

Learning & Achievement Service

Key Stage 2 Rapid Improvement Initiative

2015/16



'All education good and better, no one left behind'

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Background

Doncaster MBC has been subject to 2 Ofsted inspections of School Improvement Services since 2014. The most recent report recognised the progress made in school improvement and the effective intervention strategies in place to prevent school failure and work in partnership with a range of providers, Ofsted and the Regional Schools Commissioner. In the Primary phase, the investment in resource and the quality and drive proven by Council leadership has made measurable improvements. However, the history of Doncaster's relationship with its schools has meant that the absence of data sharing and meaningful target setting has had to be a focus for rapid improvement. This has been recognised in both Ofsted reports and remains an area for further action. The quality of leadership and teaching in the schools receiving intervention from the LA in line with the published school of concern strategy is evident in Ofsted section 8 and section 5 reports, also recognised by Ofsted in 2015. Evidence of successful intervention needs to translate into outcomes for children. Having set targets with the evidence available and agreed those with schools, the 2015 outcomes for Key Stage 2 were not what was anticipated by schools, the LA and Ofsted. Suffice it to say that we are all shamed and disappointed. Whilst there are no excuses, we need to examine the evidence to ascertain what needs to be added to the strategies already in place to accelerate improvement in Key Stage 2.

2015 outcomes, currently un-validated, showed improvements across a range of measures at Early Years Foundation Stage, Key Stage 1 and Key Stage 4. At Key Stage 2 however, the initial statistical release available shows a decline in both attainment and progress. In terms of the threshold measure, Level 4+ in Reading, Writing and Mathematics, the 2015 outcome was a 1% decline on 2014 and places Doncaster as one of the lowest performing authorities nationally. Reading and Mathematics showed the most significant gap to national outcomes. In terms of teacher assessment, these two subjects also showed the greatest gap between school predictions and actual results, -3.5% and -5.2% respectively.

| | Test | TA | Difference |
|---------|------|------|------------|
| Reading | 83.7 | 87.2 | -3.5 |
| Maths | 81.9 | 87.1 | -5.2 |

Chronology of Intervention Activity July to October

July 2015 before school closure

All schools achieving less than expected outcomes were telephoned by assigned Senior Primary Officers and pro-formas completed regarding the reasons given by the schools for the underachievement/ re-marks etc.

July 2015 post closure:

Senior Officers analysed initial feedback to ascertain emerging themes for consideration about the causes of decline in outcomes.

August:

An intervention strategy was designed and costed.

The Assistant Director met every senior officer and discussed every school with the attainment and progress summaries and the rationale given for underachievement by every school.

September:

Following initial analysis, Senior LA Officers and the Assistant Director met with a representative group of Primary Headteachers in the first week of the autumn term in order to discuss a Raising Achievement Initiative for all KS2 settings across Doncaster. This group of head teachers included National and Local Leaders of Education, representatives from the Doncaster Teaching Schools Alliance (Partners in Learning) Strategic Board and high performing Executive and Diocesan Head teachers

Key Stage 2 Raising Achievement Initiative launched in four geographic regions across the LA, involving all infant, junior, primary as well as special schools and academies. Formal presentations were provided to all head teacher representatives, with an opportunity to consult on the proposals and develop funded partnership action plans to raise achievement within pyramids of schools. The LA central offer of support was shared along with pyramid data and analysis to support the identification of priorities to target need. This was well received by head teachers.

October:

Senior Officers attended Pyramid action planning groups to support the development of bespoke raising achievement plans; to be finalised by October half term. Plans will be submitted to the LA and final submissions will be quality assured by Senior Officers and funds allocated against agreed criteria.

Hypotheses regarding the drop in attainment determined for evidence gathering and school discussions:

1. Doncaster has 38% **new leadership** over a 2 year period. The local authority is improving standards and provision from a very low baseline as referenced in the 2 LASI reports. A major contribution to improvement has been to address leadership and governance. New leaders are beginning to address inadequate teaching, challenges and supported by the LA, and the profile of improved attainment in Early Years and KS2 is testimony to this. The lower attainment at Key stage 2 seems to indicate **that accelerated learning strategies were not as effective for the last 2 cohorts of Y 6 children as they have been for younger year groups..**
2. Analysis of data indicates that for many schools, approximately 12% **of pupils missed level 4 in one out of 3 subject test areas**; gaining 2 and failing on the third by a small margin. Whilst there were more deficits in Maths, the LA has to note the large numbers of children who did not perform to level 4 according to their teacher's assessment. Discussion indicates that for too many children, **they were not test confident and the challenges of a formal test situation led to underperformance.** Learning for successful schools, children are better supported and familiarised with test conditions.
3. **LA rigorous regime to clamp down on maladministration of SATs** may have resulted in some schools failing to access the support in tests for pupils who were entitled to it. Although the LA gave extensive guidance about administration and extra help, we ascertain that this focus may have had a negative effect. Doncaster has been challenged and found wanting in SAT administration in 2013 and 14 to the extent that two Head teachers left their posts and five other schools had to undergo investigation. The issue of adherence to test regulations had to be enforced to address this issue.
4. **Insufficient good quality teaching in KS2** is at the heart of underachievement. Although poor teaching is being addressed in the many 'schools of concern' and those 'securing good' the need to accelerate the deficit in learning in some RI and schools of concern required a high degree of outstanding teaching to make up the deficit over time of inadequate leadership of learning and teaching. **Too much teaching is not yet outstanding and recruitment of teachers in Doncaster is proving a challenge.**
5. **Too much inaccurate assessment and insufficient use of data to inform teaching** is also an issue. The lack of good teaching is characterised by insecure assessment for learning and the use of data to inform teaching and learning at pupil level.

6. **The LA has to further improve systems for gathering, analysing and challenging the use of ongoing assessment information to accelerate progress as identified in the 2015 LASI inspection.** The absence of a system and the reluctance of some schools to submit in year data to the LA makes it very difficult to identify in year back-slide from targets set.
7. Doncaster's context of an improvement journey in Primary Education drives the need for the continued application of a robust 2 year Post Ofsted Action Plan and a School Improvement Strategy which is continuous and involves the rigorous challenge to school leadership, governance and quality of provision. This is an ongoing, longer term strategy and is part of wider plans. In addition the LA has also produced a Rapid Improvement plan to address the issues we have identified in KS2.

Strategy Implementation

Early September:

4 locality meetings took place inviting all Primary Heads to attend. Data analysis for schools and groups of schools was shared. The Assistant Director opened each one and gave clear messages about the ranking of Doncaster and the consequences of the gap between teacher assessment, targets set and the 2015 outcomes. Over 93% of schools were represented and participated in designing schemes for improvement on a range of levels to match the enclosed action plan. Of the 7 schools who did not participate 6 were academies.

Mid-September to end October:

- Raising attainment action plans are currently being developed by school leaders and will be submitted to the LA by October half-term and, upon agreement, will be supported on a pupil number basis from Schools Forum funding.
- An Assessment Lead has been appointed to oversee the development of approaches to assessment and moderation, with specific support for Y6 teachers a key feature of the planned work.
- A pool of locally accredited moderators for Y2 and Y6 actively recruited and a training schedule for their professional development has been devised. The pool will also draw on current expertise including accredited moderators and Specialist Leaders of Education (SLEs). Selection interviews scheduled for November 4th. An external training provider has been commissioned to support the initiative.
- Leading Y6 teachers being actively recruited and a training schedule for their professional development has been devised. Selection interviews scheduled for November 4th. An external training provider has been commissioned to support the initiative. Y6 network groups have been agreed in consultation with Partners in Learning.

- A local moderation programme has been developed which will provide all schools with opportunities to develop good assessment practice.
- Research has commenced into procuring a suite of standardised tests aligned to the new curriculum in Reading and Maths for every child in Years 5 and 6 to be administered by January, results analysed and information used by the LA and schools.
- Work is underway to design systems for the setting and collection of school targets against the new curriculum expectations via the existing Standards and Effectiveness Partners (StEP) programme.

After careful consideration of the available data and the current profile of Doncaster schools and academies, it was agreed that there would need to be an authority wide initiative to:

Improve assessment and moderation by

- Establishing a Local Authority Assessment Lead
- Training and accrediting a cohort of expert teacher-moderators drawn from practising moderators, SLEs and experienced teachers across Years 2 and 6 in Reading, Writing and Mathematics
- Devising and implementing an LA wide programme of enhanced moderation and quality of teaching visits across key stage 2
- Purchasing and administering with schools a suite of standardised tests aligned to the new national curriculum for use across KS2
- Interpreting data from tests and setting challenging targets to improve outcomes in 2016 and beyond.

Accelerate progress and raise attainment across Key Stage 2 by

- Developing action plans across pyramids supported by high quality data, to raise attainment by focusing on bespoke needs and drawing on school to school support
- Eradicate unsatisfactory teaching and increase good and better practice.
- Facilitating the development & sharing of subject specific case studies: learning from the best.
- Establishing Y6 teacher network groups to provide specific training including approaches to teaching the new curriculum and associated test arrangements.
- Collecting and sharing termly assessment data based on agreed new curriculum outcome measures and age related expectations to inform LA challenge and support.
- Working with identified experts to secure targeted, subject specific training for teachers in Key Stage 2 in the core subjects.

Continue to address the quality and consistency of leadership across all schools securing a corresponding impact on teaching and learning by

- Attracting a high calibre workforce through developing an LA wide recruitment and retention strategy
- Training leaders at all levels, particularly impacting on Key Stage 2
- Conducting quality of teaching reviews in Key Stage 2 schools where progress is weak and eradicating unsatisfactory teaching.

Continue to deliver the Doncaster 2 year Post Ofsted Plan, School of Concern Strategy, use of LA statutory powers and change of school status to address weaknesses in leadership and governance resulting in consistently low attainment and progress.

Attainment Targets

(Currently being revised and agreed with schools)

End of key Stage 2 2016 assessments and tests

- 85% of pupils will attain the national standard in reading
- 82% of pupils will attain the national standard in writing
- 84% of pupils will attain the national standard in mathematics
- 84% of pupils will attain the national standard in science

Milestones

September 2015

- Comprehensive KS2 strategy launched across the LA securing commitment to partnership working

October 2015

- LA Lead established to oversee assessment and moderation
- Partnership improvement plans developed across the LA

November 2015

- Locally accredited moderators recruited for Y2 and Y6
- Lead Y6 teachers recruited and trained
- Revise FFT targets informed by school information.

December 2015

- A common approach to (standardised) testing is secured
- Y6 networks established
- Autumn Reviews completed for all maintained schools

- Targets are reviewed via the StEP programme
- School's risk assessments revised across the LA

January 2016

- Standardised tests administered and results collated

March 2016

- All schools access enhanced moderation programme
- All Y6 teachers are supported to ensure their teaching approaches are aligned to the new curriculum and test requirements

April 2016

- All schools submit termly data so that progress towards targets can be monitored and evaluated

June 2016

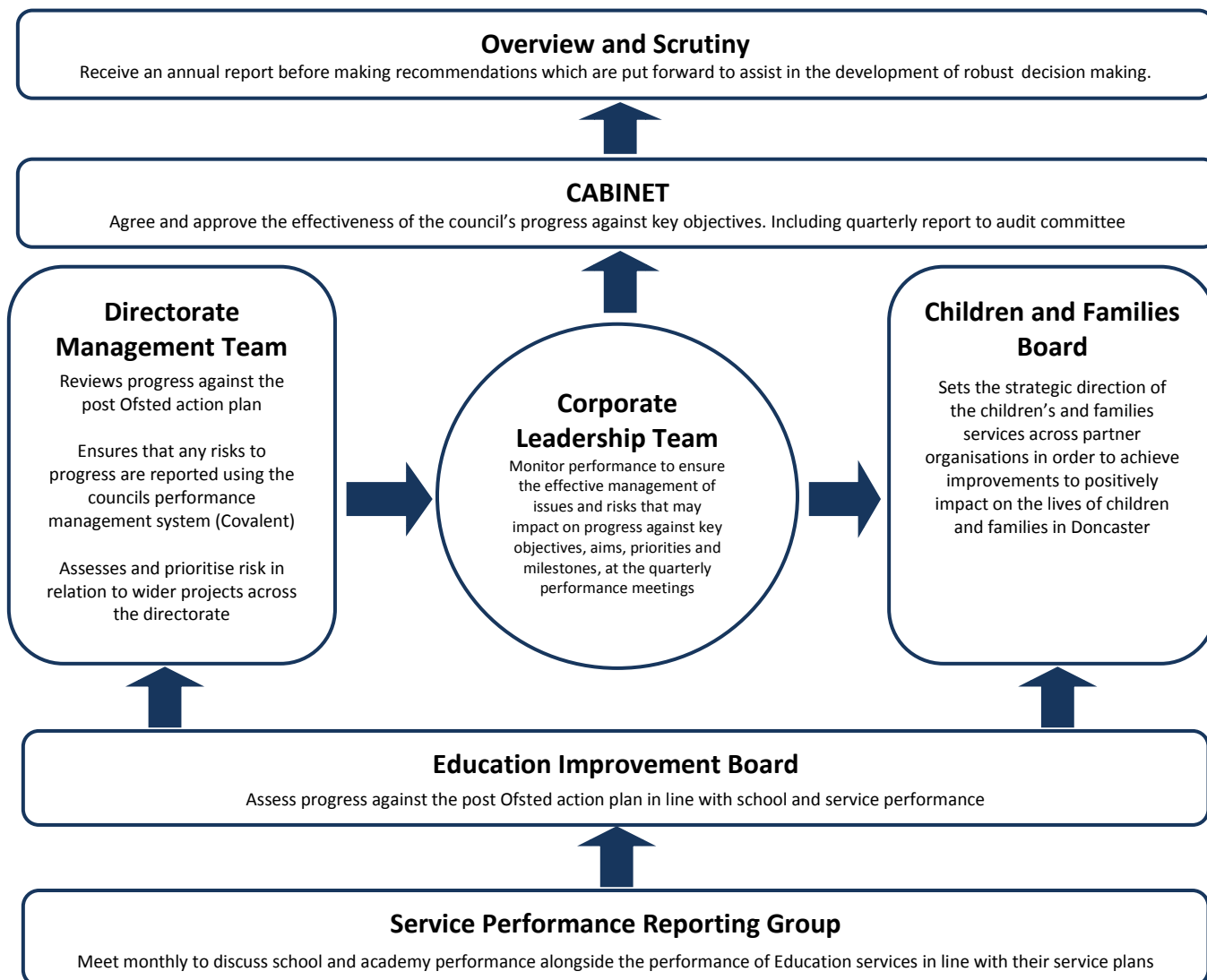
- Re-administration of standardised tests. Local Authority to collate data and provide comparators to ascertain progress

July 16

- Close alignment of teacher assessment and test results
- Improvements to pupil outcomes in line with targets

Monitoring & Accountability

As per Post Ofsted action plan monthly monitoring and governance accountability model.





Key Stage 2 Rapid Improvement Plan

LA Priority 1

Secure the accuracy of teacher assessment

Targets:

By July 2016

- KS2 teacher assessment and test outcomes are closely aligned

| Improvement Needed | Action | Resources Lead Person | Timescales | | Success Criteria |
|---|--|--------------------------|------------|-----------|---|
| | | | Start | Finish | |
| Improve the quality of assessment support for schools | Establish a Senior LA Lead to oversee assessment in EY KS1 and KS2 | HoS (SI) | Oct 15 | August 16 | By Oct 15 Established credible lead to |

| | | | | | |
|---|---|--------------------|--------|---------|---|
| | | | | | provide strategic direction |
| Secure the accuracy of teacher assessment across all schools through external validation | Train and accredit a cohort of expert teachers drawn from practising moderators, SLEs and experienced teachers across Years 2 and 6 in Reading, Writing and Mathematics | SESEO (Assessment) | Nov 15 | June 16 | By Nov 15 Accredited moderators established within every partnership By Feb 15 Moderators actively deployed By July 16 Close alignment of teacher assessment and test results |
| Secure the skills of assessment, moderation and standardisation across all schools | Devise and implement an LA wide programme of enhanced moderation visits across key stages 1 and 2 | SESEO (Assessment) | Jan 16 | June 16 | By Mar 16 All schools participate in enhanced moderation programme By July 16 Schools are appropriately supported in securing a robust evidence base and judgements are accurate and validated |
| Ensure effective practice, particularly in Year 6, is identified and shared across Doncaster settings | In collaboration with PiL, establish Y6 network groups to provide training and support including | SESEO (Assessment) | Nov 15 | Apr 16 | By Dec 15 Y6 networks are established |

| | | | | | |
|---|--|------------------------|--------|---------|---|
| | <p>approaches to new tests, tracking, access arrangements, action planning to support booster/intervention</p> <p>Facilitate Y6 buddies</p> <p>Develop & share subject specific case studies identifying successful practice</p> | | | | <p>By Mar 16</p> <p>All Y6 teachers are supported to ensure their teaching approaches are aligned to the new curriculum and test requirements</p> <p>By July 16</p> <p>Close alignment of teacher assessment and test results</p> |
| Ensure schools can demonstrate a robust trajectory of improvement towards end of year targets | Research and procure a suite of standardised tests aligned to the new national curriculum for use across KS2 | Head of Service (Data) | Nov 15 | Apr 16 | <p>By Dec 15</p> <p>A common approach to testing is secured across the LA</p> <p>Quantifiable measures to underpin teacher assessment support accurate judgements</p> <p>By July 16</p> <p>Close alignment of teacher assessment and test results</p> |
| Improve LA knowledge of schools' data | Devise appropriate mechanisms for collecting targets and in-year | Head of Service (Data) | Oct 15 | July 16 | <p>By Apr 16</p> <p>All schools submit termly data so</p> |

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|--|---|--|--|--|---|
| | trajectories Collect and share termly data | | | | that progress towards targets can be monitored and evaluated Analysis of outcomes informs strategic planning and future developments |
|--|---|--|--|--|---|

LA Priority 2

Accelerate the progress of all pupils across Key Stage 2 so that more pupils attain age related expectations in Reading, Writing, Mathematics and English Grammar, Punctuation and Spelling (EGPS)

Targets:

By July 2016

The proportion of pupils in Year 6 attaining age related expectations in Reading, Writing and Mathematics combined is in line with targets and national benchmarks

Increase the proportion of pupils in Year 6 attaining age related expectations in English, Grammar, Punctuation and spelling so that the gap to national benchmarks reduces significantly

| Improvement Needed | Action | Resources Lead Person | Timescales | | Success Criteria |
|---|---|--------------------------|------------|---------|--|
| | | | Start | Finish | |
| Strengthen use of locality based approaches to improve outcomes | Provide thorough needs analysis to support locality based initiative across all Doncaster KS2 settings | Head of Service (Data) | Aug 15 | Sept 15 | By Sep 15 All pyramids have a comprehensive suite of data related to 2015 outcomes and a bespoke needs analysis |
| | Consult four localities to agree locality/pyramid improvement plans based on local need, support by LA funding based on pupil numbers | PESEO | Sept 15 | Sept 15 | By Oct 15 Sharp and focussed partnership improvement plans developed across Doncaster, with clear |

| | | | | | |
|-------------------------------|---|--------------------|--------|---------|--|
| | Review and approve partnership plans | PESEO | Nov 15 | Dec 15 | evaluation criteria linked to required improvements |
| | Collate findings and map provision | | | | |
| | Facilitate partnership working based on bespoke plans and identified needs | PESEO | Nov 15 | May 16 | By Jan 16 CPD needs are aligned. Subject expertise is identified and utilised. Shared good practice impacts on improved pupil outcomes |
| | Monitor progress against agreed targets, using available tracking data | PESEO/HoS | Nov 15 | July 16 | By Apr 16 Tracking and outcomes data evidences improved pupil performance and overall effectiveness within settings |
| Strengthen provision for EGPS | In collaboration with PiL promote teaching approaches and resources which sequentially build EGPS skills across the key stage <ul style="list-style-type: none"> • No nonsense spelling • Bespoke training through ESCAL Facilitate the sharing of good practice by identifying | SESEO (Assessment) | Oct 15 | Apr 16 | By July 16 Increased attainment in EGPS in line with targets |

| | | | | | |
|--------------------------------------|--|--------------------|--------|--------|---|
| | <p>best practice through data analysis, partnership work and promoting the development of case studies</p> <p>Utilise expertise of Officer for SEND in supporting most vulnerable pupils including those in receipt of PP funding</p> | | | | |
| Strengthen provision for reading | <p>In collaboration with PiL promote teaching approaches and resources which sequentially build reading skills across the key stage</p> <ul style="list-style-type: none"> • Reciprocal reading • Inference training (intervention) <p>Facilitate the sharing of good practice by identifying best practice through data analysis, partnership work and promoting the development of case studies</p> <p>Utilise expertise of Officer for SEND in supporting most vulnerable pupils including those in receipt of PP funding</p> | SESEO (Assessment) | Oct 15 | Apr 16 | <p>By July 16</p> <p>Increased attainment in reading in line with targets</p> |
| Strengthen provision for mathematics | In collaboration with PiL, link with SY maths hub to | | | | |

| | | | | | |
|--|---|--|--|--|--|
| | <p>develop teacher expertise</p> <p>Facilitate the sharing of good practice by identifying best practice through data analysis, partnership work and promoting the development of case studies</p> <p>Utilise expertise of Officer for SEND in supporting most vulnerable pupils including those in receipt of PP funding</p> | | | | |
|--|---|--|--|--|--|

LA Priority 3

Enhance the quality and consistency of leadership across all schools securing a corresponding impact on teaching and learning

Targets:

By July 2016

- The proportion of school with leadership and management evaluated as good continues to increase
- The proportion of schools with teaching and learning evaluated as good increases in line with national benchmarks

| Improvement Needed | Action | Resources Lead Person | Timescales | | Success Criteria |
|--|---|--------------------------|------------|---------|--|
| | | | Start | Finish | |
| Attract a high calibre workforce across the LA | Develop an LA wide recruitment and retention strategy | HoS (SI) | Jan 16 | July 16 | By July 16 The number of applicants for vacant posts increases All headship vacancies are filled within the identified timescale |
| | Support governors and school leaders in developing effective recruitment strategies | SESEO (Leadership) | Sep 15 | July 16 | By July 16 All teaching posts are filled within the identified timescale Recruitment processes are robust at school level |

| | | | | | |
|---|--|--------------------|--------|---------|---|
| Develop leadership competencies in securing improvements to the quality of teaching | Review and amend the new Headteacher induction programme to ensure appropriate focus on the leadership of teaching and learning | SESEO (CPD) | Sep 15 | Dec 15 | By Dec 15 New headteachers access high quality training are equipped with the skills to impact on improvements to the quality of teaching |
| | In collaboration with PiL, provide leadership training for existing HTs focusing on <ul style="list-style-type: none"> • Robust recruitment systems and developing succession plans • Secure accountability systems linked to appraisal and its impact on learning • Managing weak staff and developing improving teacher plans | SESEO (Leadership) | Jan 16 | June 16 | By Mar 16 Existing headteachers access high quality training and are equipped with the skills to impact on improvements to the quality of teaching |
| | Develop robust internal systems to monitor and evaluate the effectiveness of teaching and learning by providing training and more opportunities for shadowing and quality assurance | PESEO | Jan 16 | Apr 16 | By Mar 16 Consistent and accurate approaches provide secure evaluative judgements |
| | Facilitate opportunities to QA and externally moderate judgements on the quality of | PESEO | Nov 15 | July 16 | By July 16 Leadership is effective in |

| | | | | |
|--|--|--|--|--|
| | <p>teaching securing the skills of observation and feedback by</p> <ul style="list-style-type: none"> • brokering bespoke training, • forging locality partnerships and • providing additional StEP/Senior Officer time | | | <p>securing improvements to the quality of teaching</p> <p>The quality of teaching and learning demonstrates a clear trajectory of improvement</p> |
|--|--|--|--|--|

Raising Achievement in Key Stage 2 Partnership Action Plan (Sample X)

Participating Schools:

Designated Lead/Nominated Fund Holder:

LA Priorities

By July 2016

- Increase the number of good and better schools
- Enhance the quality and consistency of leadership across all schools securing a corresponding impact on teaching and pupil outcomes
- Improve the quality and consistency of teaching and learning
- Accelerate the progress of all pupils across Key Stage 2 so that more pupils attain age related expectations in Reading, Writing, Mathematics and English Grammar, Punctuation and Spelling (EGPS)
- Increase the proportion of pupils in Year 6 attaining age related expectations in Reading, Writing and Mathematics combined
- Secure the accuracy of teacher assessment so that teacher assessment and test outcomes are aligned

Partnership Priorities

Area for Improvement 1: To narrow the gap in Year 6 for combined Reading, Writing and Maths between Disadvantaged and Non Disadvantaged pupils.

- Area for Improvement 2:** To increase the proportion of pupils in Year 6 at ARE in Reading, Writing and Maths (combined) from 62% to 73%.
- Area for Improvement 3:** To accelerate the progress of all pupils across school.

Performance and Targets

| Early Years Foundation Stage | Nat 15 | LA 15 | Pyramid 15 | Partnership Target 16 |
|-------------------------------------|---------------|--------------|-------------------|------------------------------|
| Good level of development | 66.2 | 65.3 | | |

| Year 1 | Nat 15 | LA 15 | Pyramid 15 | Partnership Target 16 |
|------------------|---------------|--------------|-------------------|------------------------------|
| Phonic screening | 76.8 | 70.3 | 68.1 | |

| Year 2 | Nat 15 | LA 15 | Pyramid 15 |
|--|---------------|--------------|-------------------|
| % of pupils achieving Level 2c+ in reading | 90.5 | 89.5 | 85.8 |
| % of pupils achieving Level 2c+ in writing | 87.5 | 86.0 | 79.0 |
| % of pupils achieving Level 2c+ in mathematics | 92.8 | 93.7 | 91.9 |
| % of pupils achieving Level 2b+ in reading | 82.1 | 81.0 | 79.9 |
| % of pupils achieving Level 2b+ in writing | 72.1 | 68.4 | 57.9 |
| % of pupils achieving Level 2b+ in mathematics | 81.6 | 81.3 | 77.0 |
| % of pupils achieving Level 3 in reading | 31.9 | 28.7 | 25.2 |
| % of pupils achieving Level 3 in writing | 17.5 | 15.7 | 10.4 |
| % of pupils achieving Level 3 in mathematics | 26.0 | 24.6 | 20.4 |

| Year 6 | Nat 15 | LA 15 | Pyramid 15 |
|--|---------------|--------------|-------------------|
| % of pupils achieving L4c+ in read, writing and maths comb | 80.0 | 73.3 | 62.3 |
| % of pupils achieving L4b+ in read, writing and maths comb | 69.0 | 59.1 | 47.6 |
| % of pupils achieving L5+ in read, writing and maths comb | 24.0 | 18.5 | 9.5 |
| % of pupils achieving Level 4c+ in reading | 89.0 | 83.7 | 74.0 |
| % of pupils achieving Level 4c+ in writing | 87.0 | 84.9 | 74.5 |
| % of pupils achieving Level 4c+in mathematics | 87.0 | 81.9 | 71.0 |
| % of pupils achieving Level 4c+ in EGPS | 80.1 | 71.7 | 61.9 |
| % of pupils achieving Level 4b+ in reading | 80.0 | 72.0 | 61.5 |
| % of pupils achieving Level 4b+in mathematics | 77.0 | 68.3 | 55.0 |
| % of pupils achieving Level 4b+ in EGPS | 72.9 | 63.0 | 54.1 |

| | | | |
|---|------|------|------|
| % of pupils achieving Level 5+ in reading | 48.3 | 38.7 | 24.7 |
| % of pupils achieving Level 5+ in writing | 36.0 | 30.1 | 29.4 |
| % of pupils achieving Level 5+ in mathematics | 42.0 | 33.3 | 20.8 |
| % of pupils achieving Level 5+ in EGPS | 56.0 | 44.5 | 30.7 |

| | | |
|-----------------------------------|------------------------------|---|
| In end of KS1 NC Tests | Partnership Target 16 | <p>Progress will be measured in terms of The reduction in the proportion of pupils across the partnership working below Age Related Expectations (ARE) The increasing proportions of pupils across the partnership attaining ARE (Target 85% @ ARE) from their current starting points The increasing proportions of pupils across the partnership demonstrating that they are working above the National Standard</p> <p>Progress will be evaluated by Curriculum provision which gives greater access to breath, depth and application of learning Drawing on evidence from a range subjects across the curriculum and including English and Maths Drawing on evidence within lessons, from work scrutiny and measured between key tracking points.</p> |
| % of pupils at ARE in reading | | |
| % of pupils at ARE in writing | | |
| % of pupils at ARE in mathematics | | |
| % of pupils at ARE in EGPS | | |
| In end of KS2 NC Tests | | |
| % of pupils at ARE in reading | | |
| % of pupils at ARE in writing | | |
| % of pupils at ARE in mathematics | | |
| % of pupils at ARE in RWM comb | 73% | |
| % of pupils at ARE in EGPS | | |

| | | | |
|----------------------------------|--------------------|-------------------|------------------------------|
| Attendance | National 15 | Pyramid 15 | Partnership Target 16 |
| Attendance rates (primary) | | | |
| Persistent absence 15% (primary) | | | |
| Attendance (disadvantaged) | | | |

Partnership Priority 1

To narrow the gap in Year 6 for combined Reading, Writing and Maths between Disadvantaged and Non Disadvantaged pupils

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| Targets: |
| By July 2016 |
| To narrow the gap by at least 5% between Disadvantaged and Non Disadvantaged pupils (currently 11% between FSM and non FSM) |

| Improvement Needed | Action | Resources Lead Person | Timescales | | Success Criteria Milestones |
|---------------------------|--|--|------------|----------|--|
| | | | Start | Finish | |
| Narrow the attainment gap | Commission an external review of PP in each school across the Pyramid. | NCTL System Leader review 10 days @ £500 per day LA Funded TOTAL £5000 | Oct 15 | Jan 16 | Individual school action plan produced. Pyramid collaborative approach. Evidence of attainment Gap narrowing. |
| | Review actions from Pupil Premium review through scrutiny of emerging evidence of impact and evaluation of success of each strategy. | NCTL time 5 days @ £500 per day LA funded TOTAL £2500 | Jan 16 | Jul 16 | Evaluation of success of each strategy. Evidence of attainment gap narrowing. |
| | Attendance at Partners in Learning Narrowing the Gap conference . | £100 per person for 5 schools 1 person per school to be funded by LA TOTAL £500 | 2 Nov 15 | 2 Nov 15 | Strategies shared within pyramid and wider. Links with external review on action plan. Evidence of attainment gap narrowing. |
| | Establish Pupil Premium focus group. | Designated time ½ day per half term | Nov 15 | Nov 15 | Collaborative approaches and successful strategies shared and impacting on narrowing the gap. |

Priority 2

To increase the proportion of pupils in Year 6 at ARE in Reading, Writing and Maths (combined) from 62% to 73%.

| |
|---|
| Targets: |
| By July 2016 To increase the proportion of pupils in Year 6 at ARE in reading, writing and maths (combined) from 62% to 73% |

| Improvement Needed | Action | Resources Lead Person | Timescales | | Success Criteria Milestones |
|---|---|---|---------------------------------------|---------|--|
| | | | Start | Finish | |
| Increase the proportion of pupils in Yr 6 at ARE. | Baseline all Y6 pupils against 2015 expectations in Reading, Writing and Maths EGPS. | SLT/Y6 teachers | Sep 15 | Sep 15 | Robust baseline established from which to set aspirational targets for individual children. |
| | Regular monitoring against national benchmark to monitor progress and impact. | SLT/Y6 teachers | Dec 15 Feb 16 Apr 16 | July 16 | Rigorous monitoring identifies gaps in learning against national benchmarks. Accelerated progress evident for all groups of learners. |
| | Share data within the pyramid and actions as a result. Use FFT Collaborate as a tool for sharing pyramid data. | SLT/Y6 teachers FFT consultancy time for pyramid. LA funded TOTAL £2000 | Dec 15 Feb 16 Apr 16 | July 16 | Consistent approaches across the pyramid in relation to addressing identified needs from data. |
| To improve communication across the pyramid. | To establish Y6 focus group and link with PIL Y6 moderation network. | SLT/Y6 teachers | Initial meeting: 5 Nov 15 Balby | July 16 | Improve communication and consistency of approach across the pyramid of schools. |

| | | | | | |
|--|---|------------------------|---|---------|---|
| | | | Central 18 Nov 15 Y6 moderation 2 Feb 16 Y6 moderation 11 May 16 Y6 moderation | | |
| | Setting up inter-school competitions and events for different groups of pupils: Balby Central-Maths Woodfield-Spelling Mallard-EGPS Waverley-Writing Hexthorpe-Reading | SLT/nominated teachers | Tbc | July 16 | Pupils engaged in a range of activities to accelerate their progress. Transition well supported through a range of activities provided for pupils during Y6. |
| | Set up lesson study across pyramid schools. | Y6 teachers | Tbc | July 16 | Good Y6 practice shared across the pyramid of schools. |
| To standardise and moderate judgements in writing. | Establish writing standardisation and moderation sessions. | | Tbc | July 16 | Good practice in writing standardised and moderated across the pyramid leading to an improvement at ARE |

Priority 3:

To accelerate the progress of all pupils across school.

Targets:

By July 2016: to increase the proportion of all pupils (FS to Y5) at ARE in reading, writing and maths.

| Improvement Needed | Action | Resources Lead Person | Timescales | | Success Criteria Milestones |
|--|---|--------------------------|------------|---------|---|
| | | | Start | Finish | |
| Increase proportion of all pupils at ARE in RWM. | Participation in EYFS Focus Group | | Oct 15 | July 16 | Shared provision and improvement in GLD Baseline evidence monitoring |
| | Participation in Assessment Focus Group | | 30 Sep 15 | July 16 | Shared understanding of assessment across the pyramid. Standardisation material produced to support Y3/4 judgements in Reading and Writing. Improvement in ARE in Reading and Writing for all pupils. |
| | Participation in Maths Focus Group | | Tbc | July 16 | Shared understanding of latest developments in mathematics. Improvement in ARE in maths for all pupils. |
| | Participation in Disadvantaged/SEND network | | Tbc | July 16 | A clear and consistent understanding of assessment for SEND pupils (P Scales). SEND pupils make good progress in Reading, Writing and Maths. |

Appendix A

| | | | | | |
|--|--|---|---|--------------------------|---|
| | Participation in Y2 focus group | tbc | Tbc (Balby Pryamid dates) 17 Nov 15 Y2 moderation 28 Jan 16 Y2 moderation 18 May 16 Y2 moderation | July 16 | Clarity of understanding regarding the Y2 assessment changes. Judgements moderated across the pyramid. |
| | Participation in English Network | PIL | 15 Oct 15 24 Feb 16 23 June 16 | July 16 | Shared understanding of latest developments in English. Improvement in ARE in English for all pupils. |
| | Participation in Pyramid Training Days Yr1-6 Chris Quigley teaching for depth and mastery EYFS pyramid focus | ██████████ £30 per delegate x £200 TOTAL £6000 | 5 Feb 16 5 Feb 16 | 5 Feb 16 5 Feb 16 | |

Phonics Improvement Plan



LA Priority 4

Improve outcomes in phonics

| |
|--|
| Targets: |
| By July 2016 |
| <ul style="list-style-type: none"> The proportion of pupils attaining the required standard In the Y1 phonic screening check will increase from 70% so that the gap to national (which is currently 77%) is closed by at least 4% |

| Improvement Needed | Action | Resources Lead Person | Timescales | | Success Criteria |
|--|--|-------------------------------|------------|---------|---|
| | | | Start | Finish | |
| Raise the profile of phonics across the LA | Secure a lead for officer responsible for securing improvements to phonic outcomes | HoS As per assessment lead | Oct 15 | July 16 | By Oct 15 Credible lead established to provide strategic direction |

| | | | | | |
|--|---|--------------------------|--------|--------|--|
| | | £33k | | | to phonics programme |
| | Provide support and advice to all teachers especially those new to Y1 in preparing for and administering the statutory check through networks and PIL | Lead Officer | Nov 15 | Apr 16 | |
| | Signpost and source additional phonic professional development opportunities through outside providers | Lead Officer | Oct 15 | Apr 16 | |
| Lowest performing schools secure significant in-year gains | Conduct analysis of outcomes and identify schools in need of targeted support | PESEO | Oct 15 | Nov 15 | By Nov 15 A cohort of schools identified for targeted support |
| | Research an intervention programme with a track record of successful improvement (Read Write Inc or other proven programme) | Lead Officer £20k | Nov 15 | Dec 15 | |
| | Commission an external provider to deliver training for Y1 teachers and/or the phonics lead and teaching assistants from the targeted schools | Lead Officer £5k | Nov 15 | Dec 15 | By Dec 15 Training and support programme commissioned |
| | Provide training with a focus on subject knowledge to ensure quality first phonic | Lead Officer | Jan 16 | Mar 16 | By Mar 16 Identified schools have |

| | | | | | |
|---|---|----------------------|--------|---------|---|
| | teaching, training on implementation and delivery of a phonic intervention programme and on key assessment tools to monitor impact | £10k | | | been trained and programme is implemented |
| | Implement a base-line assessment before starting the intervention programme and ensure robust monitored through key milestones. A review meeting to be built into the programme of support. | Lead Officer | Jan 16 | Apr 16 | By Apr 16 Assessments evidence accelerated progress against milestones |
| Increase the level of challenge for underperformance | Identify a group of leading phonics teachers to provide follow up support and challenge in the targeted schools and to quality assure delivery of the intervention programme. | Lead Officer £10k | Dec 15 | Jan 16 | By Jan 16 Leading teachers recruited |
| Enhance tracking systems to secure evaluation of progress | Collect base-line, mid - point and end of intervention data. Utilise leading teachers to intervene as appropriate | Lead Officer | Jan 16 | June 16 | By June 16 Outcomes improve in line with targets |
| | | | | | |

Appendix 1 – Strategic Milestones

| | |
|----------------|--|
| March 2015 | <ul style="list-style-type: none"> Ofsted Inspected the LA Arrangements for Supporting School Improvement. Rapid response to previous reports praised. Future monitoring by regional HMI recommended. |
| July 2015 | <ul style="list-style-type: none"> Ofsted school improvement report published. Actions absorbed into existing plans and strategies. |
| July 2015 | <ul style="list-style-type: none"> Ofsted recommendations shared with the council 2015 KS2 results received. Investigations begun |
| September 2015 | <ul style="list-style-type: none"> Revised School Improvement Strategy launched Raising KS2 Achievement strategy launched into pyramids Pyramid level data analysis launched into pyramids support the above Revised 2 year Posts Ofsted action plan produced |
| October 2015 | <ul style="list-style-type: none"> Academy growth conversation with Regional Schools Commissioner Revised Post Ofsted Action Plan submitted to HMI and Regional Director Aspirational targets shared with all schools Revised plans and strategies presented to the Doncaster Education Improvement Board Education Commission Officers and Consultants appointed |
| November 2015 | <ul style="list-style-type: none"> Launch of the Education Commission Engage with external consultant regarding education transformation |
| December 2015 | <ul style="list-style-type: none"> New School Improvement Strategy to be launched to Head Teachers and Governors at a workshop Challenge conversations taking place in academies Headteachers engage in designing future structures of education provision |
| January 2016 | <ul style="list-style-type: none"> |
| February 2016 | <ul style="list-style-type: none"> |
| March 2016 | <ul style="list-style-type: none"> |
| April 2016 | <ul style="list-style-type: none"> |
| May 2016 | <ul style="list-style-type: none"> |
| June 2016 | <ul style="list-style-type: none"> Outcomes across all key stages improve Education Commission hand over strategy to council and partners |
| July 2016 | <ul style="list-style-type: none"> |
| August 2016 | <ul style="list-style-type: none"> |

Appendix 2 – 2 Year Post Ofsted Action Plan

(Some appendices have been removed to avoid duplication)



Doncaster Council

Post Ofsted Action Plan

**Local Authority Arrangements for Supporting
School Improvement**

2014-16

Revised September 2015



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OUR PRINCIPLES

1) Ensuring Children and Young People come first

So we will:

- *Keep them safe*
- *Ensure they have access to high quality education*
- *Seek their views*

2) Promoting Positive Professional Relationships with Schools and Partners

So we will:

- *Seek productive dialogue with all*
- *Promote and facilitate partnership working to achieve outcomes for children*
- *Make swift and timely decisions for families*

3) Promoting a 'Performance Matters' Ethos

So we will:

- *Challenge under-achievement*
- *Broker, commission or provide quality support*
- *Achieve value for public money*
- *Expect everyone to do their job for children*

4) Communicating that honesty creates respect

So we will:

- *Hold courageous conversations*
- *Consult, listen and communicate*
- *Be transparent with relevant information*

5) Promoting that there is more than one way

So we will:

- *Approach issues with objectivity*
- *Embrace difference*
- *Celebrate diversity and maximise its value for children*

OUR AIM: ALL SCHOOLS GOOD & BETTER – NO ONE LEFT BEHIND

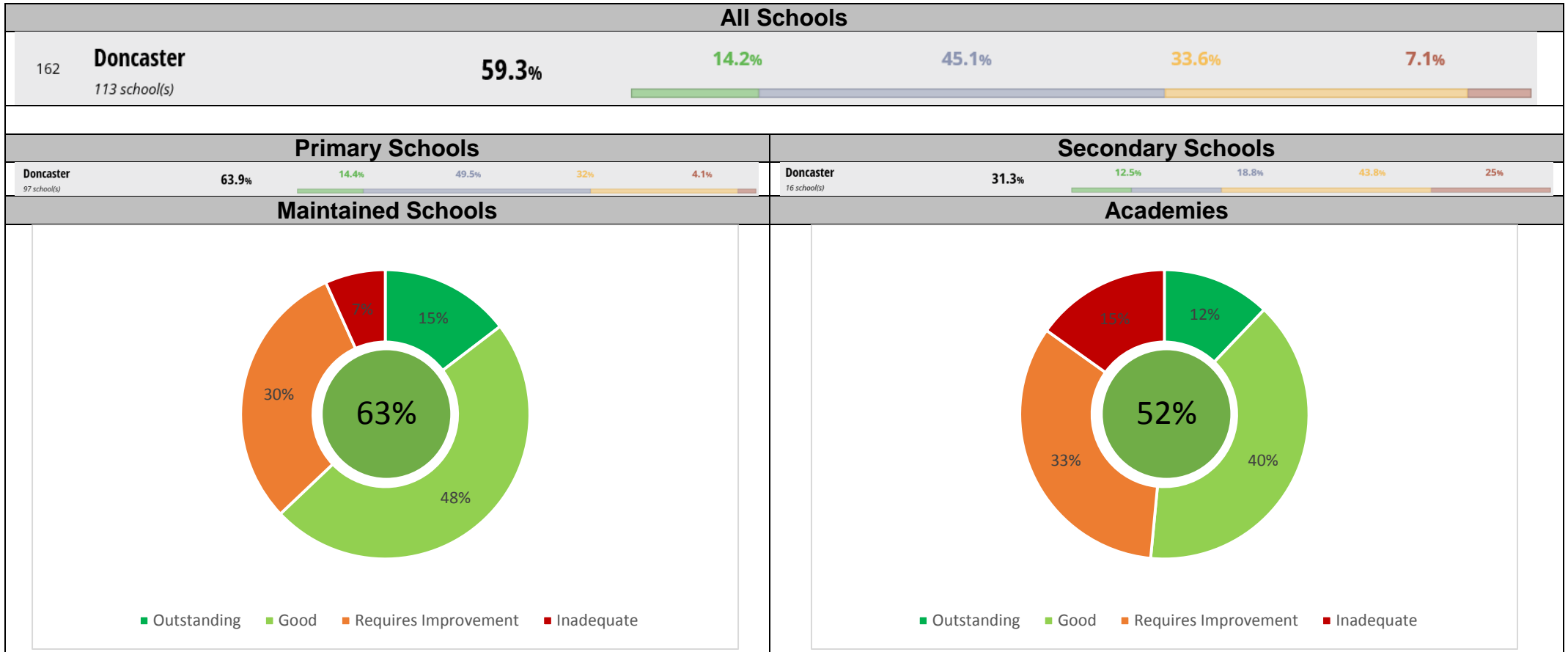
Doncaster Council has a commitment to excellence in education and believes that all children and young people are entitled to be educated in successful schools. Our overall aim is to support this entitlement and to ensure that no school should fall into an Ofsted category of concern or require improvement and that attainment gaps are closed. Through challenge and intervention, we aim to work in partnership with all schools and other agencies to bring about the best possible education for our children and young people. We address underachievement and reverse decline by timely analysis and intervention using statutory powers where necessary. We believe that all Doncaster's children and young people should be included in their local education provision wherever possible and we will work with everyone to ensure that barriers to learning are overcome.

Through rigorous performance management we will answer the following three performance questions:



WHEN WILL ALL DONCASTER SCHOOLS OFFER GOOD OR BETTER EDUCATION?

Doncaster Ofsted Outcomes October 2015



SCHOOL IMPROVEMENT STRATEGY SUMMARY

Doncaster's school improvement strategy is revised annually and presents the aims, vision and approach to challenge, intervention and support for all schools and Academies. The Strategy contains the policy for schools causing concern and clarifies the use of statutory powers and the LA approach to identifying and tackling schools in the concern category. The strategy includes the range of categories used by the LA to risk assess all establishments annually and the action that is taken following the judgement. The strategy is in line with wider Council aims and the vision for improving Education opportunities for all children and young people in Doncaster and can be made available on request.

Targets and trajectories 2015 – 2018*

1. Does Doncaster have enough good and better schools?
 - a. *Increase the proportion of good and better schools to 80% by 2015/16**
 - b. *All schools to be good or better by 2017/18*
2. Are enough Doncaster children attaining at or above the expected levels?
 - a. *Raise standards at year phonics, year on year, to at least the national average starting with the following for 2015/16:*
 - i. *Working at - 77%*
 - b. *Continue improving trend at key stage 1 (targets based on FFT 20(high)), starting with the following for 2015/16:*
 - i. *Reading – 94% at or above national standard*
 - ii. *Writing - 92% at or above national standard*
 - iii. *Maths – 96% at or above national standard*
 - iv. *Science - 95% at or above national standard*
 - v. *Speaking and listening - 94% at or above national standard*

Table below shows targets for each FFT band

| Subject | FFT 50 (average) | FFT 20 (high) | FFT 5 (very high) |
|---------------------------------|-----------------------------|----------------------|--------------------------|
| <i>Reading</i> | 91% | 94% | 96% |
| <i>Writing</i> | 88% | 92% | 95% |
| <i>Mathematics</i> | 93% | 96% | 97% |
| <i>Science</i> | 91% | 95% | 98% |
| <i>Speaking & Listening</i> | 90% | 94% | 97% |

- c. *Raise standards at key stage 2, year on year, to at least the national standard (targets based on FFT 20(high)) starting with the following for 2015/16:*
 - i. *Reading – 85% at or above national standard*
 - ii. *Writing - 82% at or above national standard*
 - iii. *Maths – 84% at or above national standard*
 - iv. *Science - 84% at or above national standard*

Table below shows targets for each FFT band

| Subject | FFT 50 (average) | FFT 20 (high) | FFT 5 (very high) |
|----------------|-----------------------------|----------------------|--------------------------|
|----------------|-----------------------------|----------------------|--------------------------|

| | | | |
|-------------|-----|-----|-----|
| Reading | 79% | 85% | 90% |
| Writing | 76% | 82% | 87% |
| Mathematics | 77% | 84% | 89% |
| Science | 79% | 84% | 89% |

- d. Raise standards at key stage 4, year on year, to at least the national average
 - e. Reduce the number of schools below the national floor standards at key stages 2 and 4 to zero
 - f. Close the gap between vulnerable groups and others to at least the national average at both key stages 2 and 4
3. Is the local authority providing accurate analysis, robust challenge and timely intervention?
- a. All schools accurately assessed and judgement in line with that of Ofsted

Trajectories

Academic year 2015/16

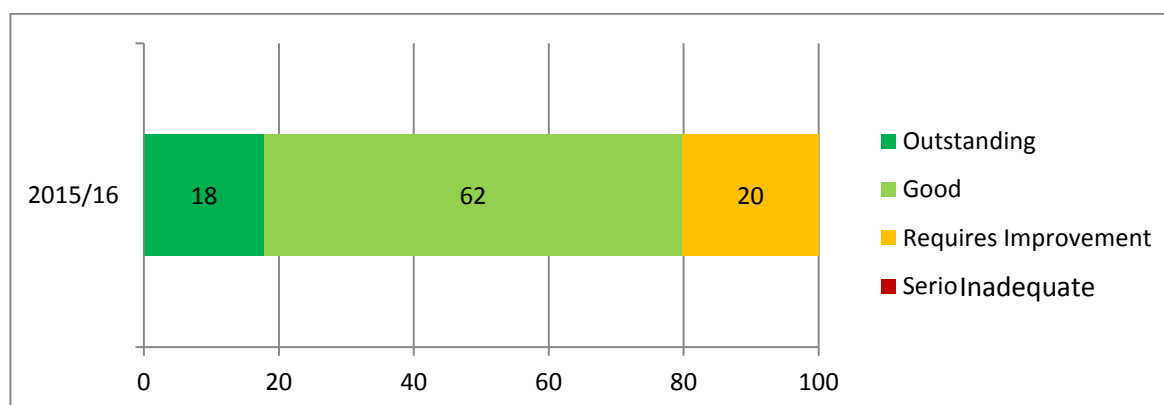
The LA anticipates that by the end of the 2015/16 academic year no Doncaster schools will be judged to have 'serious weaknesses' and that the percentage of schools judged as 'requiring improvement' will have dropped to 20%.

The above translates into a percentage of schools judged as 'good or better' of 80%.

**Good or
Better

80%**

The graph below shows the anticipated spread of judgements:-



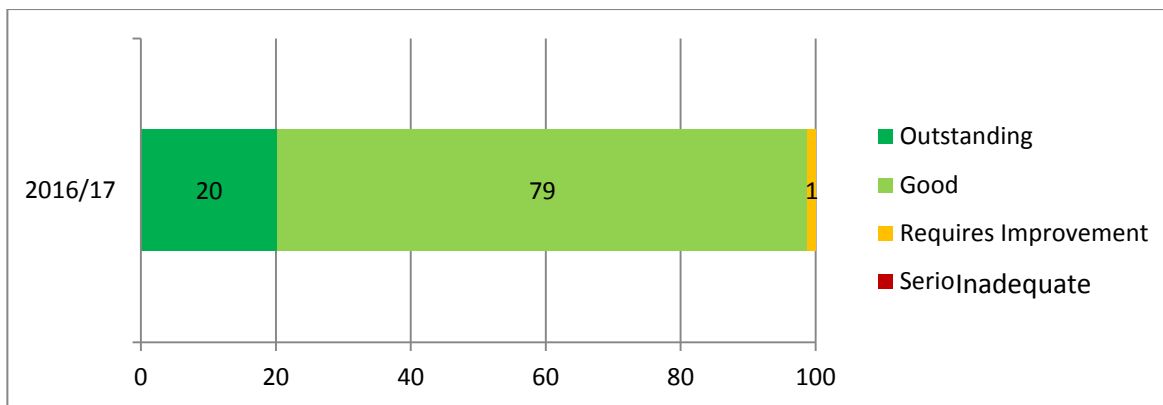
Academic Year 2016/17

The end of the 2016/17 academic year will see the percentage of schools judged as 'good or better' rise to 99% with the remaining 1% deemed as 'requiring improvement'.

The graph below shows the anticipated spread of judgements:-

**Good or
Better

99%**

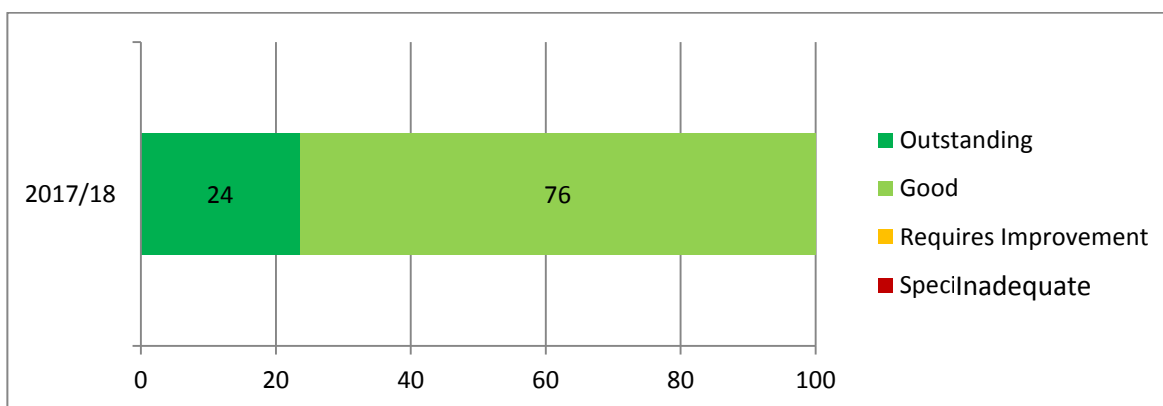


Academic Year 2017/18

By the end of the 2017/18 academic year all Doncaster maintained schools will be judged as ‘good or better’ with 24% being judged as ‘outstanding’.

**Good or Better
100%**

The graph below shows the anticipated spread of judgements:-



*The figures above are based on local authority maintained schools and do not include the academies in Doncaster as we are still waiting for data on the DfE’s prediction for academies. Once this data has been received, we will amend the trajectories accordingly. It is also worth noting that both a anticipated inspection date and any impact of the Education and Adoption Bill could alter the trajectories above.



Doncaster
Metropolitan Borough Council

Post Ofsted - Plan on a Page

Key Contacts:

Jo Miller – Chief Executive

Nuala Fennelly – CYPs Lead Member

Damian Allen – Director of Learning, Opportunities & Skills

Jo Moxon – Assistant Director for Learning & Achievement

John Duhig – Head of Education Standards & Effectiveness

Through rigorous and regular performance management we will ask ourselves three questions:



Theme 1 – Strengthening the effectiveness of school improvement services within the council

Sharpen its strategies for early intervention, including the use of statutory powers, when schools show early signs of declining performance

- 1) Embed a locality based model of improvement including analysis, challenge and support
- 2) Review the school improvement strategy and revise the approach to school led support and collaboration
- 3) Ensure school improvement strategy reflects the expectations with regard to capability and standards in schools of concern
- 4) Introduce thresholds for early intervention that utilise the full range of statutory powers including, warning letters, IEB and academy consultation with relevant stakeholders

Improve the effectiveness of the virtual school for looked after children so that all schools are challenged to improve significantly the education outcomes of pupils who are in the care of the local authority

- 1) Commission a peer review of the LA arrangements for supporting and challenging the outcomes of CLA, identifying good practice and relevant areas for development
- 2) Evaluate the existing governance arrangements that overarch the virtual school and strengthen the role of the Better Education for CIC group.
- 3) Instigate a management information system for CIC on a par with the best school systems.
- 4) Develop and broker creative solutions that underpin improvements with children who are hard to reach and engage
- 5) Ensure all partners are engaged in and contributing to improved outcomes for CLA from birth

Theme 2 - Improving the quality of work with all partners contributing to good and better education outcomes

Continue to develop links with academies and sponsor organisations at senior officer and elected member levels to encourage a shared approach to improving the quality of education, especially at the secondary phase

- 1) DCS and AD meet regularly with sponsors to share concerns and report progress
- 2) Elected member continues to encourage ward members to engage with schools and academies equally.
- 3) Elected Member continues to visit Academies regularly.
- 4) The Council receives regular reports to be able to challenge services and providers of school improvement via O and S panel
- 5) Secondary Consultant HT meets regularly with the Heads and identified partners to improve partnership working for the benefit of all secondary age young people
- 6) Collaborate where appropriate to support the network forums that effectively share good practice and enhance professional development
- 7) Engage regularly with RSC to improve outcomes

Ensure that the local authority fully evaluates the impact of its work on improving pupils' achievement, including whether the professional development opportunities it brokers are improving outcomes for young people

- 1) Align Teaching School Alliance CPD offering with findings from the school improvement risk assessment process and Ofsted reports
- 2) Improve shared intelligence across partners including the LA and TSA
- 3) Ensure the CPD offer responds to both regional and national developments in a timely manner
- 4) Build a sustainable workforce for the future through TSA training and supporting NQTs
- 5) Work with Teaching School Alliance to procure a Doncaster wide approach to in-year tracking of all year groups and utilise when evaluating impact of CPD

Develop the expertise of all LLEs in supporting and challenging schools and provide evaluative feedback on the effectiveness of their work

- 1) Utilise increased capacity across the system (LLE & NLE) to support and challenge underachievement
- 2) Ensure LLEs have access to a robust and effective training and development programme that embeds sustainable improvement across Doncaster Schools
- 3) Ensure the Risk Assessment and School of Concern process includes an appropriate evaluation of LLE & NLE impact on school priorities

Theme 3 - Improving council systems to support monitoring, challenge, intervention and quality assurance linked to school improvement

Improve its systems for the collection and analysis of school performance data, including in-year data, to ensure a more focused analysis as part of the risk assessment, support and challenge for schools

- 1) Introduce systems and solutions that engage schools and leaders in improving the quality of work with data and intelligence at all levels.
- 2) Supply family of schools data as a starting point for the move to locality school improvement practice and the establishment of improvement collaboratives.
- 3) Train staff and partners on effective system use and streamlining of data and intelligence reporting
- 4) Administer and analyse standardised tests in line with the Raising Achievement Strategy intelligence reporting

Use all available information, such as the low early years outcomes, to inform the local authority's categorisation of schools and identify schools at risk of decline

- 1) Revise the criteria in the School Improvement strategy to include and reference to low early years outcomes
- 2) Develop risk assessment dashboard to include a wider range of measures used to judge and categorise schools e.g. attendance and exclusions
- 3) Ensure new thresholds and understood by all stakeholders and officers

Develop school-to-school support further to include opportunities to share good practice between governing bodies

- 1) Use the governor risk assessment findings to inform locality based partnerships in relation to governance
- 2) Through established collaborations and networks share good governance and create locality governor networks
- 3) Develop school partnerships (informal and formal) through locality project
- 4) Increase the number of NLGs and LLGs
- 5) Improve the quality of governor led school to school support through formal partnerships

Strengthen the challenge to schools that carry large surplus budgets to ensure that resources are used to improve outcomes for pupils currently in schools

- 1) Align schools forum process with the STEP visits and risk assessment processes to align value for money against performance
- 2) Continue to work in partnership with schools forum to maximise the allocation and spend of school funding
- 3) Provide schools with clear guidance on underspend and the challenge process
- 4) Report all surplus balances to schools forum and review those over threshold through the current working group arrangements

**'All education good or better,
no one left behind'**

POST OFSTED ACTION PLAN – DESIGN & REPORTING

Following the second inspection of the Local Authority Arrangements for Supporting School Improvement, the recommendations have been considered within and beyond the council and shared with stakeholders. The original action plan has been reviewed in order to address the additional recommendations in line with the original themes (listed below). The original plan agreed by HMI was resourced to cover a two year improvement program and the modified plan aims to deliver the targets and trajectories linked to Ofsted outcomes for schools and national expectations in achievement at the relevant key stages.

The plan has been approved within the council and is published on the council website. Performance will be reviewed monthly in the presence of the elected member and senior HMI. Targets and trajectories will also be linked to the corporate performance management systems within the council and progress will be reported through senior leadership structures to the council on a regular basis. The councils Overview and Scrutiny panel has scheduled a number of sessions to receive reports relating to school improvement and to hold the service to account.

Progress will also be reported to schools and partners via headteacher partnership meetings and the Education Improvement Board.

Themes and actions to drive improvement

1. Strengthening the effectiveness of school improvement services within the council

- *Sharpen its strategies for early intervention, including the use of statutory powers, when schools show early signs of declining performance*
- *Improve the effectiveness of the virtual school for looked after children so that all schools are challenged to improve significantly the education outcomes of pupils who are in the care of the local authority*

2. Improving the quality and effectiveness of work with all partners contributing to good and better school outcomes.

- *Build on the existing range of support from good quality providers through enhanced partnerships with the Teaching School Alliance and service leaders, focusing clearly on improving the quality of teaching and raising standards*
- *Continue to develop links with academies and sponsor organisations at senior officer and elected member levels to encourage a shared approach to improving the quality of education, especially at the secondary phase*
- *Ensure that the local authority fully evaluates the impact of its work on improving pupils' achievement, including whether the professional development opportunities it brokers are improving outcomes for young people*
- *Develop the expertise of all LLEs in supporting and challenging schools and provide evaluative feedback on the effectiveness of their work*

3. Improving council systems to support monitoring, challenge, intervention and quality assurance linked to school improvement

- *Improve its systems for the collection and analysis of school performance data, including in-year data, to ensure a more focused analysis as part of the risk assessment, support and challenge for schools*
- *Use all available information, such as the low early years outcomes, to inform the local authority's categorisation of schools and identify schools at risk of decline*
- *Develop school-to-school support further to include opportunities to share good practice between governing bodies*

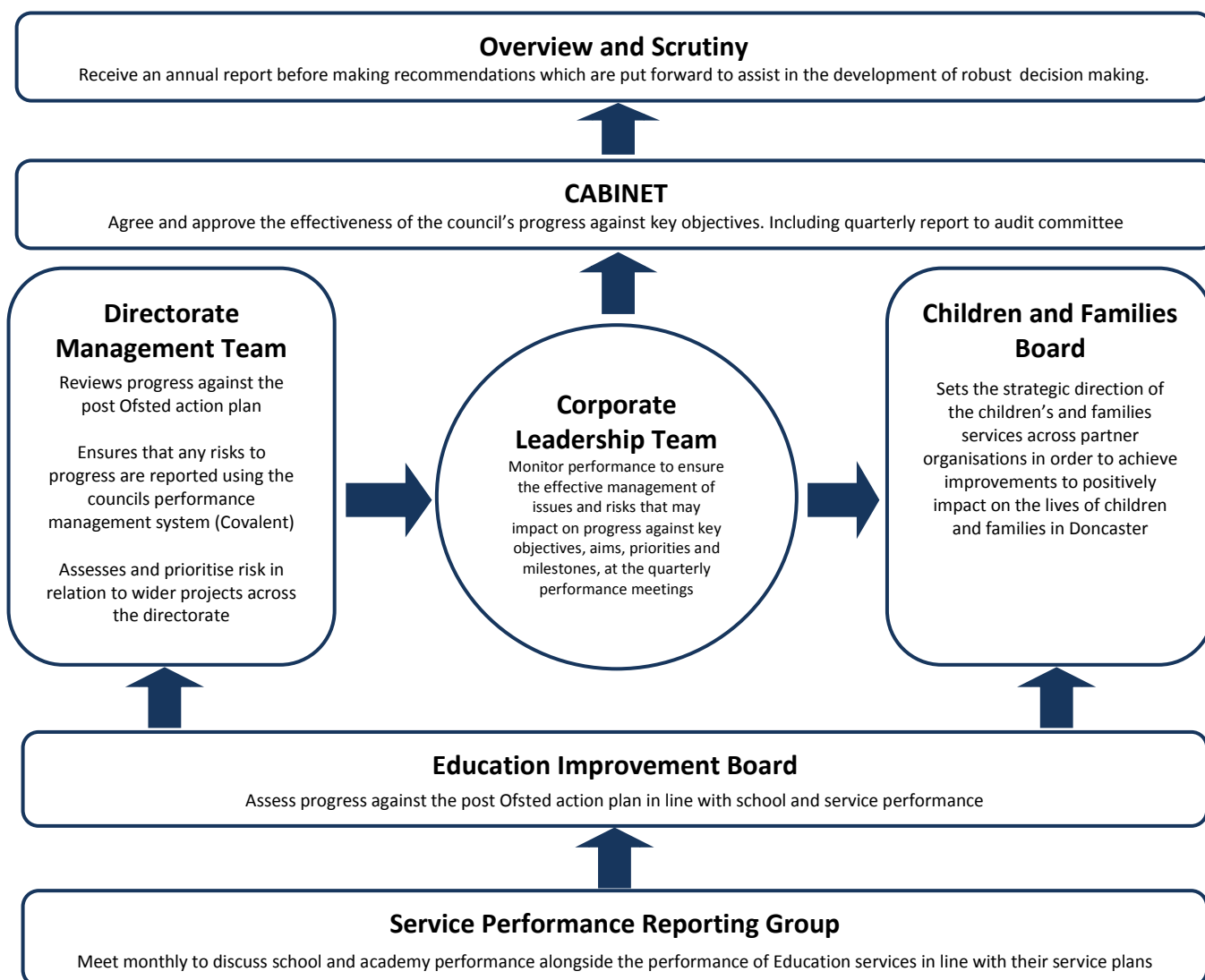
- *Strengthen the challenge to schools that carry large surplus budgets to ensure that resources are used to improve outcomes for pupils currently in schools*

The action plan will be supported by engagement with experienced professionals of national renown, from outside of the borough to ensure external support, challenge and scrutiny. The post Ofsted action plan focuses LA education services on working in partnership with schools and other partners to ensure a rigorous and robust approach is taken to each of the action plan priorities

Monitoring and Accountability?

Progress and impact of education improvement is monitored robustly and routinely. The Education Improvement Board provides over-arching governance of the post Ofsted action plan and feeds directly into Children and Families Board. Within the Council performance is monitored to ensure effective management of key priorities, aims and risks at quarterly performance challenge meetings; which are in turn fed through to Cabinet and an annual report being shared with Overview and Scrutiny Panel.

School and academy performance is monitored through the weekly school information briefing meetings, fortnightly to the Elected Member, the monthly Service Performance Reporting group which then records any risks that may impact on progress against the post Ofsted action plan to the Education Improvement Board. This process includes an annual report to the overview and scrutiny committee.



The Education Service – Staffing & Resources (October 2015)

Officer Arrangements and Key Functions

| Lead Member – Education & Skills | | | | |
|---|--|--|--|---|
| Director of Learning Opportunities & Skills (DCS) | | | | |
| Assistant Director of Learning & Achievement | | | | |
| Head of Education Standards & Effectiveness | Head of Special Educational Needs & Disabilities | Head of Learner Engagement | Head of Education Data, Intelligence & Performance | Head of Access to Learning |
| Principal Education Standards & Effectiveness Officer Senior Education Standards & Effectiveness Officer (Governance) Senior Education Standards & Effectiveness Officer (Early Years) RE Consultant Children in Care – Virtual School Head teacher | Principal Education Psychologist SEND Strategy Children with Disabilities Team Manager SEN Service Co-ordinator Senior Area SENCO Oaklands Unit Manager | Engagement & Behaviour Support Service Manager EMTAS Traded Service Manager Doncaster Music Service Manager Attendance & Pupil Welfare Service Manager Senior Education Safeguarding Officer | Education Data & Performance Manager Education Returns & Collections Manager Education Systems & Development Manager Traded Service Team Leader | Access to Learning Manager (Capacity Planning & Sufficiency) Access to Learning Manager (Strategic Governance & Collaboration) Principal Admissions Officer |

STRATEGIC PLAN

Theme 1 - Strengthening the effectiveness of school improvement services within the council

| Ofsted recommendations | | What we will do | What success will look like | How Measured | Lead |
|------------------------|---|---|--|--|---|
| LASI 14 Issue 2 | Sharpen its strategies for early intervention, including the use of statutory powers, when schools show early signs of declining performance | <ol style="list-style-type: none"> 1) Embed a locality based model of Improvement including analysis , challenge and support 2) Review the school improvement strategy and revise the approach to school led support and collaboration 3) Ensure school improvement strategy reflects the expectations with regard to capability and standards in schools of concern 4) Introduce thresholds for early intervention that utilise the full range of statutory powers including, warning letters, IEB and academy consultation with relevant stakeholders | <ul style="list-style-type: none"> • School Ofsted outcomes improve in line with projections • Improved teaching and learning as a result of new locality arrangements for raising attainment strategies, particularly in KS2 • Unsatisfactory teaching is eradicated • Increased formal school partnerships are contributing to improved outcomes • Improved leadership, teaching and learning and in year progress through the application of a sharp and rigorous School Improvement Strategy • Evidence that a wider range of powers are effective in bringing about rapid improvement in schools where they have been required • Increased ownership and sustainability of outcomes and provision through strong school led partnerships | <p>Monthly report to include the following measures:</p> <ul style="list-style-type: none"> • Ofsted inspection outcomes • Risk assessment no. • No. of school to school partnerships • Termly no. of School of Concern • No. positive Section 8 judgements on effective action • No. section 8 reports containing positive comments about LA support • Interim school progress measures for Key Stage outcomes and test results. | Head of Service Standards and Effectiveness Head of Service Access to Learning |
| LASI 15 Issue 3 | <p>Improve the effectiveness of the virtual school for looked after children so that all schools are challenged to improve significantly the education outcomes of pupils who are in the care of the local authority</p> <p>(Inspected October 2015 under the framework for the inspection of services for children in need of help and protection, children looked after and care leavers)</p> | <ol style="list-style-type: none"> 1) (Detailed action delivery contained in the Virtual School, Children in Care service plan) 2) Commission a peer review of the LA arrangements for supporting and challenging the outcomes of CLA, identifying good practice and relevant areas for development 3) Evaluate the existing governance arrangements that overarch the virtual school and strengthen the role of the Better Education for CIC group. 4) Instigate a management information system for CIC on a par with the best school systems. 5) Develop and broker creative solutions that | <ul style="list-style-type: none"> • CIC attainment and progress improves in line with challenging predications and targets. • Improved effectiveness of LA protocols, procedures and use of data systems • Strong and challenging governance arrangements are evidenced • A positive impact on the provision for and progress/outcomes of CLA at all key stages • Increased awareness with regard to responsibility of all partners to raise standard • Improved outcomes underpinned by robust assessment systems • Increased multi agency contribution to raising attainment through better quality PEPs | Progress measured through the virtual school improvement plan – Appendix G | Head of Service Standards and effectiveness and Head of Virtual School |

| | | | | | |
|--|--|---|--|--|--|
| | | <p>underpin improvements with children who are hard to reach and engage</p> <p>6) Ensure all partners are engaged in and contributing to improved outcomes for CLA from birth</p> | | | |
|--|--|---|--|--|--|

Theme 2 - Improving the quality of work with all partners contributing to good and better education outcomes

| Ofsted recommendations | What we will do | What success will look like | How Measured | Lead |
|---|--|--|---|--|
| <p>LASI 14 Issue 6</p> <p>Continue to develop links with academies and sponsor organisations at senior officer and elected member levels to encourage a shared approach to improving the quality of education, especially at the secondary phase</p> | <ol style="list-style-type: none"> 1) DCS and AD meet regularly with sponsors to share concerns and report progress 2) Elected member continues to encourage ward members to engage with schools and academies equally. 3) Elected Member continues to visit Academies regularly. 4) The Council receives regular reports to be able to challenge services and providers of school improvement via O and S panel 5) Secondary Consultant HT meets regularly with the Heads and identified partners to improve partnership working for the benefit of all secondary age young people 6) Collaborate where appropriate to support the network forums that effectively share good practice and enhance professional development 7) Engage regularly with RSC to improve outcomes | <ul style="list-style-type: none"> • Academies performance is improving • Academies meeting regularly with the LA and contributing purposefully to a school improvement dialogue • The secondary head teacher network in Doncaster is contributing effectively to school improvement • Secondary Schools represented on all key Boards and Groups • All secondary schools engaging with the LA at least 3 times per year and entering into dialogue about school improvement and related inclusion strategies • The number of academies with a positive risk assessment engaging with the LA increasing • Elected Members holding the service and partners to account for school improvement • Risk assessments based on a wider range of data and more accurate information • Under performance in academies is subject to intervention from RSC | <p>Monthly report to include the following:</p> <ul style="list-style-type: none"> • Academy performance separated from maintained schools • Attendance at meetings • No. of Academies signed up to data sharing agreement • No. actively sharing data • No. of positive risk assessments for co-operation • No. of scrutiny meetings and reports linked to academy performance | <p>Assistant Director for Learning and Achievement</p> |
| <p>LASI 15 Issue 2</p> <p>Ensure that the local authority fully evaluates the impact of its work on improving pupils' achievement, including whether the professional development opportunities it brokers are improving outcomes for young people</p> | <ol style="list-style-type: none"> 1) Align Teaching School Alliance CPD offering with findings from the school improvement risk assessment process and Ofsted reports 2) Improve shared intelligence across partners including the LA and TSA 3) Ensure the CPD offer responds to both regional and national developments in a timely manner 4) Build a sustainable workforce for the future through TSA training and supporting NQTs 5) Work with Teaching School Alliance to procure a Doncaster wide approach to in-year tracking of all year groups and utilise when evaluating impact of CPD | <ul style="list-style-type: none"> • The LA can act early to intervene based on in year data and intelligence for all maintained schools • Action plans for schools of concern contain attainment and progress measures for identified year groups as an outcome measure of support given. • School of Concern meeting minutes evidence the use of outcomes based accountability linked to interventions | <ul style="list-style-type: none"> • Reports regarding the support of LLEs & NLEs • Ofsted reports | <p>Head of Service Standards and Effectiveness</p> |
| <p>LASI 15 Issue 4</p> <p>Develop the expertise of all LLEs in supporting and challenging schools and provide evaluative feedback on the effectiveness of their work</p> | <ol style="list-style-type: none"> 1) Utilise increased capacity across the system (LLE & NLE) to support and challenge underachievement | <ul style="list-style-type: none"> • Progress in schools of concern where LLEs are deployed is good according to outcome measures | | <p>Principle Officer Standards and Effectiveness</p> |

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|--|--|---|---|--|--|
| | | <ol style="list-style-type: none"> 2) Ensure LLEs have access to a robust and effective training and development programme that embeds sustainable improvement across Doncaster Schools 3) Ensure the Risk Assessment and School of Concern process includes an appropriate evaluation of LLE & NLE impact on school priorities | <ul style="list-style-type: none"> • Action plans evidence QA processes for LLEs and these are monitored as part of schools causing concern meetings | | |
|--|--|---|---|--|--|

Theme 3 - Improving council systems to support monitoring, challenge, intervention and quality assurance linked to school improvement

| Ofsted recommendations | | What we will do | What success will look like | How Measured | Lead |
|------------------------|---|---|--|---|---|
| LASI 14 Issue 1 | Improve its systems for the collection and analysis of school performance data, including in-year data, to ensure a more focused analysis as part of the risk assessment, support and challenge for schools | <ol style="list-style-type: none"> 1) Introduce systems and solutions that engage schools and leaders in improving the quality of work with data and intelligence at all levels. 2) Supply family of schools data as a starting point for the move to locality school improvement practice and the establishment of improvement collaboratives. 3) Train staff and partners on effective system use and streamlining of data and intelligence reporting 4) Administer and analyse standardised tests in line with the Raising Achievement Strategy (Appendix D) | <ul style="list-style-type: none"> • Intervention is earlier and more effective as a result of accurate data collection for all year groups and in all schools and academies. • Sharper, informative and timely systems and analysis based on accurate performance data provided to senior leaders to ensure swift and decisive action when required • Improved outcomes for pupils and schools based on more accurate monitoring and challenge • Education data and performance reported accurately and regularly • Service plans and performance regularly and accurately reported • Families of schools are contributing effectively to improved performance in their locality using accurate and high quality data | <p>Monthly report to include the following measures:</p> <ul style="list-style-type: none"> • No. of schools actively returning in-year data • Results of the StEP survey • QA reports on the StEP risk assessments undertaken • number of formal governing body partnerships | Head of Service Data and Intelligence |
| LASI 15 Issue 1 | Use all available information, such as the low early years outcomes, to inform the local authority's categorisation of schools and identify schools at risk of decline | <ol style="list-style-type: none"> 1) Revise the criteria in the School Improvement strategy to include and reference to low early years outcomes 2) Develop risk assessment dashboard to include a wider range of measures used to judge and categorise schools e.g. attendance and exclusions 3) Ensure new thresholds and understood by all stakeholders and officers | <ul style="list-style-type: none"> • Early Years outcomes improve to be in line or above National Averages • Schools in need of EY intervention are identified as a result of better information systems. • No schools identified as 'School of Concern' due to Early Years outcomes • Outcomes improve through better informed intervention • Gaps narrowed for vulnerable children as a result of a more comprehensive risk assessment process | <ul style="list-style-type: none"> • underspend data • Risk assessment dashboard | Head of service Standards and Effectiveness |
| LASI 15 Issue 5 | Develop school-to-school support further to include opportunities to share good practice between governing bodies | <ol style="list-style-type: none"> 1) Use the governor risk assessment findings to inform locality based partnerships in relation to governance 2) Through established collaborations and networks share good governance and create locality governor networks | <ul style="list-style-type: none"> • Ofsted judgements for Governance are good or outstanding and areas for action re Governance in Ofsted reports decline. • Numbers of NLGs and LLGs increase and are used • Numbers of IEBs reduce | | Head of Service Standards and Effectiveness |

Appendix A

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|------------------------|---|--|---|------------------------|
| | | <ol style="list-style-type: none"> 3) Develop school partnerships (informal and formal) through locality project 4) Increase the number of NLGs and LLGs 5) Improve the quality of governor led school to school support through formal partnerships | <ul style="list-style-type: none"> • Improved leadership, governance and attainment outcomes are underpinned by formal partnerships | |
| LASI 15 Issue 6 | Strengthen the challenge to schools that carry large surplus budgets to ensure that resources are used to improve outcomes for pupils currently in schools | <ol style="list-style-type: none"> 1) Align schools forum process with the StEP visits and risk assessment processes to align value for money against performance 2) Continue to work in partnership with schools forum to maximise the allocation and spend of school funding 3) Provide schools with clear guidance on underspend and the challenge process 4) Report all surplus balances to schools forum and review those over threshold through the current working group arrangements | <ul style="list-style-type: none"> • Budgets surpluses reduce in 2016 • No schools identified as 'School of Concern' due to inappropriate underspends | Chair of Schools Forum |

ADDITIONAL RESOURCES TO SUPPORT THE PLAN

Theme 1 - Strengthening the effectiveness of school improvement services within the council

| Ofsted recommendations | | 2014/15 Resource and source of funding | 2015/16 Resource and source of funding | Total |
|------------------------|--|--|--|-----------------|
| Issue 2 | Sharpen its strategies for early intervention, including the use of statutory powers, when schools show early signs of declining performance | <p>£96,800 for Additional Principal SI Officer</p> <p>£106,000 to Increase StEP funding to cover all maintained schools</p> <p>£21,600 Increased funding to secure StEP training and liaison</p> <p>£4,000 to fund StEP support during Ofsted inspections and feedback</p> <p>TOTAL: £228,400</p> | <p>£82,100 for Additional Principal SI Officer</p> <p>£106,000 to Increase StEP funding to cover all maintained schools</p> <p>£21,600 Increased funding to secure StEP training and liaison</p> <p>£4,000 to fund StEP support during Ofsted inspections and feedback</p> <p>TOTAL: £213,700</p> | £442,100 |

Theme 2 - Improving the quality and effectiveness with all partners contributing to good and better outcomes to all children and young people

| Ofsted recommendations | | 2014/15 Resource and source of funding | 2015/16 Resource and source of funding | Total |
|------------------------|---|--|--|--------------------|
| Issue 5 | Build on the existing range of support from good quality providers through enhanced partnerships with the Teaching School Alliance and service leaders, focusing clearly on improving the quality of teaching and raising standards | No additional resource required | No additional resource required | |
| Issue 6 | Continue to develop links with academies and sponsor organisations at senior officer and elected member levels to encourage a shared approach to improving the quality of education, especially at the secondary phase | <p>£[REDACTED] to second a Doncaster headteacher and secure their services as Chair of the Doncaster Secondary Headteacher Consortium</p> <p>£[REDACTED] to engage external lead inspector to support in conducting Developmental Ofsted Style reviews paired with a LA officer to supply information to the school and the LA regarding progress towards good outcomes</p> <p>£[REDACTED] to fund Ofsted style inspection training to up skill key school improvement staff.</p> <p>£[REDACTED] to initiate a high level development conference with a focus on a renewed strategy for joint working between settings and the LA</p> <p>TOTAL: £[REDACTED]</p> | <p>£[REDACTED] to second a Doncaster headteacher and secure their services as Chair of the Doncaster Secondary Headteacher Consortium</p> <p>TOTAL: £[REDACTED]</p> | £[REDACTED] |
| Issue 7 | Ensure that any concerns about the performance of academy schools are reported promptly to the Secretary of State | No additional resource required | No additional resource required | |
| Issue 8 | Enhance evaluation procedures used by the Schools' Forum so that there is a sharper focus on the outcomes of the funding for school improvement | No additional resource required | No additional resource required | |

Theme 3 - Improving Council systems to support monitoring, challenge, intervention and quality assurance linked to school improvement

| Ofsted recommendations | | 2014/15 Resource and source of funding | 2015/16 Resource and source of funding | Total |
|------------------------|---|--|---|--------------|
| Issue 4 | Improve monitoring procedures to include a clear judgement on the quality of governance for maintained schools | £ [REDACTED] to fund additional StEP time in Summer 2014 to establish a base line judgement on governance TOTAL: £ [REDACTED] | Part of StEP routine no further resource | £ [REDACTED] |
| Issue 3 | Review and quality-assure the monitoring of schools by StEPs to ensure that robust and effective challenge is a consistent feature of the local authority's work with schools | £ [REDACTED] to fund an external QA provider for annual review and reporting to LA TOTAL: £ [REDACTED] | £ [REDACTED] to fund an external QA provider for annual review and reporting to LA TOTAL: £ [REDACTED] | £ [REDACTED] |
| Issue 1 | Improve its systems for the collection and analysis of school performance data, including in-year data, to ensure a more focused analysis as part of the risk assessment, support and challenge for schools | £ [REDACTED] for an external system for collating and analysing in-year tracking data £ [REDACTED] for systems that improve the recording of contacts with schools and host school information in a single point £ [REDACTED] to procure external consultancy/ CPD on data systems and usage in education from C4EO £ [REDACTED] to procure mobile technology that supports access to a range of relevant school improvement data in settings TOTAL: £ [REDACTED] | £ [REDACTED] for an external system for collating and analysing in-year tracking data £ [REDACTED] for systems that improve the recording of contacts with schools and host school information in a single point £ [REDACTED] to procure external consultancy/ CPD on data systems and usage in education from C4EO TOTAL: £ [REDACTED] | £ [REDACTED] |

Costs by Year and Total

| Theme | Issue | 2014/15 | 2015/16 | Total |
|---|---|---------------------------------|---------------------------------|--------------|
| Strengthening the effectiveness of school improvement services within the council | Sharpen its strategies for early intervention, including the use of statutory powers, when schools show early signs of declining performance | £ [REDACTED] | £ [REDACTED] | £ [REDACTED] |
| | TOTAL | £ [REDACTED] | £ [REDACTED] | |
| Improving the quality and effectiveness with all partners contributing to good and better outcomes to all children and young people | Build on the existing range of support from good quality providers through enhanced partnerships with the Teaching School Alliance and service leaders, focusing clearly on improving the quality of teaching and raising standards | No Additional Resource Required | No Additional Resource Required | £ [REDACTED] |
| | Continue to develop links with academies and sponsor organisations at senior officer and elected member levels to encourage a shared approach to improving the quality of education, especially at the secondary phase | £ [REDACTED] | £ [REDACTED] | |
| | Ensure that any concerns about the performance of academy schools are reported promptly to the Secretary of State | No Additional Resource Required | No Additional Resource Required | |
| | Enhance evaluation procedures used by the Schools' Forum so that there is a sharper focus on the outcomes of the funding for school improvement | No Additional Resource Required | No Additional Resource Required | |
| | TOTAL | £ [REDACTED] | £ [REDACTED] | |
| Improving Council systems to support monitoring, challenge, intervention and quality assurance linked to school improvement | Improve monitoring procedures to include a clear judgement on the quality of governance for maintained schools | £ [REDACTED] | £0.00 | £ [REDACTED] |
| | Review and quality-assure the monitoring of schools by StEPs to ensure that robust and effective challenge is a consistent feature of the local authority's work with schools | £ [REDACTED] | £ [REDACTED] | |
| | Improve its systems for the collection and analysis of school performance data, including in-year data, to ensure a more focused analysis as part of the risk assessment, support and challenge for schools | £ [REDACTED] | £ [REDACTED] | |
| | TOTAL | £ [REDACTED] | £ [REDACTED] | |
| TOTAL | | £ [REDACTED] | £ [REDACTED] | £ [REDACTED] |

APPENDIX A – OPERATIONAL PLAN & MILESTONES

Milestones

| | |
|-------------------|---|
| By September 2015 | <ul style="list-style-type: none"> • New School Improvement Strategy published to schools and governors • 100% of StEPs trained on new Ofsted framework • 100% of StEPs trained on target setting exercise and Autumn term conversation with schools • KS2 RIP launched to all schools • TSA annual report submitted to LA • Evidence presented to LA demonstrating quality of the support and impact |
| By October 2015 | <ul style="list-style-type: none"> • 100% of school targets set and returned to the LA • 100% of pyramid action plans underpinned by robust pyramid analysis |
| By November 2015 | <ul style="list-style-type: none"> • Academisation Strategy tabled with RSC approval • 2015/16 strategies and action plans agreed and monitored by EIB • DLOS consultation with secondary providers has taken place |
| By December 2015 | <ul style="list-style-type: none"> • KS2 rapid improvement strategy is underway • 100% of network plans submitted to LA • 100% of network plans have been QA and funded • 100% of risk assessments for schools and academies completed and distributed • 100% of SoC have intervention plans in place • LA has revised FFT targets for all schools and academies (KS1, KS2 and KS4) • Academy conversation programme agreed with DfE and underway • 100% of schools have implemented standardised testing • 100% of StEPs have work quality assured by an external partner • Evidence of impact from KS2 strategy submitted to LA • 100% of StEP visits demonstrate challenge of underspend • Increasing number of schools in formal and informal partnerships • Data & Information training and development programme rolled out to schools and governing body's |
| By February 2016 | <ul style="list-style-type: none"> • Multi Academy Trust and locality academisation plans are formulated • 100% of schools responding to their identified risk assessment and where appropriate seeking academy status in line with Education and Adoption Bill • 100% of academies submit in year data on progress towards 2016 targets to the LA and/or RSC • Secondary Academy Consortium continues to work in partnership and has sustainable arrangements in place for the future • RSC submits updated risk assessments on academies • 100% of schools monitored report improved quality of teaching as a result of LA brokered intervention or purchase of external support |
| By March 2016 | <ul style="list-style-type: none"> • Increasing number of schools in formal and informal partnerships |
| By April 2016 | <ul style="list-style-type: none"> • 100% of schools have returned in year assessment to the LA • 100% of StEP challenge visits for spring term have taken place • 100% of targeted interventions are revised in line with assessments and StEP visits • 100% of school underspends challenged through the StEP process • Underspends in schools have reduced and improvement initiatives funded |
| By July 2016 | <ul style="list-style-type: none"> • 100% of targets met for KS1 and KS2 • Gaps between TA and test have closed • 80% of schools judged good or better • EYFS outcomes have improved beyond the national average • 77% of year 1 children working at the expected standard in year 1 phonics • 94% of KS1 children at or above national standard in reading • 92% of KS1 children at or above national standard in writing • 96% of KS1 children at or above national standard in mathematics • 95% of KS1 children at or above national standard in science • 94% of KS1 children at or above national standard in speaking & listening • 85% of KS2 children at or above national standard in reading • 82% of KS2 children at or above national standard in writing • 84% of KS2 children at or above national standard in mathematics • 84% of KS2 children at or above national standard in science • All network groups have provided plans for intended work • Future provision for Doncaster (secondary and Post 16) is agreed and beginning to take shape • Ofsted outcomes are in line with predictions • TSA to submit report on the quality assurance of school (including impact) to the LA • 100% of schools subject to TSA intervention improve outcomes • 100% of training brokered by TSA judged as meeting need • Increasing number of schools in formal and informal partnerships |
| By August 2016 | <ul style="list-style-type: none"> • KS4 outcomes have improved at least in line with national average • Outcomes inform revised strategies for 2016/17 |

Operational Plan

Theme 1 - Strengthening the effectiveness of school improvement services within the council

| LASI 14 Issue 2 | Sharpen its strategies for early intervention, including the use of statutory powers, when schools show early signs of declining performance | | |
|--|--|--|---|
| Lead: Head of Service Standards and Effectiveness/Head of Service Access to Learning | | | |
| No. | Action | Who | When |
| 14.2.1 | Procure work scrutiny training from HMI for LA officers and StEPs | Head of Education Standards and Effectiveness | March 2015 Sept 2015 January 2016 |
| 14.2.2 | Provide StEPs and LA officer with high quality and relevant Ofsted training from an external provider | Head of Education Standards and Effectiveness | September 2015 |
| 14.2.3 | Review School Improvement strategy in consultation with wider Learning & Achievement service | Head of Education Standards and Effectiveness | September 2015 |
| 14.2.4 | Embed findings from above consultation into revised School Improvement Strategy and consult with wider stakeholder group (Education Improvement Board) | Head of Education Standards and Effectiveness | September 2015 |
| 14.2.5 | Finalise new School Improvement Strategy taking into account findings and recommendations from wider stakeholders | Head of Education Standards and Effectiveness | September 2015 |
| 14.2.6 | Communicate revised School Improvement Strategy to all schools, academies, sponsors and partners | Principle Standards & Effectiveness Officer | September 2015 |
| 14.2.7 | Establish a steering group to focus on improving outcomes with a specific focus on KS2 and Phonics | Principle Standards & Effectiveness Officer Head of Education Standards and Effectiveness | August 2015 |
| 14.2.8 | Consult with the above steering group on embedding a school led approach to raising attainment | Head of Education Standards and Effectiveness | August 2015 |
| 14.2.9 | Work with pyramids to provide data analysis that underpins the pyramid approach to improve teaching and learning | Principle Standards & Effectiveness Officer | September 2015 onwards |
| 14.2.10 | Produce a rapid improvement strategy that focusses on areas of need and underpins improvement (focus on KS2) in consultation with the Education Improvement Board | Head of Education Standards and Effectiveness | September 2015 |
| 14.2.11 | Support pyramids to produce tailored action plans that feed into the overarching strategy (2.10) | Principle Standards & Effectiveness Officer | November 2015 |
| 14.2.12 | Quality assurance of the individual action plans produced by pyramids and judged by assigned Senior Officers | Principle Standards & Effectiveness Officer | November 2015 |
| 14.2.13 | Cost and present overarching strategy and underpinning action plans along with associated request for funding to schools forum | Head of Education Standards and Effectiveness | September 2015 |
| 14.2.14 | Consult with the Education Improvement Board regarding a formal strategy that builds on the existing school to school support arrangements in Doncaster, including academies | Assistant Director – Learning & Achievement | October 2015 |
| 14.2.15 | Finalise strategy for formal school to school support in Doncaster | Assistant Director – Learning & Achievement | November 2015 |
| 14.2.16 | Work with stakeholders to embed the formal school to school arrangements in line with agreed strategy | Assistant Director – Learning & Achievement | November 2015 onwards |
| LASI 15 Issue 3 | Improve the effectiveness of the virtual school for looked after children so that all schools are challenged to improve significantly the education outcomes of pupils who are in the care of the local authority | | |
| (Inspected October 2015 under the framework for the inspection of services for children in need of help and protection, children looked after and care leavers) | | | |
| Lead: Head of Service Standards and Effectiveness and Head of Virtual School | | | |
| See Appendix G for full Children in Care Virtual School Improvement plan | | | |

Theme 2 - Improving the quality of work with all partners contributing to good and better education outcomes

| | | | |
|----------------------------|---|---|---------------------------|
| LASI 14 Issue 6 | Continue to develop links with academies and sponsor organisations at senior officer and elected member levels to encourage a shared approach to improving the quality of education, especially at the secondary phase | | |
| | Lead: Assistant Director for Education | | |
| No. | Action | Who | When |
| 14.6.1 | DLOS and AD in regular dialog with the RSC and DfE officers in order to maintain and develop further partnerships with existing and new academy providers | Assistant Director – Learning & Achievement | Quarterly |
| 14.6.2 | Continue the work of the Education Improvement Board including all partners with full representation of education providers | Assistant Director – Learning & Achievement | On-going |
| 14.6.3 | Further develop the LA engagement with secondary leadership group to provide structural solutions to secondary and post 16 issues | Assistant Director – Learning & Achievement Director of Learning Opportunities and Skills | December 2015 |
| 14.6.4 | DLOS to engage with the secondary principals group to scope future provision for Doncaster and identify shared raising achievement projects | Director of Learning Opportunities and Skills | January 2016 |
| 14.6.5 | Continue to engage all academies regarding vulnerable groups pupil premium in particular children in care | Assistant Director – Learning & Achievement Head of Education Standards and Effectiveness SEND Consultation | December 2015 |
| 14.6.6 | Develop the role of the Consortium Lead to sustain continuation of the Secondary Academy Leadership Group | Assistant Director – Learning & Achievement | March 2016 |
| 14.6.7 | Agree funding sources to support the Academy Leadership Group post July 2016 | Assistant Director – Learning & Achievement | February 2016 |
| LASI 15 Issue 2 | Ensure that the local authority fully evaluates the impact of its work on improving pupils' achievement, including whether the professional development opportunities it brokers are improving outcomes for young people | | |
| | Lead: Head of Service Standards and effectiveness | | |
| No. | Action | Who | When |
| 15.2.1 | Share findings from LA risk assessment process with the TSA | Assistant Director – Learning & Achievement Director of Learning Opportunities and Skills | January 2016 |
| 15.2.2 | Work with TSA to ensure that findings from the risk assessment, Ofsted priorities for improvement and regional/national imperatives are aligned with CPD | Principle Standards & Effectiveness Officer PiL Bridging Officer | January 2016 |
| 15.2.3 | Share the above with partners and stakeholders | Head of Education Standards and Effectiveness | January 2016 |
| 15.2.4 | Link CPD and Raising Achievement Strategy to inform the risk assessment review cycle | Head of Education Standards and Effectiveness Principle Standards & Effectiveness Officer | February 2016 |
| 15.2.5 | Monitor the impact of support and CPD on outcomes for children and young people | PiL Bridging Officer | Termly until January 2016 |
| 15.2.6 | Train and support TSA colleagues in the use of LA systems for monitoring and challenging schools | Principle Standards & Effectiveness Officer Standards & Effectiveness Team | June 2016 |
| 15.2.7 | Enable appropriate access to LA systems for TSA colleagues providing an holistic view of all support and challenge in Doncaster schools | Head of Education Data, Intelligence & | June 2016 |

Appendix A

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| | | Performance | |
| 15.2.8 | Review package of support for NQTs with teaching school alliance | Senior Standards & Effectiveness Officer (Governance) | December 2015 |
| 15.2.9 | Respond to the above review and tailor the induction program and package of support for NQTs to reflect relevant local and national priorities | Senior Standards & Effectiveness Officer (Governance) | January 2016 |
| LASI 15 Issue 4 | Develop the expertise of all LLEs in supporting and challenging schools and provide evaluative feedback on the effectiveness of their work | | |
| | Lead: Principle Officer Standards and Effectiveness | | |
| No. | Action | Who | When |
| 15.4.1 | Broker appropriate support from NLEs and LLEs through the TSA to ensure that capacity is targeted appropriately | Principle Standards & Effectiveness Officer | Monthly – Starting September 2015 |
| 15.4.1 | Work with TSA to develop a high quality CPD offer for LLEs and NLEs, tailored to need | Principle Standards & Effectiveness Officer | December 2015 |
| 15.4.1 | Quality assure the work undertaken by LLEs and NLEs in relation to priorities for improvement, in partnership with the PiL Bridging Officer | Principle Standards & Effectiveness Officer | January 2016 June 2016 |
| 15.4.1 | Evaluate the impact of LLE and NLE support in schools through the risk assessment process | Principle Standards & Effectiveness Officer Secondary Consultant | December 2015 |
| 15.4.1 | Feed evaluation of the above back into TSA alliance CPD offer to embed a cycle of continual improvement | Principle Standards & Effectiveness Officer Secondary Consultant | February 2016 |

Theme 3 - Improving council systems to support monitoring, challenge, intervention and quality assurance linked to school improvement

| LASI 14 Issue 1 | Improve its systems for the collection and analysis of school performance data, including in-year data, to ensure a more focused analysis as part of the risk assessment, support and challenge for schools | | |
|-----------------|---|--|--|
| | Lead: Head of Service Data and Intelligence | | |
| No. | Action | Who | When |
| 14.1.1 | Allocate newly appointed LA staff to localities | Data & Performance Manager | October 2015 |
| 14.1.2 | Monitor the use of new systems used by school improvement stakeholders analysing and reporting on education performance data | Data & Performance Manager | Termly |
| 14.1.3 | Use findings from above to target CPD and systems development | Head of Education Data, Intelligence & Performance | Termly |
| 14.1.4 | Work with schools to review the data sharing agreement in line with the original review cycle | Head of Education Data, Intelligence & Performance | December 2015 |
| 14.1.5 | Amend Data sharing agreement in line with findings from the above review | Head of Education Data, Intelligence & Performance | December 2015 |
| 14.1.6 | Disseminate amended data sharing agreement and monitor active sharing of required information | Head of Education Data, Intelligence & Performance | December 2015 |
| 14.1.7 | Introduce interim improvements to the systems used for collecting in year assessment data for all year groups | Data & Performance Manager | October 2015 |
| 14.1.8 | Consult with schools to purchase and install a more sustainable system for collecting in year assessment data | Head of Education data, Intelligence & Performance | December 2015 |
| 14.1.9 | Use findings from the above consultation to procure a system for supporting schools to carry out in year assessments that are shared with the LA | Head of Education data, Intelligence & Performance | February 2016 |
| 14.1.10 | Train all schools in the use of new systems that are used for recording and monitoring in year progress | Head of Education data, Intelligence & Performance | February 2016 |
| 14.1.11 | Carryout analysis on school improvement data at pyramid level including quality of teaching data | Education Data & Performance Manger | October 2015 |
| 14.1.12 | Share pyramid analysis with locality groups to underpin the action plans for improving outcomes | Education Data & Performance Manger | October 2015 |
| 14.1.13 | Feed findings from the pyramid KS2 meetings into the Raising Achievement Strategy | Head of Education data, Intelligence & Performance | October 2015 |
| 14.1.14 | Develop performance reports to monitor progress against the Pyramid action plans and Raising Achievement Strategy | Head of Education data, Intelligence & Performance | December 2015 |
| 14.1.15 | Develop a training programme that ensures all stakeholders are aware of best practice and use of data to inform school improvement | Education Data & Performance Manger | December 2015 |
| 14.1.16 | Roll out the above training program and monitor take up against outcomes to identify areas or strength and development | Education Data & Performance Manger | On-going |
| 14.1.17 | Strengthen links with the teaching school alliance and work in partnership to produce a data offering that can be used many times | Head of Education data, Intelligence & Performance | December 2015 March 2016 July 2016 |
| 14.1.18 | Consult with stakeholder group to draft a proposal on the use of standardised tests | Head of Education Standards & Effectiveness | December 2015 |
| 14.1.19 | Share the above proposal with the Education Improvement Board for sign off | Head of Education Standards & Effectiveness | December 2015 |
| 14.1.20 | Present a bid to schools forum in order to identify a funding source for procuring the above | Head of Education Standards & Effectiveness | December 2015 |
| 14.1.21 | Carry out market testing and procure the above for all primary schools | Head of Education Standards & Effectiveness | December 2015 |
| 14.1.22 | Roll out standardised tests across selected year groups in all primary schools | Head of Education data, Intelligence & Performance | December 2015 |
| 14.1.23 | Analyse findings of tests and disseminate to relevant stakeholders | Head of Education data, Intelligence & Performance | February 2016 |
| 14.1.24 | Monitor the use of findings against outcomes for children and young people to report impact to Education Improvement Board | Head of Education data, Intelligence & Performance | March 2016 |

Appendix A

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| 14.1.25 | Ensure all schools have access to FFT Aspire data used by the LA to map out targets ahead of refined school data | Data & Performance Manager | October 2015 |
| 14.1.26 | Research, purchase and administer assessment of 'mental toughness/resilience' in co-operation with schools | Head of Education data, Intelligence & Performance | March 2016 |
| 14.1.27 | Share attainment, progress and lifestyle survey data with relevant partners to ensure whole community and service commitment to removal of barriers to learning eg: Collaboratives and DCST | Head of Education data, Intelligence & Performance | August 2016 |
| LASI 15 Issue 1 | Use all available information, such as the low early years outcomes, to inform the local authority's categorisation of schools and identify schools at risk of decline | | |
| | Lead: Head of service Standards and Effectiveness | | |
| No. | Action | Who | When |
| 15.1.1 | Develop the current systems to ensure they underpin the revised risk assessment and include: <ul style="list-style-type: none"> • Attendance • Exclusions • Early Years Judgement • New leadership • Underspends above agreed % | Head of Education data, Intelligence & Performance | December 2015 |
| 15.1.2 | Train all key stakeholders in the use of the above systems | Head of Education data, Intelligence & Performance | December 2015 |
| 15.1.3 | Monitor the use of above systems and use findings to target further CPD | Head of Education data, Intelligence & Performance | Termly |
| 15.1.4 | Consult on the metrics that will form part of a dashboard for monitoring school performance | Head of Education data, Intelligence & Performance | December 2015 |
| 15.1.5 | Develop risk assessment dashboard in line with the findings of the above consultation | Head of Education data, Intelligence & Performance | February 2016 |
| 15.1.6 | Train stakeholders on the use of the above dashboard to identify schools at risk of decline and wrap increased support/challenge (in line with thresholds) around the biggest areas of need | Head of Education data, Intelligence & Performance Head of Education Standards & Effectiveness | March 2016 |
| LASI 15 Issue 5 | Develop school-to-school support further to include opportunities to share good practice between governing bodies | | |
| | Lead: Head of service Standards and Effectiveness | | |
| No. | Action | Who | When |
| 15.5.1 | Use governor risk assessment to map areas strength and development | Senior Standards & Effectiveness Officer (Governance) | July 2015 |
| 15.5.2 | Consult with strong governing bodies to identify partnership arrangements | Senior Standards & Effectiveness Officer (Governance) | December 2015 |
| 15.5.3 | Monitor partnerships to identify increased effectiveness and impact | Senior Standards & Effectiveness Officer (Governance) | April 2016 |
| 15.5.4 | Present findings of pyramid action plans to Governors Initiative Group (GIG) | Senior Standards & Effectiveness Officer (Governance) | January 2016 |
| 15.5.5 | Consult with GIG on using governor partnerships to underpin pyramid approach to improving outcomes | Senior Standards & Effectiveness Officer (Governance) | January 2016 |
| 15.5.6 | Propose GIG locality partnership model that includes succession and CPD plan to the Education Improvement Board for sign off | Senior Standards & Effectiveness Officer (Governance) | January 2016 |
| 15.5.7 | Share strategy for governor partnerships with all stakeholders | Senior Standards & Effectiveness Officer (Governance) | January 2016 |
| 15.5.8 | Establish formal partnerships in line with the strategy | Assistant Director – Learning & Achievement | February 2016 |
| 15.5.9 | Ensure new formal school organisation arrangements maximise the use of good governors | Assistant Director – Learning & Achievement | June 2016 |
| LASI 15 Issue 6 | Strengthen the challenge to schools that carry large surplus budgets to ensure that resources are used to improve outcomes for pupils currently in schools bodies | | |

Appendix A

| Lead: Chair of Schools Forum | | | |
|------------------------------|--|---|----------------|
| No. | Action | Who | When |
| 15.6.1 | Provide StEPs and officers with up to date budget information that includes previous year surplus and projected 15/16 financial position | Head of Education Standards & Effectiveness | September 2015 |
| 15.6.2 | StEPs to provide appropriate challenge to schools and summarise findings through the notes of visits | Head of Education Standards & Effectiveness | December 2015 |
| 15.6.3 | Feed findings of the above StEP visits into schools forum | Head of Education Standards & Effectiveness | January 2016 |
| 15.6.4 | Support schools forum to challenge large underspends appropriately | Head of Education Standards & Effectiveness | February 2016 |
| 15.6.5 | Work with schools forum to produce clear guidance on the above challenge process | Senior Finance Officer Head of Education Standards & Effectiveness | August 2015 |
| 15.6.6 | Disseminate above guidance to all schools | Chair of Schools Forum | September 2015 |

APPENDIX C – PROPOSED TIERS FOR DESKTOP RISK ASSESSMENT

| | | |
|--|--|---|
| | <p>Tier 3 – Schools who have met the floor but have declining progress and/or a significant difference between TA test scores.</p> | <p>Candidates for:</p> <ul style="list-style-type: none"> • Informal Warning Letter • Monitoring of current cohort and progress |
| | <p>Tier 2 – Schools identified as a 'School of Concern' through the 'Risk Assessment' and/or fallen below the floor standard in the last year.</p> | <p>School of Concern</p> <p>Candidates for:</p> <ul style="list-style-type: none"> • Formal Warning Letter • IEB/Strengthened Governance • Removal of delegation • Flagged for potential academisation |
| | <p>Tier 1 – Schools identified as a 'School of Extreme Concern' through the 'Risk Assessment' and/or fallen below the floor standard for the past two years.</p> | <p>School of Extreme Concern</p> <p>Candidates for:</p> <ul style="list-style-type: none"> • Formal Warning Letter • IEB • Academisation |

APPENDIX H – POAP MONITORING – MEETING SCHEDULE

Progress against the Post Ofsted Action Plan is monitored by stakeholders at progress meetings. These meetings take place in Room 309, Floor 3, Civic Office, Waterdale, Doncaster, DN1 3BU and the schedule is below:

- 24th June 2015
- 19th August 2015
- 11th November 2015
- 20th January 2016
- 2nd February 2016
- 27th April 2016

Further to the above meetings top level updates form part of the regular SMT performance meetings, the schedule is below:

- 27th October 2015
- 19th November 2015
- 21st January 2016
- 18th February 2016
- 17th March 2016
- 21st April 2016
- 16th June 2016
- 21st July 2016

Appendix 3 – School Improvement Strategy



School Improvement Strategy 2015-2016

Including

Local Authority Policy and Procedures
for
Risk Assessment and Schools Causing Concern

'All Education Good and Better

No One Left Behind'



School Improvement Strategy 2015-16: List of Contents

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Doncaster Education Service School Improvement Strategy

1. Aims and Principles

Our Aim: *All Schools Good and Better - No One Left Behind*

The Lead Member for Education (Councillor Nuala Fennelly) and the Director for Children's Services (Damien Allen) have the lead responsibility for improving outcomes and the well-being of all children and young people in the borough, reflecting Doncaster Council's commitment to excellence in education and belief that all children and young people are entitled to be educated in successful schools. Our overall aim is to support this entitlement and to ensure that no school should fall into an OFSTED category of concern or require improvement and that attainment gaps are closed. Through challenge and intervention, we aim to work in partnership with all schools and other agencies to bring about the best possible education for our children and young people. We believe that all Doncaster's children and young people should be included in their local education provision wherever possible and we will work with everyone to ensure that barriers to learning are overcome.

Our Principles:

1. *Children and Young People come first*

So we will:

- *Keep them safe*
- *Ensure they have access to high quality education*
- *Seek their views*

2. *Positive Professional Relationships with Schools and Partners are vital to success*

So we will:

- *Seek productive dialogue with all*
- *Promote and facilitate partnership working to achieve outcomes for children*
- *Make swift and timely decisions for families*

3. *Performance matters*

So we will:

- *Challenge under-achievement*
- *Broker, commission or provide quality support*
- *Achieve value for public money*
- *Expect everyone to do their job for children*

4. Honesty creates respect

So we will:

- *Hold courageous conversations*
- *Consult, listen and communicate*
- *Be transparent with relevant information*

5. There is more than one way

So we will:

- *Approach issues with objectivity*
- *Embrace difference*
- *Celebrate diversity and maximise its value for children*

2. Composition of the Service

The Doncaster Education Service: Who We Are and What We Do:

The Education Service delivers five aspects of the service to children and young people: Education Standards and Effectiveness, a single service for children and young people with SEND, Learner Engagement, Access to Education and Education Data, Intelligence and Performance.

The CYPS Education Service:

Lead Member for Education – Councillor Nuala Fennelly

Director of Children’s Services – Damien Allen

Assistant Director - Jo Moxon

Education Standards and Effectiveness Head of Service - John Duhig

- School Improvement
- Professional Learning
- SACRE
- Children in Care Education
- Standards for SEND and Vulnerable Groups
- Early Years Standards

SEND Head of Service - Linda Calverley

- Educational Psychology
- SEN Administration
- Specialist SEND Services
- SEND Social Care Services
- Portage
- SEND Residential Care and Short Breaks

- Aiming High
- External SEND Education Placements

Learner Engagement Head of Service - Jayne Vose

- Attendance and Welfare
- Behaviour Support Commissioning
- Alternative Provision and PRUs
- RPA and IAG
- Post 16 Learning
- Education Safeguarding
- Music Service Hub

Education Data, Intelligence and Performance Head of Service – Christopher Toyne

- Data and Performance
- Systems Development & Support
- Returns and Collections
- Traded Services

Access to Learning Head of Service – Andy Crabtree

- School Admissions
- Capacity Planning & Sufficiency
- School Status Changes
- Capital Building Projects
- Strategic Governance & Collaboration
- Council partnership working with services supporting schools (legal, finance, planning, catering, buildings etc.)

3. Delivery of Statutory Function

- **Partnership and Collaboration**

The Education Standards and Effectiveness Service works closely with a range of partners, including the wider education service, CYPS and the relevant services within the Council. The provision of high quality early help is of key importance in our drive to ensure that all children, in particular the most vulnerable, have access to the support and guidance that they need to achieve their full potential. The developing work of Doncaster collaboratives is a key strategy in responding more effectively to local needs, in order to achieve improvement in a wide range of performance indicators such as, attendance, exclusions and engagement in future employment, education and training.

- **Challenging Underachievement**

The service consists of a small team of highly skilled Principal and Senior Education Standards and Effectiveness Officers employed to deliver the core, statutory functions of the Council with regard to school improvement. Funded from the general Council fund, their primary function is to monitor the effectiveness of schools, identify risk and underperformance and intervene in those schools causing most concern. Intervention takes the form of brokerage according to a focused action plan overseen by senior officers and monitored closely by the Assistant Director. This work includes close partnership with the Teaching Schools Alliance in order to provide high quality school to school support which provides the opportunity for sustained improvement across Doncaster. There will be an increased focus on providing high quality support in order to increase the expectation and monitoring for schools to either achieve or sustain a judgement of 'good' in future OFSTED inspections.

Through the use of Standards and Effectiveness Partners (StEPs), the Local Authority will carry out a programme of visits to all maintained schools in order to secure an accurate risk assessment. Together with the use of all other available data, these visits will also ensure all settings receive an appropriate level of support and challenge in order to achieve and maintain the improvements to the quality of education and outcomes that are required. All schools will be asked to submit relevant attainment targets for Key Stages 1, 2 and 4 outcomes in the autumn term. Schools judged a school of concern will be required to submit termly assessment and tracking information in order to monitor progress towards agreed improvement targets.

- **Challenging Attainment Gaps on behalf of Vulnerable Children and Young People**

All education services play a part in closing gaps in provision and attainment on behalf of vulnerable children and young people. The risk assessment process includes an annual conversation from an identified school improvement professional regarding the school's evidence of inclusivity. We will also conduct an inclusion conversation with all academies which have not purchased the StEP autumn term visit. Local Authority teams working with children and families of vulnerable groups have a duty to monitor their inclusion and education provision and challenge on their behalf where provision is failing to meet their needs. Performance data related to children looked after will be collected on a termly basis.

- **Promoting Excellence**

A small team of Senior Officers assumes overall responsibility for a group of schools within four geographic localities across the Local Authority. This includes responsibility for desk top monitoring and providing support for schools at the point of inspection. Each officer provides direct support to identified schools within their locality and oversees the work of the Standards and Effectiveness Partners (StEPs) working with individual schools in their area. In addition the Senior Officers are responsible for facilitating collaborative work within and across their allocated locality.

The Council retains a resource to broker and manage professional development for schools. The Professional Learning team works in close partnership with a range of providers, increasingly engaging with national leaders of education, local leaders of education, specialist leaders of education and local teaching schools to offer a wide range of training and support purchased by schools. The service also leads a successful graduate teacher programme and NQT service. Excellence in high achieving schools is recognised and used to form supportive networks and partnerships with schools requiring improvement. The very good links with the Church of England Diocese and the Catholic Diocese enable challenge and support to be tailored to specific needs.

- **Challenging and Supporting Governance**

In addition to the statutory functions relating to the appointment and induction of School Governors, the Local Authority trades a successful Governor clerking service and leads on the development of a comprehensive programme of training and support for all governing bodies. The service offers valuable information updates and a wide range of training and support for governance to schools and academies. Following the Local Authority inspection in March 2014, all maintained schools are engaged in a separate risk assessment of governance, with each school receiving a judgement and tailored guidance which signposts support and development opportunities. The Local Authority promotes the use of a Doncaster Governance Self-evaluation Tool-kit. Ineffective governance is challenged and supported via the School of Concern process, with the use of additional governors or the imposition of an Interim Executive Board (IEB) being possible courses of action.

- **Support for Headteacher Recruitment and Sustained High Quality Leadership**

Local Authority Senior Officers support the appointment of maintained school Headteachers, working with Governors throughout the process. The Assistant Director attends final Headteacher interviews following consultation with the Chair of Governors.

The Local Authority works in close partnership with providers of leadership initiatives to promote excellence and encourage aspirant Headteachers. The NCTL and National and Local Leader programmes are key to training current and future leaders.

The Local Authority provides a year-long induction programme for newly-appointed Headteachers.

- **Traded Services**

Services to support school improvement traded by the Education Service include support for Governor development, clerking and school data support. In addition, schools have the option to buy into a package of support for newly-qualified teachers. This provides an external view, supported by written reports, of the NQT's performance provided by a senior teacher from a Doncaster school. Schools may also purchase support for the risk assessment of out-of-school trips, provided by an experienced consultant contracted to the Local Authority.

The non-chargeable statutory services are also listed in the traded service brochure.

- **Education Safeguarding**

The Local Authority provides the services of a core-funded part-time support officer for Education Safeguarding over and above the services provided by the DSCB. Regular information and training is provided to schools and Governors. The Local Authority conducts an Annual Safeguarding Audit as part of its monitoring role which also serves as a self-evaluation tool for Headteachers and Governors. StEPs monitoring visits include a focus on key aspects of safeguarding which are used by the Local Authority to ensure that required policies and procedures are in place.

- **SACRE**

The Standing Advisory Council for Religious Education is supported and clerked by the Local Authority. This group fulfils all statutory functions related to the provision of religious education in maintained schools and is supported by a part-time Local Authority Religious Education Consultant. Governors, senior leadership teams and teachers receive support through the regular e-newsletters, while training is provided for teachers and governors in relation to the provision of religious education.

Recently, the Locally Agreed Syllabus for Religious Education, which is made available to all schools and academies via the Doncaster web-site, has been updated. Training events for all settings has provided guidance on its use and offered colleagues an opportunity to network and discuss strategies to improve provision, these development sessions will continue in 2014-2015.

The Education of Children in Care

The Council funds a Virtual Headteacher and a small support team whose role is to monitor provision, ensure inclusion and provide challenge and additional support to raise educational attainment for all children in care as well as those for whom the Local Authority is the Corporate Parent. There is an expectation that all schools and academies share progress data on a termly basis to support this process.

- **Summary of functions and access to Local Authority services**

| | Annual Risk Assessment and Categorisation by LA | Bespoke StEP offer | Annual conversation re vulnerable groups and inclusion | LA School of Concern work. | Successful school used as partners by invitation of LA | Access to LA Traded Services | Local RE Syllabus applies |
|------------------------------------|---|--------------------|--|----------------------------|--|------------------------------|---------------------------|
| Maintained Community School | ✓ | ✓ | Included in STEP function | ✓ | ✓ | ✓ | ✓ |
| Sponsored Academy | ✓ | Traded option | ✓ | Traded option | ✓ | ✓ | Traded option |
| Independent Academy or Free School | ✓ | Traded option | ✓ | Traded option | ✓ | ✓ | Traded option |
| Special School | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| PRU | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |

4. Doncaster Education Service Policy for Annual Risk Assessment of Schools and Academies and Procedures for Improving Schools Causing Concern

We acknowledge the increasingly diverse landscape of school designation, but DMBC holds responsibility for the quality of education provision in all settings regardless of their funding source. We are also accountable for educational opportunities offered to the most vulnerable learners. For these reasons we need to establish and sustain effective working partnerships with our providers and will use the data and information available to us to make judgements on the quality of education in all settings.

There will be an annual assessment of school standards and quality, following a detailed discussion between allocated Standards and Effectiveness Partners (StEPs) and senior leadership teams in all maintained schools. This meeting will take place in the Autumn

Term and the judgement will be subject to Local Authority moderation: following moderation, the risk assessment judgement will be formally communicated to individual schools. This judgement will form the basis of subsequent engagement with the local authority and partner schools and will be reviewed at follow-up meetings in the spring and summer term. Academies can access the StEP service at full cost.

A desktop monitoring process will be used for all academies not accessing the StEP autumn term visit. All available information and data will be used to determine a risk assessment categorisation and academies will have the opportunity to present more evidence if they feel that the Local Authority judgement should be reconsidered.

- **Ofsted Categories**

The Ofsted framework for the inspection of schools requires all schools to achieve a good or better judgement or be subject to close monitoring by HMI. Schools that are judged as 'requiring improvement' will normally be monitored and re-inspected within a period of two years; the timing of the re-inspection will reflect the individual school's circumstances and will be informed by what inspectors find at the monitoring visits.

If a school is judged as 'requiring improvement' at two consecutive inspections and is still not 'good' at a third inspection, it is likely to be deemed 'inadequate' and to require special measures.

The Local Authority will ensure that all schools judged as requiring improvement move swiftly to a well-evidenced and sustainable position that is good in regard to outcomes and the impact of improvement strategies. The approach of the Local Authority is to ensure that all requiring improvement schools have developed robust action plans and, where appropriate, are supported by high-achieving schools and/or system leaders. Action plans will be monitored and progress measured. Not all requiring improvement schools will be schools of concern to the Local Authority, but each will be judged on its performance and progress as part of the normal Risk Assessment process.

- **Gathering Information about Schools and Academies**

The Local Authority currently uses all available data and information to assess the effectiveness of schools prior to annual categorisation following risk assessment. Any emerging risk indicators are shared with schools/academies early in the autumn term. Since Autumn 2013, the Local Authority has provided support and challenge through StEPs to enable more in-depth knowledge of school self-evaluation and trajectories to contribute to a more robust process for risk assessment and Local Authority categorisation. The Autumn conversation will include a focus on relevant risk indicators and provide valuable opportunities to contribute to risk assessment judgements and to identify opportunities to share best practice. Key outcomes from these conversations and those later in the year will be shared with the Teaching School Alliance in order to inform the planning of professional development opportunities.

For Academies not wishing to engage with a full conversation, a discussion will take

place related to inclusion and the quality of provision and outcomes for vulnerable groups. In addition, those academies identified through an early autumn term desk-top risk analysis will also be given the opportunity to provide additional evidence ahead of the Local Authority Categorisation

Annual Review and Risk Assessment

All schools and academies will receive a letter annually to inform them how the Local Authority intends to categorise the school or academy on the basis of the evidence available. Academies not participating in the StEP process may wish to provide additional evidence to contribute to the risk assessment judgement. The purpose of the risk assessment process is not only to seek early intervention to schools at risk of decline or failure but also to celebrate success and identify best practice with a view to sharing it. The five categories are as follows:

- Category 1: Sustaining Excellence
- Category 2: Aspiring to Excellence
- Category 3: Securing Good
- Category 4: School of Concern
- Category 5: School of Extreme Concern

For additional detail on the criteria for each category see Section 6.

5. Policy and Procedures for Schools Causing Concern

The Local Authority policy is in line with the DFE statutory guidance for schools causing concern, the Education Act 2011 and DFE guidance on Local Authority's powers of intervention.

<https://www.gov.uk/government/publications/schools-causing-concern--2>

In the case of Local Authority maintained schools, where necessary, Local Authority statutory powers will be used to seek structural solutions to secure improvement, which include the following:

- issuing warning notices
- federation
- amalgamation
- academisation
- strengthening governing bodies

- other intervention strategies to include the use of Interim Executive Boards
- strengthening leadership – Interim Headteachers, Associate Headteachers and Executive Headteachers
- school to school partnership and locality support
- in extreme circumstances, closure
- **Identification of Schools Causing Concern to the Local Authority (including Academies)**

Schools causing concern are identified from data analyses and information from a range of sources including StEP reports, safeguarding concerns, parental concerns and Ofsted inspections. Triggers to judge schools as ‘causing concern’ include the following:

- Under-performance of schools, departments/subjects and groups, including vulnerable groups, based on data from a range of sources
- Declining trends in standards and progression across school or within a key stage or subject – making a school vulnerable to falling below the floor standard
- Low progress in one or both English and mathematics
- Under-performance and/ or inadequate provision in Early Years
- Poor progress with 5 A* to C including English and mathematics
- Significant variation in the performance between different groups in the school
- Concerns where the leadership or governance fails to take urgent action to raise standards
- A significant number of complaints identifies a lack of confidence in the school by parents and stakeholders
- Weaknesses in leadership and management, including governance
- Poor financial management, including prolonged deficit or significant surplus aligned with poor outcomes
- Issues with regard to safeguarding pupils, including poor behaviour management
- High levels of exclusion
- Value added measures in a range of outcomes
- Unusually high staff turnover
- Poor attendance
- High risk of categorisation at next inspection

- **Intervention Strategies – Local Authority Maintained Schools**

The local authority and school will draw up aligned action plans to address the identified area(s) of weakness (*appendix 1*). A timeline of action with associated milestones will also be drawn up against which progress will be measured (*appendix 2*). These plans should contain pupil outcomes and targets above the floor standards (2014-2015 KS2 – 65% achieving level 4 or better in reading, writing and mathematics). The school will fund areas of action, support, CPD and additional challenge, which may be brokered or commissioned by the Local Authority or from an external provider which may include a high performing school. This is likely to include the use of a National Leader of Education (NLE), Local Leader of Education (LLE) or Specialist Leader in Education (SLE). Local Authority commissioned support will also be documented in the SoC action plan following discussion with a Local Authority Senior Officer. The Headteacher should share the action plan with Governors, while an appointed sub-group should monitor improvements regularly; relevant feedback from this group will be shared with the wider governing body. This sub-group may be known as the School Improvement Committee (SIC). It is possible that external support and development will also include a review of governance.

Where appropriate, StEPs may also be engaged in additional work with identified schools in order to provide bespoke support to achieve improvements identified in the relevant improvement plans. In some instances, this work will be jointly funded by the Local Authority through the use of a deployment fund, such support would be based on a clear commitment from the school and the rigour and urgency related to agreed outcomes.

If the capability of the Headteacher is brought into question and procedures have to be undertaken, this confidential matter will be withheld from all Governors except the Chair and Vice Chair and will not be part of the SoC action plan. Separate documentation will be prepared for confidential processes and will need to be supported by the appropriate human resources provider.

- **Monitoring**

Monitoring and evaluation may include reviews of leadership and management, teaching and learning, governance all SEN provision and outcomes. The assigned Local Authority Principal or Senior Officer will support the school and monitor the school's progress frequently. Each term, school leadership is required to attend a School of Concern meeting with the Assistant Director/Head of Service and Principal/Senior Officer in order to account for the improvements made. This meeting will lead to a formal judgement of progress and may lead to adjustments to the relevant action plans. Other Local Authority officers may be assigned to the school to perform various roles identified in the plan. All intervention will be recorded on visit reports and sent to the Headteacher and the Chair of Governors.

Where significant or sustained insufficient progress is recorded, the Local Authority may issue a 'Warning Letter', indicating a clear expectation of improved progress in identified areas by the next school of concern meeting. A subsequent judgement of insufficient progress is then likely to lead to a formal warning notice being issued.

- **Progress and Removal from School of Concern**

When the school has made suitable progress and is considered no longer to be of concern to the Local Authority, the Headteacher and Chair will be notified in writing by the Assistant Director.

- **Further Intervention**

If a school makes insufficient progress over the identified timescales or is facing extreme circumstances, the Local Authority will move to the next stages of the DFE Code of Practice. The ultimate powers of the Local Authority include: requesting an early inspection; removing delegated powers; requiring collaboration with another school or joining a federation; promoting Academy status or replacing the Governing Body with an IEB following a Warning Notice. In this situation, the IEB will be made up of highly-skilled and experienced colleagues and will be provided with a clear remit to oversee the required improvements within an agreed timescale. The exit strategy will include clear targets related to the quality of provision and the attainment of pupils, with the formation of a 'shadow governing body' before passing responsibility for governance to a newly constituted full governing body.

In certain circumstances, interventions by the Local Authority may include appointing an Executive Headteacher from a successful school. It may also be appropriate to seek a structural solution, to partner the school with a successful sponsor or with an existing Academy.

- **Intervention Strategies for Academies**

Where Academies are showing evidence of declining standards, lack of inclusive practice or a less than good Ofsted inspection outcome, the Local Authority has a duty on behalf of children and young people and their parents / carers to enter into dialogue with the relevant partners.

In the case of an independent Academy a meeting will be offered with the Chair of Governors or equivalent and the Headteacher to seek assurances that suitable plans are in place to improve standards. The Local Authority will seek assurance that the school will become good within an identified time frame and will continue to monitor progress.

In the case of sponsored Academies, a meeting will be sought with appropriate representatives to discuss the strategies in place to secure rapid improvement. Where there is a sustained lack of progress in addressing identified concerns in either a sponsored or converter academy, the Local Authority will issue a warning letter outlining its concerns and the expected improvements. This letter will also indicate the intention of the Local Authority to inform the Secretary of State if clearly evidenced improvements are not made. Failing this, the Local Authority will follow advice from HMI and notify the Secretary of State of concerns related to particular academies.

In both cases, the Local Authority will also offer the facility to broker or provide support in partnership with the Academy Chair or Sponsor Organisation. A failure to secure dialogue about the Local Authority's concerns about the projections for rapid improvement will form the basis of a conversation with the DFE and the EFA to seek advice about how the Local Authority might then best fulfil its duty.

The aim is to work together with all partners in a culture of professional respect in order to provide good education for all children and young people.

- **Local Authority Maintained Schools in Ofsted Categories**

When schools are judged by Ofsted to have serious weaknesses or are deemed to be in Special Measures, the DFE and Ofsted guidance will be followed. Procedures for intervention are likely to include:

- Formal intervention in governance and a future school partnership as a federation or sponsored academy
- Headteacher capability procedures invoked via the governing body, administered by the LA.
- Merger if the school is an infant or junior school and joint arrangements can be easily accessed.

It is also possible that the Secretary of State may choose to intervene and Academy solutions will be pursued via the DFE in dialogue with the school and the Local Authority.

- **The Secretary of State's Powers** (subject to change in December 2015) are:-

Power to appoint additional Governors

Section 67 of the 2006 Act allows the Secretary of State to appoint additional Governors at any time a maintained school is eligible for intervention; the Secretary of State may appoint any such number of additional Governors as required. Before making any appointment, the Secretary of State must consult:

- the Local Authority
- the Governing Body of the school
- in the case of a Church of England school or a Roman Catholic Church school, the appropriate diocesan authority and
- in the case of any other foundation or voluntary school, the person or body by whom the foundation Governors are appointed.

The Secretary of State may pay any Governor appointed such remuneration and allowances as is considered appropriate. Where the Secretary of State has exercised this power, the Local Authority may not exercise their power to suspend the Governing Body's right to a delegated budget. In contrast to the Local Authority's power, the legislation provides that a voluntary aided school is not authorised to appoint foundation Governors for the purpose of outnumbering the other Governors appointed by the Secretary of State.

Power to direct the closure of a school

The Secretary of State may direct a Local Authority to cease to maintain a school where that school is eligible for intervention other than by virtue of section 60A of the 2006 Act (non-compliance with teachers pay and conditions).

This will usually be done where there is no prospect of the school making sufficient improvement.

Before this power can be exercised, the Secretary of State must consult

- the Local Authority and the Governing Body of the school
- in the case of a Church of England school or a Roman Catholic Church school the appropriate diocesan authority
- in the case of any other foundation or voluntary school the person or persons by whom the foundation Governors are appointed and
- such other persons as the Secretary of State considers appropriate.

If the direction to close a school has been given, the Local Authority will be expected to meet any costs of terminating staff contracts and make appropriate arrangements for the pupils continuing education, whether in a replacement school, or through transition to an alternative school.

Power to provide for the Governing Body to consist of interim executive members

Under Section 69 of the 2006 Act the Secretary of State may require the Governing Body of a school to be constituted as an IEB in accordance with Schedule 6 to the 2006 Act where the school is eligible for intervention.

Before this power can be exercised, the Secretary of State must consult:

- the Local Authority
- the Governing Body of the school
- in the case of a Church of England school or a Roman Catholic Church school, the appropriate diocesan authority; and
- in the case of any other foundation or voluntary school, the person or persons by whom the foundation Governors are appointed.

This requirement to consult does not apply if the Local Authority has already done so or if an academy order is in effect in respect of the school.

Power to make an academy order

Section 4 of the Academies Act 2010 permits the Secretary of State to make an academy order in two circumstances: firstly, on the application of a school's Governing Body or secondly, if the school is eligible for intervention within the meaning of Part 4 of the 2006 Act.

Before making an academy order in respect of a foundation or voluntary school with a foundation that is eligible for intervention, the Secretary of State must consult:

- a) the trustees of the school
- b) the person and persons by whom the foundation Governors are appointed and
- c) in the case of a school which has a religious character, the appropriate religious body.

If an academy order is made in respect of a school, the Secretary of State must give a copy of the order to:

- the Governing Body of the school;
- the Headteacher;

- the Local Authority; and
- in the case of a foundation or voluntary school that has a foundation:
 - a) the trustees of the school
 - b) the person and persons by whom the foundation Governors are appointed and
 - c) in the case of a school which has a religious character, the appropriate religious body.

Before a maintained school can convert into an academy, the Governing Body must consult on the question of whether the conversion should take place (or the IEB if applicable).

Under Section 5 of the Academies Act 2010 before a maintained school can convert into an academy, the governing body must consult on the question of whether conversion should take place.

In the case of a school eligible for intervention under Part 4 of the 2006 Act, the consultation may be carried out by the Governing Body of the school or the person with whom the Secretary of State proposes to enter into academy arrangements in respect of the school or an educational institution that replaces it.

HMI and DFE involvement

HMI and DFE representatives hold regular meetings with the Local Authority. The Local Authority is frequently challenged by both organisations, relating to interventions in named schools identified from national data and information. The Local Authority has a duty to report honestly and fairly to DFE and HMI on Local Authority support and intervention in our schools of concern.

- **The Role of Governors**

The Chair of Governors and the Headteacher will be notified when a school is identified as a School of Concern and of the issues of concern. This should be shared with the whole Governing Body under Part B of the full Governors' meeting.

Governors are responsible for ensuring that the school is implementing the actions outlined in the SoC action plan to address the issues identified and has the mechanisms and capacity to improve.

The Governors are responsible for monitoring and evaluating the progress of both plans and should have systems in place to support this. It is expected that a minuted 'School Improvement Committee' of Governors will be set up to formally review progress on at least a half-termly basis. If a committee already exists such as a 'Teaching and Learning Committee' this group may assume the responsibility. The Governor Support Service can provide a clerk for these meetings, at an additional cost.

An assigned Local Authority Officer will support the Governors with this review. In addition to this review, Governors will need to establish a timetable of monitoring visits to check progress on the key issues for improvement. This may be incorporated in or additional to the SoC plan. Governors should also consider whether it is appropriate for key issues of concern to inform the Headteacher's Performance Management objectives.

The Chair of Governors will be invited with the Headteacher to attend the termly SoC meeting with the Assistant Director/ Head of Service and a Principal/Senior Officer. See appendix 3 for example of SoC meeting agenda.

- **The monitoring role of the School Improvement Committee (SIC)**

The SIC will meet with the Headteacher and the assigned Local Authority officer at least once per half term. Each priority of the Local Authority action plan will be examined and discussed and evidence of progress will be presented by the school and evaluated. Governors will have the opportunity to challenge this evidence and the view that has been taken of the rate of progress. Further actions and support needs may be identified. These meetings must be minuted as they will provide essential evidence for the meeting with the Assistant Director and subsequent monitoring inspections.

- **Schools judged to be Requiring Improvement by Ofsted**

The Local Authority acknowledges the need for rapid progress in schools judged to be 'Requiring Improvement' by Ofsted. Some of these schools may be categorised as of concern and others not. The range of outcomes in the requiring improvement category and the Local Authority's knowledge of the school's capacity for improvement will determine the level of intervention required. Each will be considered for targeted intervention and any additional Local Authority support and monitoring will be included in the school's action plan, this support may be overseen by the Senior Officer in consultation with the allocated StEP. The Local Authority will monitor the progress of requiring improvement schools closely and revise the category, in year, if it is needed.

- **The role and remit of the Doncaster Education Improvement Board**

The Board will meet termly and comprise representatives from all Education organisations and partners who are responsible for Education Standards. The Board will receive information about education provision and outcomes. Members will challenge each other about provision and the pace of improvement in the organisations for which they are responsible.

6. Risk Assessment of Doncaster Schools 2015-2016: Categorisation

Category 1: Sustaining Excellence

Criteria:

Judged outstanding at most recent inspection, the school has the capacity to drive its own development. Succession planning is secure, partnerships strong and there is good capacity to support improvement in partner schools, leading on professional development in a range of aspects. Leadership is strong and secure and the Headteacher is likely to be or be in the process of becoming an LLE or NLE beyond their own school.

OR

Judged 'Good' at the most recent inspection but Local Authority Risk Assessment indicates secure evidence of outstanding improvement that can be sustained.

Local Authority Offer:

Bespoke support through the Standards and Effectiveness Partner programme as detailed in appendix 4. Support for partnership working and sharing good practice with other schools and settings. Support for NLE/LLE accreditation as applicable.

The attached Officer or StEP will communicate with HMI during any inspection activities.

Category 2: Aspiring to Excellence

Criteria:

Judged good at the most recent inspection there is secure evidence of improving outcomes for pupils and of significant progress against the Ofsted areas identified for improvement. Leadership is strong. The school is developing effective partnerships that add value to both its own development and that of other schools.

OR

Judged to be 'Requiring Improvement' at the most recent inspection but showing secure evidence of good improvement that can be sustained. The school is aware of priorities for improvement and has good capacity to drive improvement. It works effectively with partners to secure professional development and to ensure the success of improvement strategies.

OR

Schools judged to be outstanding at the most recent inspection but Local Authority Risk Assessment indicates some concerns about declining pupil outcomes or other significant factors that are impacting on the school's capacity to sustain excellence.

Local Authority offer:

Bespoke support through the Standards and Effectiveness Partner Programme as detailed in appendix 4. Support for partnership working. The ongoing challenge is to maintain impetus and further improve outcomes to achieve outstanding.

The attached Officer or StEP will communicate with HMI during any inspection activities.

Category 3: Securing Good

Criteria:

Schools judged to be 'Requiring Improvement' at their most recent inspection. The school is aware of its priorities for improvement and is demonstrating the necessary capacity to drive improvement and requires only light touch support. It is likely that leadership and management are graded as good.

OR

Schools judged to be 'Good' or better at the most recent inspection but Local Authority Risk Assessment indicates concerns about declining pupil outcomes or other significant factors that are impacting on the school's capacity to drive improvement.

Local Authority Intervention:

In addition to a programme of bespoke support provided by a StEP and/or Senior Officer further intervention will be agreed. An action plan will be required from the school to which the Local Authority may seek to add support. Schools will have an opportunity to apply for a deployment fund to provide financial aid for external support. A brief overview of the development needs of the school will be generated and include any intervention and support brokered by the Local Authority. The school will have regular contact with the Local Authority and be required to submit pupil data on a termly basis. Outcomes will be reported to the Head of Service and the AD. Progress will be reviewed termly and failure to make effective progress against the key issues will result in the school being judged as a school of concern.

The attached Officer will communicate with HMI during any Ofsted monitoring or inspection activities.

Category 4: School of Concern to the Local Authority

Criteria:

Schools judged to be 'Requiring Improvement' at their most recent inspection. The school lacks the necessary capacity to drive improvement at the pace required and requires external support.

OR

Schools judged to be 'Good' or better at the most recent inspection but Local Authority Risk Assessment indicates increasing concerns about declining pupil outcomes or other

significant factors that are impacting on the school's capacity to drive improvement within the required timescales. The school is deemed at risk of an Ofsted category and requires external support to accelerate progress at a rapid pace.

Local Authority Intervention:

A Senior Officer will be assigned to the school and intervention will include a Local Authority review that produces a strategic improvement plan with clear targets and success criteria (appendix 1). Facilitation of appropriate partnership working will be brokered, e.g. with an LLE/NLE, Teaching School Alliance, partner school / academy or an allocated StEP. Schools will have an opportunity to apply for a deployment fund to provide financial aid for external support. Progress will be monitored against the timeline of action and associated milestones (appendix 2) Termly School of Concern meetings for the Headteacher and Chair of Governors with the Assistant Director Education or Head of Service and Senior Officer will be arranged to review progress on implementing the Improvement Plan. At these meetings, a formal judgment on progress against the key issues will be made; failure to make effective progress may result in a Pre-Warning Letter and subsequently a Warning Notice being issued or may trigger accelerated Local Authority intervention in line with this policy.

The attached Officer will communicate with HMI during any monitoring or inspection activities.

Category 5: Extreme Concern to the Local Authority, Ofsted Special Measures or Serious Weaknesses

Criteria:

These schools are already in an Ofsted category or showing signs of persistently low standards (below floor), declining trends, poor behaviour or ineffective leadership.

Local Authority Intervention:

For maintained schools, a Senior Officer will be assigned and will write a detailed Local Authority statement, plan of action matched to the school's priority improvement needs and a draw up timeline with associated milestones to be adhered to. (See Appendix 1 and 2) For Academies, the Local Authority will converse with the sponsor or governing body to monitor provision and progress. The statement of action will detail commissioning of support and interventions, including structural solutions where required. Schools will have an opportunity to apply for a deployment fund to provide financial aid for external support. A regular meeting for the Headteacher and Chair of Governors with Assistant Director/ Head of Service and Principal/Senior Officer will be arranged to review progress on implementing the Improvement Plan. A formal judgment on progress against the key issues, will be made at the termly School of Concern review meetings and failure to make effective progress may result in a Pre-Warning Letter and subsequently a Warning Notice being issued or accelerated Local Authority intervention in line with this policy

Appendix 1

Local Authority Action Plan Template Category 4 and 5

A PRIMARY SCHOOL

LOCAL AUTHORITY CATEGORY 4/5 ACTION PLAN

Date:
Education Standards and Effectiveness
Children and Young People's Service

Local Authority Priorities

1. To support the school in developing and implementing appropriate strategies to deliver their action plan in the planned timescale ensuring that by July 2016, the serious weaknesses identified in the inspection report of 14-15 January 2015 no longer remain
2. To support the school in making rapid progress against the key issues and build a secure platform for sustainable development:

Area for Improvement 1:

Area for Improvement 2:

Area for Improvement 3:

3. To monitor the actions taken and to evaluate the impact against the identified success criteria

Performance and Targets

| | | | | | | |
|-------------------------------------|---------------|---------------|------------------|---------------|---------------|------------------|
| Early Years Foundation Stage | Sch 14 | Nat 14 | Target 15 | Sch 15 | Nat 15 | Target 16 |
| Good level of development | | | | | | |

| | | | | | | |
|----------------------------|---------------|---------------|------------------|---------------|---------------|------------------|
| Baseline Assessment | | | | | | |
| TBC | | | | | | |
| Year 1 | Sch 14 | Nat 14 | Target 15 | Sch 15 | Nat 15 | Target 16 |
| Phonic screening | | | | | | |
| Year 2 | Sch 14 | Nat 14 | Target 15 | Sch 15 | Nat 15 | Target 16 |
| Phonics screening | | | | | | |
| | | | | | | |
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|--------------------|---------------|---------------|------------------|---------------|---------------|------------------|
| Key Stage 2 | Sch 14 | Nat 14 | Target 15 | Sch 15 | Nat 15 | Target 16 |
| TBC | | | | | | |

| | | | | | | |
|-------------------------------------|-------------------|---------------|------------------|---------------|---------------|------------------|
| Attendance | Sch 14 | Nat 14 | Target 15 | Sch 15 | Nat 15 | Target 16 |
| Attendance rates (primary) | | | | | | |
| Persistent absence 15% (primary) | | | | | | |
| Quality of Teaching | Act (date) | Target | Target | Target | Target | Target |
| % of teaching judged RI or better | | | | | | |
| % of teaching judged good or better | | | | | | |
| % of teaching judged outstanding | | | | | | |

1. Area for Improvement 1

| Targets: | | | | | |
|--------------------|----------------------|--------------------|--------------------|--------------------|------------------|
| • | | | | | |
| Improvement Needed | Action | Resources | Timescales | | Success Criteria |
| | | | Start | Finish | |
| 1a | (i) (ii) (iii) | | | | |
| 1b | (i) (ii) (iii) | | | | |
| 1c | | | | | |
| 1d | | | | | |
| Milestone 1 (Date) | Milestone 2 (Date) | Milestone 3 (Date) | Milestone 4 (Date) | Milestone 5 (Date) | |
| • | • | • | • | • | |

2. Area for Improvement 2

| Targets: | | | | | |
|--------------------|--------------------|--------------------|--------------------|--------------------|------------------|
| • | | | | | |
| Improvement Needed | Action | Resources | Timescales | | Success Criteria |
| | | | Start | Finish | |
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |
| Milestone 1 (Date) | Milestone 2 (Date) | Milestone 3 (Date) | Milestone 4 (Date) | Milestone 5 (Date) | |
| • | • | • | • | • | |

3. Area for Improvement 3

| Targets: | | | | | |
|--------------------|--------------------|--------------------|--------------------|--------------------|------------------|
| • | | | | | |
| Improvement Needed | Action | Resources | Timescales | | Success Criteria |
| | | | Start | Finish | |
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |
| Milestone 1 (Date) | Milestone 2 (Date) | Milestone 3 (Date) | Milestone 4 (Date) | Milestone 5 (Date) | |
| • | • | • | • | • | |

| Monitoring Strategies (Internal) | | | Evaluation Strategies (Internal) | | |
|----------------------------------|-------|-------|----------------------------------|-------|-------|
| Who? | What? | When? | Who? | What? | When? |
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |
| Monitoring Strategies (External) | | | Evaluation Strategies (External) | | |
| Who? | What? | When? | Who? | What? | When? |
| | | | | | |
| | | | | | |
| | | | | | |
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Appendix 2

Local Authority Timeline of Actions and Milestones Template

Category 4 and 5

A PRIMARY SCHOOL

LOCAL AUTHORITY TIMELINE of ACTIONS and MILESTONES

**Education Standards and Effectiveness
Children and Young People's Service**

| AFI 1 | | | | | | | | | | | | | | | | | |
|-----------|--|-------|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|
| | | Month | | | | | | | | | | | | | | | |
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| (ii) | | | | | | | | | | | | | | | | | |
| (iii) | | | | | | | | | | | | | | | | | |
| (iv) | | | | | | | | | | | | | | | | | |
| (v) | | | | | | | | | | | | | | | | | |
| 1b | | | | | | | | | | | | | | | | | |
| (i) | | | | | | | | | | | | | | | | | |
| (ii) | | | | | | | | | | | | | | | | | |
| (iii) | | | | | | | | | | | | | | | | | |
| (iv) | | | | | | | | | | | | | | | | | |
| (v) | | | | | | | | | | | | | | | | | |
| 1c | | | | | | | | | | | | | | | | | |
| (i) | | | | | | | | | | | | | | | | | |
| (ii) | | | | | | | | | | | | | | | | | |
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| 1d | | | | | | | | | | | | | | | | | |
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| | Month | | | | | | | | | | | | | | | | | | |
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| Milestone 1 (Date) | Milestone 2 (Date) | Milestone 3 (Date) | Milestone 4 (Date) | Milestone 5 (Date) |
|--------------------|--------------------|--------------------|--------------------|--------------------|
| | | | | |

Appendix 3

Example of School of Concern Meeting Agenda



Name of School
School of Concern Meeting
Date, time, venue of meeting

AGENDA

Invited: Assistant Director Education or Head of Service
Headteacher, Lead Local Authority Officer, Chair of Governors

Chair: Assistant Director Education or Head of Service

Introduction: Chair

1. Presentation of summary of issues of concern by Lead Local Authority Officer

Comments invited by Chair

2. Presentation of action planning/progress against key issues of concern by Head and Chair of Governors and scrutiny of school information and documentation.

Comments by officers and school representatives

3. Judgments on progress against each agreed impact measure/ area of concern

4. Quality of support provided

5. Future plans and interventions summarised

6. Review date

Notes:

7 days prior to the meeting the school is required to give the LA access to:

- the School Development Plan
- Relevant Governing Body Minutes
- The Ofsted self evaluation document
- Relevant financial information

Local Authority admin officer to prepare documents, minute the meeting and upload a report onto Pendulum within 7 days.

Appendix 4

StEP Calendar

StEP Calendar 2015-2016

Autumn Term

| LA Offer | Tariff |
|---|-------------|
| Achievement and Target Setting Meeting <ul style="list-style-type: none"> • Outcomes Review • Priority Setting • Key Stage Targets • Risk Assessment | |
| For all maintained primary schools | 1.5 days |
| For all maintained infant/junior/special and PRUs | 1.25 days |
| Optional (at school's request) | |
| Headteacher performance management | 1 day |
| Bespoke work | As required |
| Academy review as above | As required |

Spring Term

| LA Offer | Tariff |
|--|-------------|
| Package 1: <ul style="list-style-type: none"> • Progress review against key priorities • Risk assessment | |
| For maintained schools risk assessed as 'sustaining excellence' or 'aspiring to excellence' | 1 day |
| Package 2: <ul style="list-style-type: none"> • Progress review against key priorities • Review of teaching and learning • Risk assessment | |
| For maintained schools risk assessed as 'securing good', 'school of concern' or 'school of extreme concern' | 1.5 days |
| Optional (at school's request) | |
| Bespoke work | As required |
| Academy review as above | As required |

Summer Term

| LA Offer | Tariff |
|--|--------|
| Package 1: <ul style="list-style-type: none"> • Governance review • Risk assessment | |

| | |
|--|-------------|
| For governing bodies risk assessed with 'weaknesses' | 1 day |
| Package 2: <ul style="list-style-type: none"> • Leadership and management review • Risk assessment | |
| For maintained schools risk assessed as 'securing good', 'school of concern' or 'school of extreme concern' | 1 day |
| Package 3: <ul style="list-style-type: none"> • Governance review • Leadership and management review • Risk assessment | |
| For governing bodies risk assessed with 'weaknesses' and maintained schools risk assessed as 'securing good', 'school of concern' or 'school of extreme concern' | 2 days |
| Optional (at school's request) | |
| Bespoke work | As required |
| Academy review as above | As required |

Appendix 5

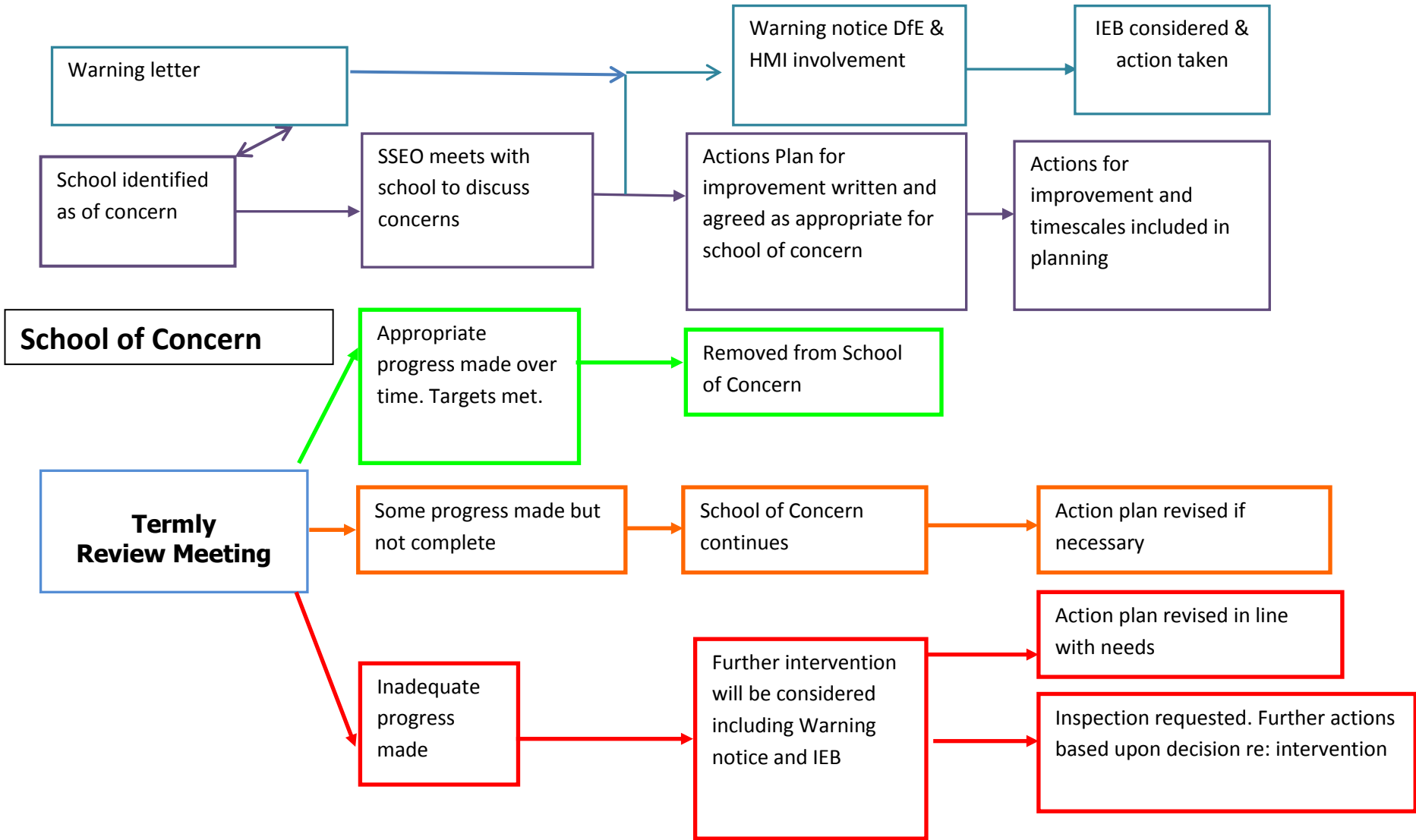
Pathway of Action

for

School of Concern not in Ofsted Category

Local Authority Category 4 and 5 Schools

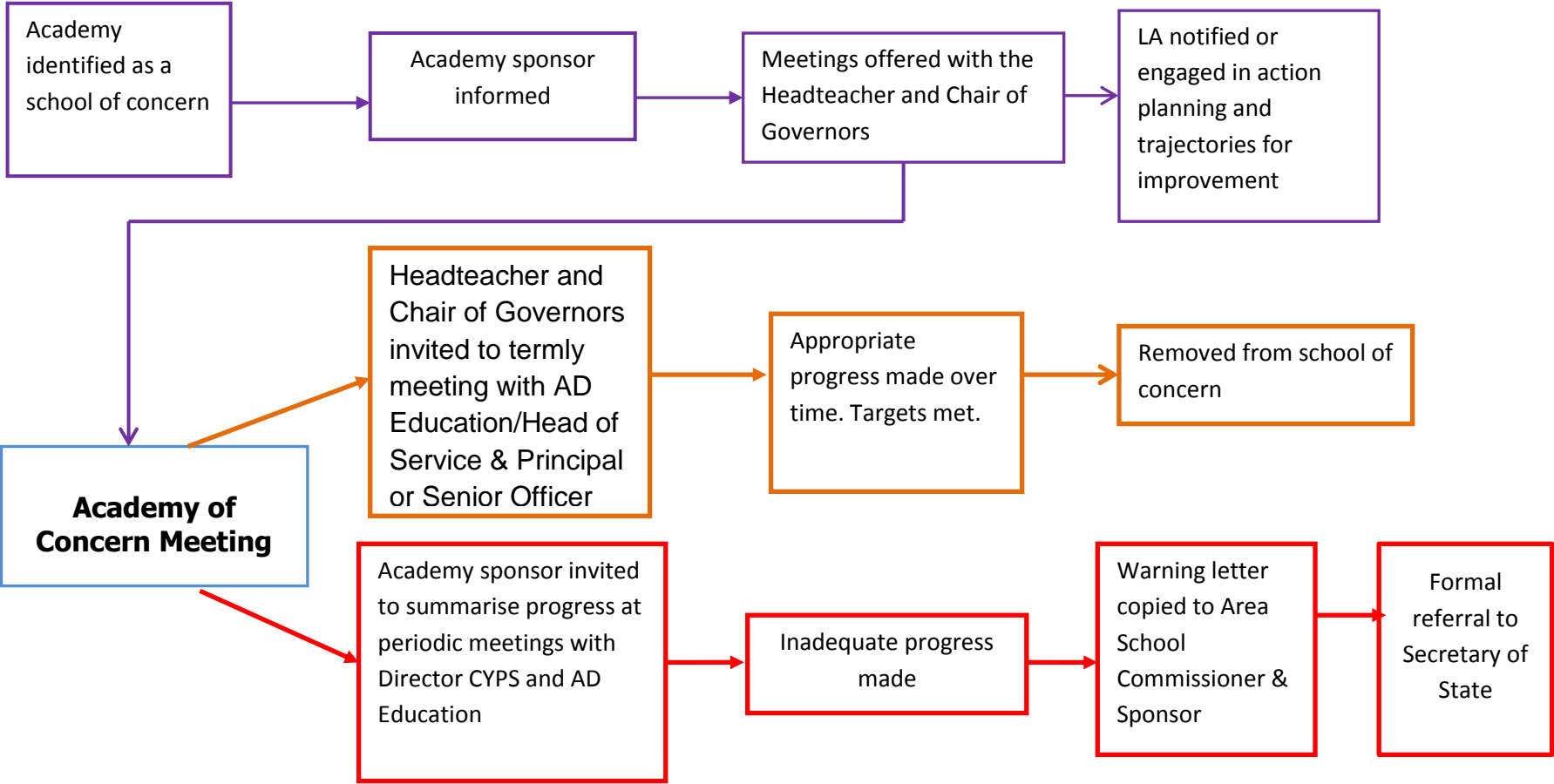
Pathway of Action for School of Concern not in Ofsted Category



Appendix 6

**Pathway of Action
for
Academy of Concern**

Pathway of Action for Academy of Concern



Abbreviations

| | |
|--------------|---|
| AD | Assistant Director |
| DfE | Department for Education |
| EFA | Education Funding Agency |
| HMI | Her Majesty's Inspectorate |
| IEB | Interim Executive Board |
| IAG | Information, Advice and Guidance |
| LLE | Local Leader of Education |
| NLE | National Leader of Education |
| PRU | Pupil Referral Unit |
| RPA | Raising the Participation Age |
| SACRE | Standing Advisory Council for Religious Education |
| SEN | Special Education Needs |
| SEND | Specialist Education Needs and Disabilities |
| SIC | School Improvement Committee |
| SLE | Specialist Leader in Education |
| SoC | School of Concern |
| StEP | Standards & Effectiveness Partner |

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