

Warwickshire School Improvement Strategy

'Warwickshire Education (WE) Strategy 2018-2023 'Working in partnership, celebrating success, aiming for excellence' in all areas of work.'

The Warwickshire School Improvement Strategy underpins Warwickshire Education Strategy priority 3.

'WE3: Our challenge is for all learners to enjoy a high quality learning experience. We will celebrate Warwickshire's Family of Schools: teaching schools, school companies, academies, community, Diocesan, maintained, multi-academy trusts, nursery, primary, secondary, special schools and school governors.

The Warwickshire Challenge Board will continue to lead and coordinate school improvement and will organise support for schools facing difficulties. Teaching schools and multi-academy trusts will be invited to contribute to the school-led system.'

Introduction

This strategy sets out Warwickshire's approach to school improvement where system leaders (accredited National Leader of Education and Local Leader of Education Headteachers, National Leaders of Governance and Specialist Leaders of Education) are responsible for leading and driving school improvement. The role of the Local Authority is to be the champion of educational excellence. Education professionals in Warwickshire recognise that we all have a collective responsibility to secure the best outcomes for our learners, irrespective of the type of school, setting or college which they attend.

This school improvement strategy has been co-produced in consultation with Warwickshire school and college leaders.

Priorities:

- a) Closing the gap for disadvantaged pupils at all phases remains a key priority.
- b) Closing the gap between outcomes for pupils in different parts of the county.
- c) Improve pupil outcomes and progress in maths at all key stages.
- d) Developing capacity for system leadership and school to school support.
- e) Securing a sustainable model for school improvement embracing the Warwickshire family of schools, settings and colleges.
- f) Identifying opportunities to secure funding to support school improvement for the benefit of the Warwickshire family of schools, settings and colleges.

Statutory Duties and responsibilities of the Local Authority and Regional Schools' Commissioner

The DfE statutory guidance '**Schools causing concern** - Guidance for local authorities and Regional Schools Commissioners on how to work with schools to support improvements to educational performance, and on using their intervention powers' (last updated in February 2018), sets out expectations that the Local Authority will, in partnership with the Regional Schools' Commissioner, identify vulnerable schools, implement appropriate intervention strategies including powers of intervention, develop effective relationships with all school leaders and governors and facilitate a school-led improvement system.





Funding for School Improvement

The proposed removal of grant funding for school improvement from the Local Authority in April 2019 will impact upon the capacity of the Local Authority to directly provide school improvement support for schools, although Warwickshire Schools Forum has agreed to allow some de-delegated Dedicated Schools Grant funding to continue until that point in time, in order to further support the provision of school improvement for maintained schools.

In addition to this, in September 2017 Warwickshire secured £500,000 funding from round 1 of the DfE Strategic School Improvement Fund (SSIF), a further sub-regional collaborative bid was submitted for SSIF round 3 funding, unfortunately this was unsuccessful. Both bids were submitted by Warwickshire Teaching Schools on behalf of Warwickshire Education Challenge Board. We are currently awaiting confirmation of new funding arrangements to support school improvement nationally.

Funding may be available to support individual schools causing significant concern from the Emergency SSIF fund. An NLE headteacher (via their Teaching School) makes an application for this funding. Where no additional funding is available, the support will need to be paid for by the recipient school.

The Warwickshire Education Challenge Board

The Warwickshire Education Challenge Board exists to ensure that school performance is monitored in a rigorous and transparent way by a group of stakeholders from across the education sector. From September 2018 in order to support the next phase of our development, we will be separating out the strategic and operational work of the Board. We will do this by establishing three interconnected strands of our work. Each of the three groups will have parity of esteem and will share responsibility for developing a school-led improvement system across Warwickshire. We will move to a new structure with the Challenge group meeting four times a year.

CHALLENGE (Development of the System):

Attended by one secondary and primary representative from each district, one representative from MATs and Teaching Schools in the county, one representative from the LA, RSC, education portfolio holder and other external groups as appropriate

Chair: An independent nominee.

Areas for policy development:

- a) Oversight of WE3 strand of the Warwickshire Education Strategy
- b) Trends in county wide data
- c) Methodology for categorising schools
- d) Trends in Ofsted reports within Warwickshire
- e) Progress report on Strategic School Improvement Fund projects
- f) Overview of schools causing concern
- g) A report from the LA and RSC on their strategic priorities
- h) Commissioning of initiatives and projects in response to this information
- i) Links to work of the Sub Regional Improvement Board
- j) Progress reports from the WE2b Closing the Gap Board

TEACHING SCHOOLS AND CAPACITY (TSC)

Attended by each of the Teaching Schools in Warwickshire, Diocesan and Arch-Diocese representative, one LA representative (MATs are represented as a function of the groups' membership), Warwick University representative.

Chair: Elected

Areas to address:

- a) Oversight of the School Improvement Strategy for Warwickshire
- b) Response and review of requests for support put forward by Area Analysis Groups
- c) Response and review of support requests for specific schools put forward by the LA



- d) Response and review of requests for support put forward by the RSC
- e) Review of progress of SSIF programmes and other grant funded school improvement work.
- f) Links to the work of the Teaching Schools Council
- g) Links to Teaching Schools outside of Warwickshire and opportunities for building capacity within our system.
- h) Overview of the programme of training and support put forward by Teaching Schools and the alignment with strategic priorities for Warwickshire.

AREA ANALYSIS GROUPS (AAG)

Attended by the LA, local MATS, local primary consortia chairs, secondary network chair and a special school representative. At least one Teaching School representative.

Chair: As agreed locally

Areas for discussion:

- a) Data relating to local schools
- b) Categorisation of schools
- c) Recommendations for schools requiring support to be agreed and shared with the Teaching Schools Capacity Board.
- d) The identification of support available within the local consortium or network. Quality assurance of this work should be via the AAG.
- e) Review of SSIF projects relating to each local area (issues or recommendations to be passed on to the Teaching Schools Capacity Board)

Risk Assessment of Schools

Currently Warwickshire's Learning and Performance team carry out regular risk assessments of all Local Authority maintained schools and academies to identify vulnerabilities. Senior leaders from WCC Education and Learning meet regularly with representatives of all multi academy trusts with three or more schools within Warwickshire in order to discuss the trust's view of their schools. This information is shared with the Area Analysis Groups, who will broker support between schools or put in place interventions where appropriate. It is important to note that support for vulnerable schools is now brokered from good and outstanding providers within or beyond the consortium.

Schools are categorised through the risk assessment process as follows:

- Category A – Good and outstanding schools with no known concerns.
- Category B – Schools judged as good or outstanding but recognized that capacity to provide external support may be limited, perhaps due to a new head teacher or temporary staffing issues.
- Category C – Schools judged by Ofsted to require improvement (RI); schools judged as good or outstanding identified as causing concern; schools where analysis of performance data places them at serious risk of decline.
- Category D – Schools judged by Ofsted to be inadequate, where results fall below the floor standard OR in receipt of a formal warning notice.

All head teachers and chairs of governors will be informed in writing of the categorisation of their school in the event that their categorisation changes. Where appropriate, copies will also be sent to the chair of academy trust boards.

Schools Causing Concern

Teams across Warwickshire County Council meet regularly to input to the 'Schools Causing Concern' process which helps to provide wider context to the data. Other sources are also able to contribute information, for example professional associations.



Formal Warning Notices (See appendix 1)

For 2018/19 where a school is causing concern and the Local Authority considers it to be unlikely to improve unless further action is taken, we will consider issuing a formal warning notice. This will be agreed by the Education Challenge Board. Where the LA issues a formal warning notice a copy will be sent to the RSC and to Ofsted. Where a school fails to comply with this or fails to improve rapidly it may lead to the implementation of one or more of the LA's powers of intervention. These are:

- Removal of the school's delegated budget
- Appoint additional governors
- Replace the governing body with an Interim Executive Board (IEB), subject to DfE approval.

It should be noted that the Regional Schools Commissioner has powers to intervene in underperforming LA maintained schools as well as academies, which includes issuing formal warning notices or an academy order if a school is judged to be inadequate by Ofsted.

The role of the Primary Consortia Chairs Board

The chair of each primary consortium sits on the Primary Consortia Chairs Board, where the strategic direction of primary education will be discussed. It is important that the chair is based in a school which is currently judged to be category A or B so that head teachers of RI or Special Measures schools are able to focus on improvement within their own school. (This also applies to chairs of secondary school networks)

The Primary School Improvement Board meets twice termly to discuss school improvement developments as well as any other relevant issues, including WES services to schools.

The role of primary consortia in School Improvement

In Warwickshire there are a number of primary consortia, each of which is made up of a number of local schools who work together collaboratively to provide school to school support and collaborative support. The consortia are school led with support and advice provided by the Local Authority. There are parallel networks for secondary schools and special schools.

To support the role of consortia in school improvement Warwickshire Business Intelligence Unit (BIU) provides end of key stage data relating to schools in each primary consortium, which is shared with all schools in the consortium to establish school improvement priorities across the consortium and identify good practice.

Currently a Learning Improvement Officer (LIO) is attached to each primary consortium to support the identification of priorities and facilitate appropriate support. For example, a programme of peer reviews has been piloted and is being rolled out across consortia. Consortia are able to identify how best to utilise the time of their allocated LIO. Where the risk assessment process identifies a vulnerable school, the chair of the consortium will be informed via the Area Analysis Group, which may broker support from within the consortium where possible.

The role of National Leaders of Education (NLEs), Local Leaders of Education (LLEs), Specialist Leaders of Education (SLEs) and Learning Improvement Officers (LIOs)

National Leaders of Education (NLEs), Local Leaders of Education (LLEs) and Specialist Leaders of Education (SLEs) are accredited to provide support for school improvement. Warwickshire has an increasing number of NLEs, Teaching Schools and category A and B schools, demonstrating increasing capacity for school-led improvement. All Teaching Schools are represented on the Teaching Schools Capacity Board. Representatives from Teaching Schools also attend the Area Analysis Groups within their local district in order to facilitate school to school support.

In Warwickshire, we also have an increasing number of good and outstanding schools who can provide support by sharing best practice and offering their support for schools causing concern. They

have a valuable contribution to make to the development of a school-led improvement system. All category A and B schools will be invited to make a contribution to this.

A Learning Improvement Officer (LIO) may also be commissioned to provide support for school improvement within LA maintained schools if requested by the recipient school. These experienced professionals provide professional challenge to the school by helping its leadership to evaluate accurately its performance, identify priorities for improvement and plan effective support and interventions. This role helps the school to build capacity for school improvement and improve pupils' achievement by supporting monitoring and evaluation. Currently Local Authority maintained schools receive an allocation of LIO or NLE/LLE time according to need as set out in the Risk Assessment Process (1 visit per term for category C schools, one per half term for category D schools).

Review

It is anticipated that the School Improvement Strategy will be revised as necessary to take account of rapidly changing legislation and government requirements.

Progress against the strategy will be monitored through the Education Challenge Board.

Appendices:

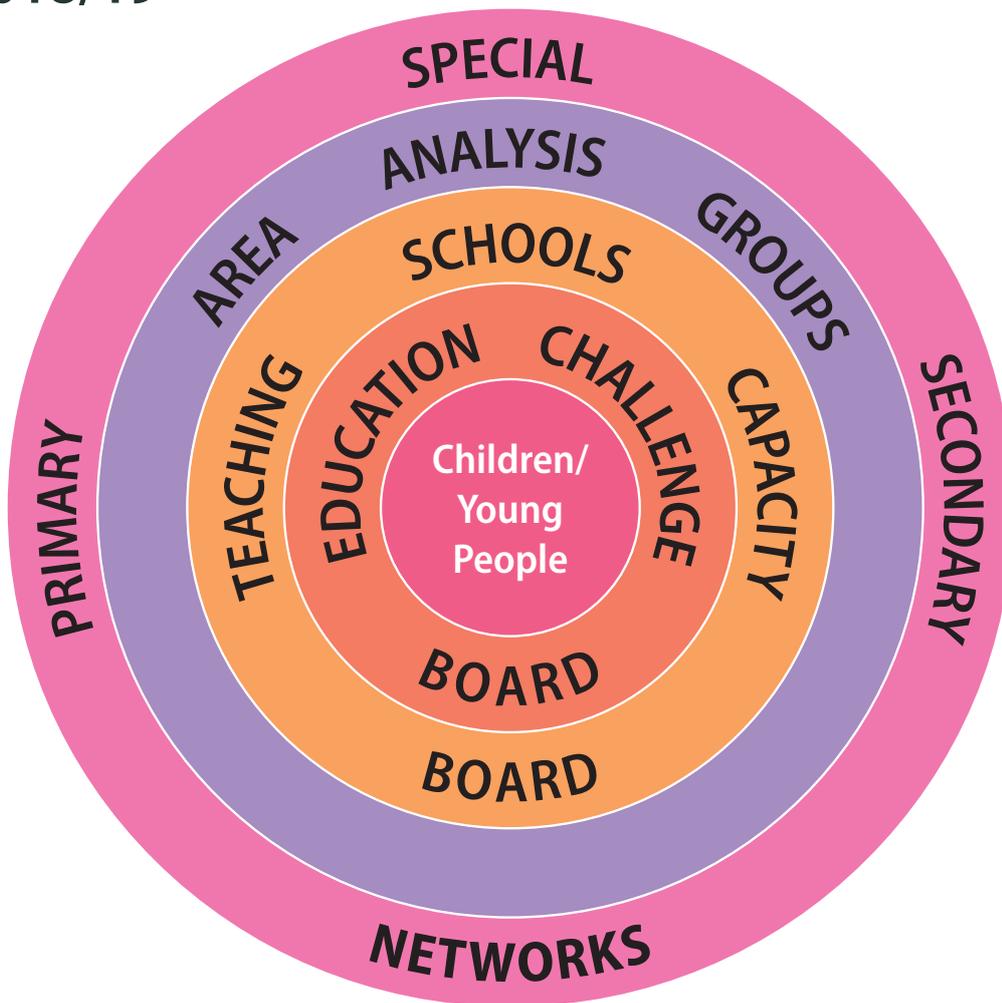
Schools Causing Concern Guidance 2018

Terms of reference – ECB and AAG





Warwickshire School Improvement Structure 2018/19





Risk Assessment Process Map

