, the core membership is likely to be drawn from:

- Officers of the School Improvement Team, one of whom will lead the Team and chair the meetings.
- Attached Adviser.
- Staff from Inclusion Support Services eg Educational Psychologist, Education Welfare Officer, and Behaviour Support Team member.
- Staff from other areas of support services e.g. Finance Officer, HR Officer, and Capital & Facilities Officer.
- Others as deemed relevant and necessary.
- The Head and/or senior management, and Chair of Governors, of the school causing concern will also attend review meetings.

Annexe 1

Review meetings will be held each half term and will focus on aspects of work related to the intervention/action plan. A consistent format will be used to monitor progress on the following areas:

- Human Resources
- Finance
- School Developments
 - Raising Achievement Plan update
 - Evidence and judgements from monitoring
 - Pupil progress data
 - Attendance
 - Exclusions
 - Leadership and management concerns
 - Exit Strategy

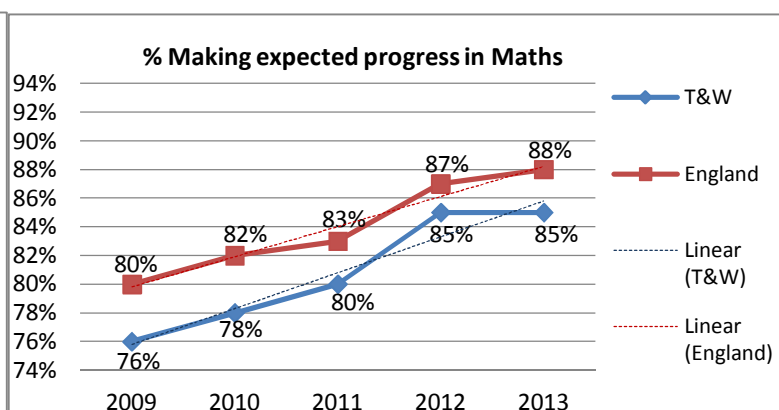
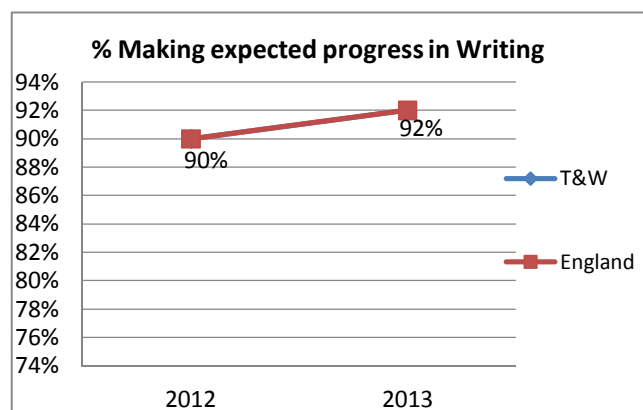
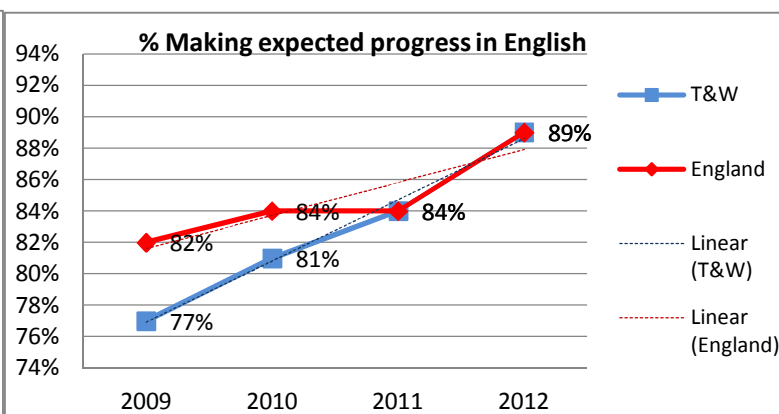
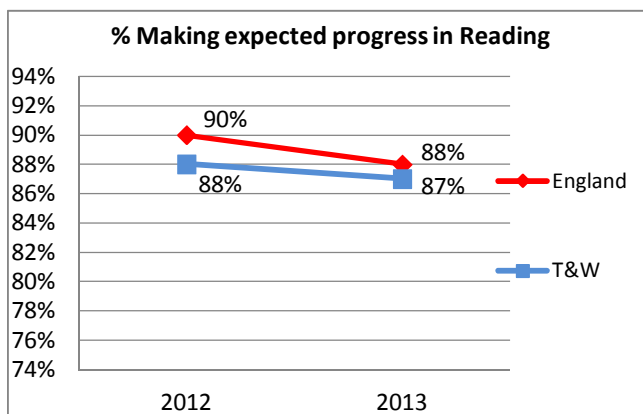
Only after a review meeting, will the category of a school (Category 3 and 4 only) be changed, except where a school is entering a category for the first time. Such changes will be made in discussion with the school.

Protocol for School Reviews

<p>Initiated and led by the LA at no cost to the school.</p>	<p>Type 1</p>	<p>A LA initiated review</p> <p>This may be initiated for a variety of reasons.</p> <ul style="list-style-type: none"> • The Director of Children’s Services may order a review to investigate a particular aspect of concern • There may be continued concerns raised about the school from stakeholders, LA officers or Ofsted, and a review is considered the most appropriate way to establish a clear way forward.
<p>A school may request the support of the School Improvement Team as part of the school’s routine self evaluation processes. These reviews are part of the Quality Assurance processes of the school and will be delivered by a Traded Service model of delivery.</p>	<p>Type 2</p>	<p>A school initiated review led by SLT or LA</p> <p>Where the School Improvement Team is asked by the school to review provision in partnership with school staff, it will generally be for the following reasons:</p> <ul style="list-style-type: none"> • The school wishes to have a formal external judgement made about aspect (s) of school development • To support the training and development of staff within school as part of improving school self evaluation processes. <p>The School Improvement Team are asked to support the school’s self evaluation processes by building capacity in the school’s review team.</p>

Key Stage 2 Percentage of Telford & Wrekin pupils' making expected progress against National 2009 to 2013

	Maths			English			Reading			Writing		
	England	T&W	Gap to National	England	T&W	Gap to National	England	T&W	Gap to National	England	T&W	Gap to National
2009	80	76	4	82	77	5						
2010	82	78	4	84	81	3						
2011	83	80	3	84	84	0						
2012	87	85	2	89	89	0	90	88	2	90	90	0
2013	88	85	3				88	87	1	92	92	0



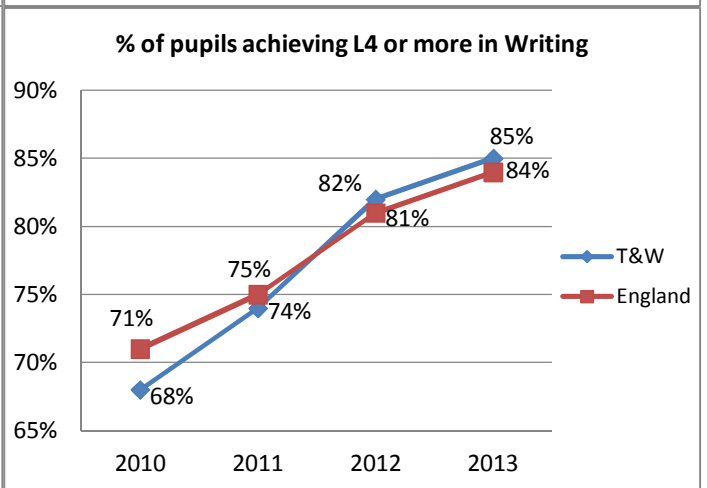
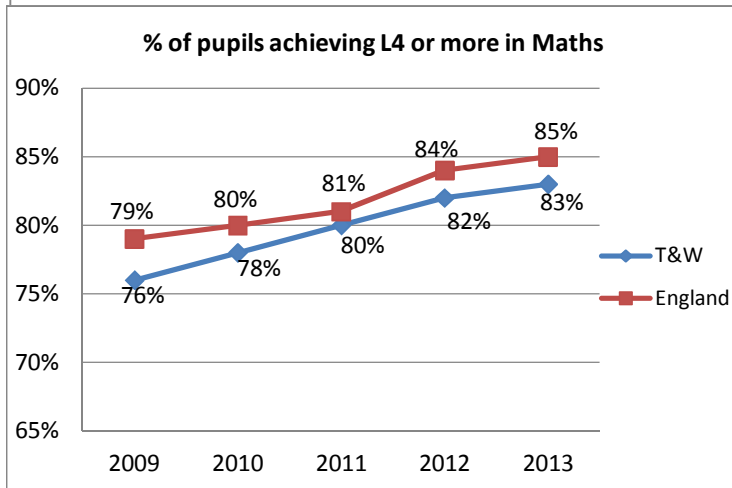
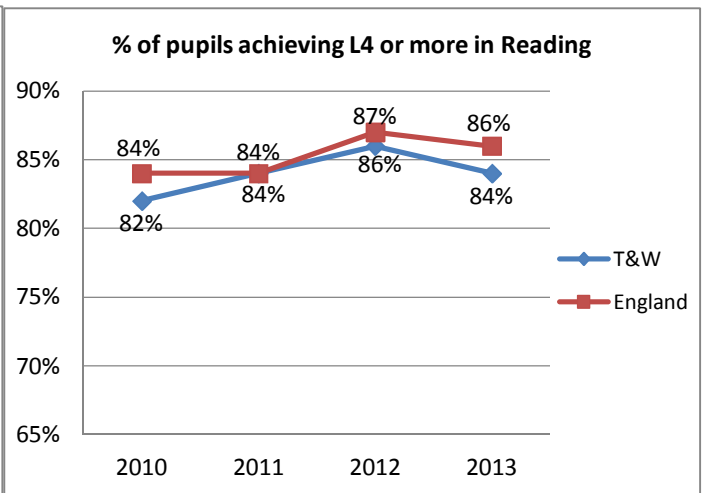
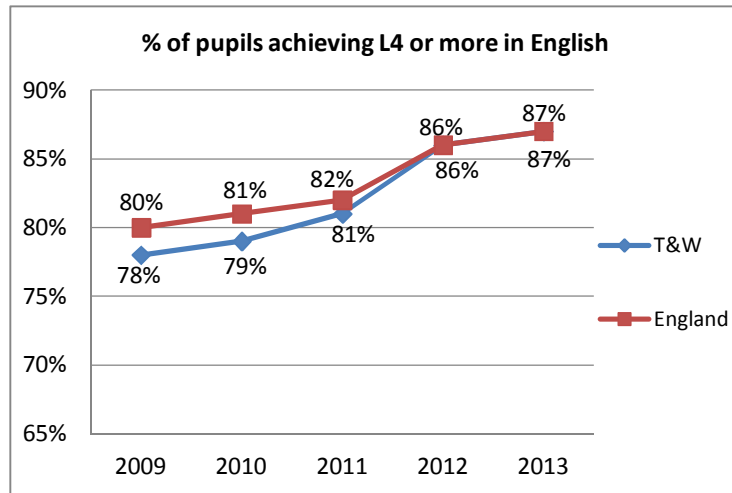
What this is telling us:

- The percentage of pupils in T&W making expected progress in Writing was the same as the England average for 2012 and 2013, increasing from 90% for 2012 to 92% in 2013.
- The percentage of pupils in T&W making expected progress in reading was 87% in 2013, one percentage point lower than England (88%). Although this is a decrease of one percentage point from 2012 (88% - 87%) England saw a larger decrease of two percentage points (90% - 88%).
- The percentage of pupils in T&W making expected progress in English stood at 89% in 2012, equal to the England rate. It had seen an improvement of 12 percentage points since 2009 (77% in 2009 to 89% in 2012) England improved by 7 percentage points in the same period (82% in 2009 to 89% in 2012)
- The percentage of pupils in T&W making expected progress in Maths was 85%, 3 percentage points lower than England (88%) Since 2009 the percentage has increased by 9 percentage points from 76% in 2009 to 85% in 2013. England has increased by 8 percentage points in the same period (80% in 2009 to 88% in 2013).

Key Stage 2 Percentage of Telford & Wrekin pupils' achieving L4 or more in the specified subject compared to National - 2009 to 2013

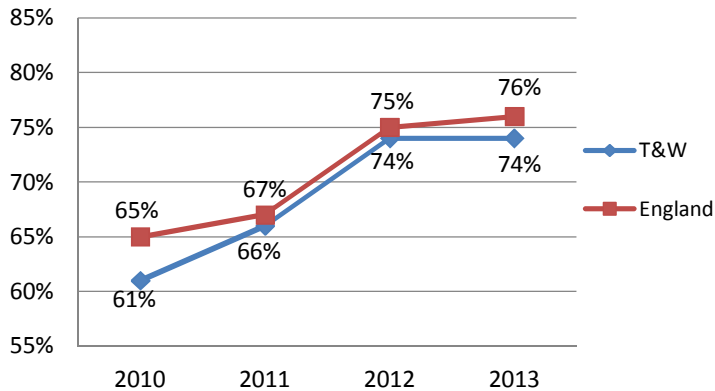
	English TA			Reading (Test)			Maths (test)			Writing TA		
	England	T&W	Gap to National	England	T&W	Gap to National	England	T&W	Gap to National	England	T&W	Gap to National
2009	80	78	2				79	76	3			
2010	81	79	2	84	82	2	80	78	2	71	68	3
2011	82	81	1	84	84	0	81	80	1	75	74	-1
2012	86	86	0	87	86	1	84	82	2	81	82	-1
2013	87	87	0	86	84	2	85	83	2	84	85	-1

	Grammar, punctuation and spelling			English & Maths			Reading, writing and maths			% schools below floor standard		
	England	T&W	Gap to National	England	T&W	Gap to National	England	T&W	Gap to National	England	T&W	Gap to National
2009				72	69	3						
2010				74	71	3	65	61	4			
2011				75	74	1	67	66	1	10	6	-4
2012				80	80	0	75	74	1	6	8	-2
2013	74	69	5				76	74	2	6	7	-1

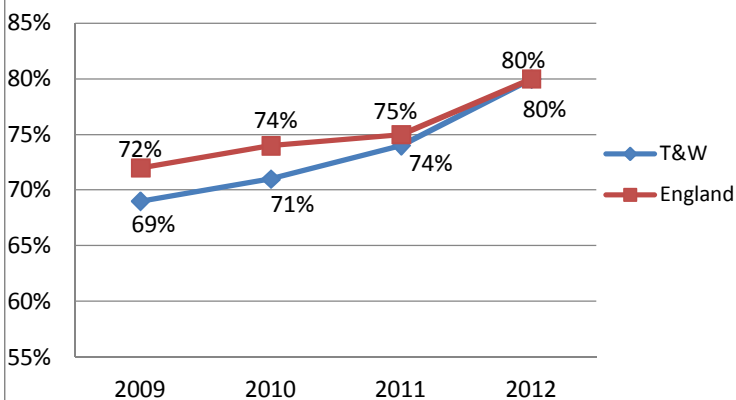


Key Stage 2 Percentage of Telford & Wrekin pupils' achieving L4 or more in the specified subject

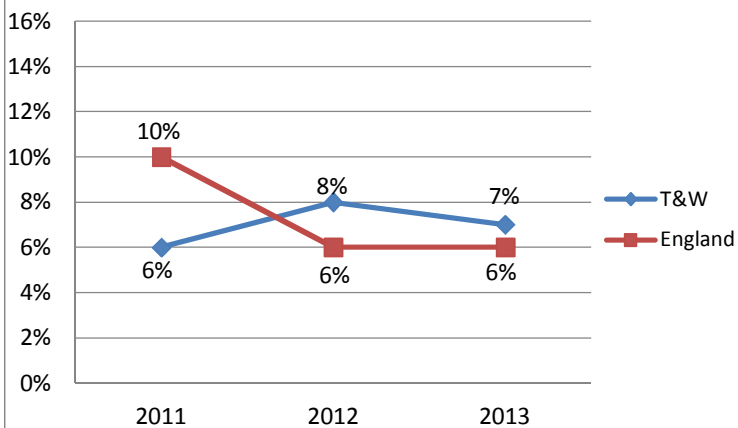
% of pupils achieving L4 or more in Reading, Writing and Maths (RWM)



% of pupils achieving L4 or more in English & Maths



% of schools below floor standard



What this is telling us:

- In 2012 87% of pupils in T&W achieved L4 or more in English, equal to the England rate for the second year running (2012 England & T&W - 86%). It had seen an improvement of 9 percentage points since 2009 (78% in 2009 to 87% in 2012). England improved by 7 percentage points in the same period (80% in 2009 to 87% in 2012).

- In 2013 84% of pupils in T&W achieved L4 or more in reading, 2 percentage points less than England (86%). England had seen a drop in performance of 1 percentage point since 2012 (87%) and T&W had seen a drop of 2 percentage points (86%) in the same period. Since 2010 T&W's performance has improved by 2 percentage points from 82% to 84%, whilst England has improved at the same rate from 84% to 86% in the same period.

- In 2013 83% of T&W pupils achieving L4 or more in Maths, 2 percentage points less than England (85%), the same gap as seen in 2012. Since 2009 T&W performance has improved by 7 percentage points (76% in 2009 to 83% in 2013) England's performance has improved by 6 percentage points in the same period (79% in 2009 to 85% in 2013).

- In 2013 85% of T&W pupils achieving L4 or more in Writing, 1 percentage point above England (84%). T&W have remained 1 percentage point above England for 2 years. T&W performance has improved by 17 percentage points since 2010 from 68% to 85% and England have improved by 13 percentage points in the same period (71% in 2010 to 84% in 2013).

- In 2013 74% of pupils achieved L4 or more in their Reading, Writing and Maths, 2 percentage points below England (76%). This was a bigger gap than seen in the past two years. (T&W 1 percentage point below England in 2011 and 2012). Since 2010 T&W performance has improved by 13 percentage points (61% in 2010 to 74% in 2013) England has improved by 11 percentage points in the same period (65% in 2010 to 76% in 2013).

- Since 2011 the percentage of T&W schools not meeting the floor standard has risen from 6% in 2011 to 7% in 2013, going from better than England to worse. The England rate has fallen from 10% in 2011 to 6% in 2013.