

# North Somerset Council

# 6

## **REPORT TO THE CHILDREN AND YOUNG PEOPLE'S SERVICES POLICY AND SCRUTINY PANEL**

**DATE OF MEETING: 21<sup>ST</sup> JULY 2017**

**SUBJECT OF REPORT: EDUCATIONAL TRANSFORMATION – MAKING  
THE SYSTEM WORK**

**TOWN OR PARISH: ALL**

**OFFICER/MEMBER PRESENTING: LOUISE MALIK, HEAD OF  
EDUCATION TRANSFORMATION**

**KEY DECISION: NO**

### **RECOMMENDATIONS**

The Children and Young People's Services Policy and Scrutiny Panel are asked to note the new arrangements to support school improvement and to comment on the proposed arrangements in North Somerset.

#### **1. SUMMARY OF REPORT**

The changing landscape of education provision, and the move towards a self-improving school system, requires new relationships to be developed between schools/academies & providers, and between them, the Council and other key partners.

Excellent educational provision plays a critical role in the delivery of the Council's ambitions in the Corporate Plan. The education community in North Somerset is uncompromising in our drive to deliver excellent provision and outcomes and is keen to ensure that children and young people can continue to benefit from a cohesive and collegiate education community in North Somerset.

Work is taking place to develop new relationships, new ways of monitoring and improving educational provision in North Somerset, and how the Council will carry out its statutory responsibilities in relation to education provision.

This session will provide an opportunity for members to hear about national, regional and local developments in this area. It will also give members the opportunity to influence the arrangements that are being developed to ensure that the Council delivers its statutory responsibilities and supports the education system in North Somerset to help deliver our corporate ambitions.

The report is set out in two sections:

- National arrangements - System led school improvement
- Making the system work in North Somerset

## 2. POLICY

The school improvement arrangements link to the following ambitions in the Corporate Plan:

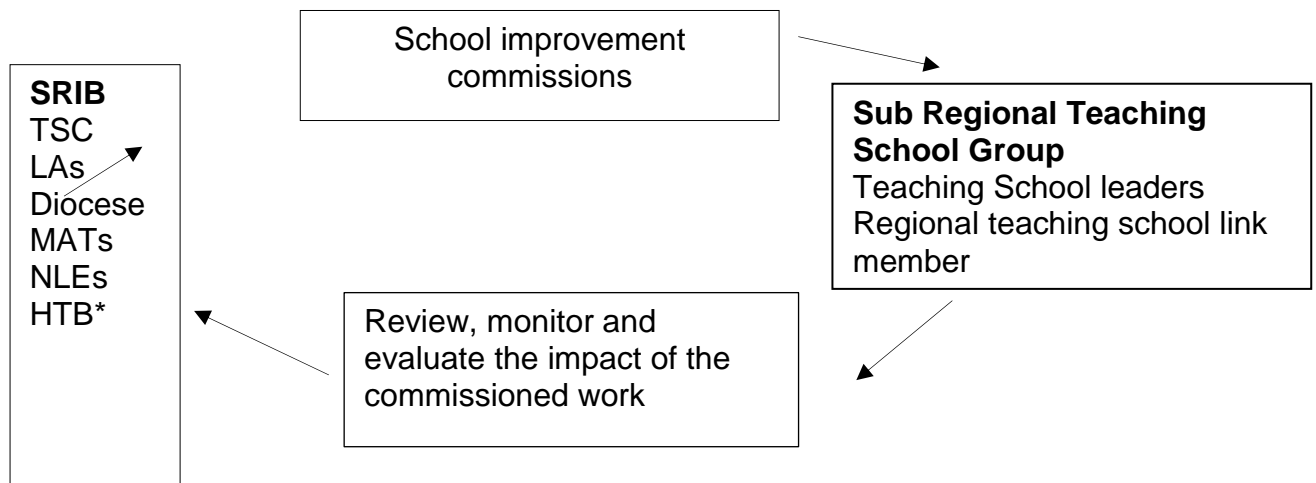
- Prosperity and Opportunity – Enable young people to fulfil their potential
- Health and Wellbeing – Support families to give their children the best start in life

## 3. DETAILS

### National arrangements - System led school improvement

Sir David Carter, the National Schools Commissioner, at the regional teaching schools conference in April 2017 captured an overview of school led school improvement in the following two diagrams.

#### Strategic school improvement



SRIB – Sub-regional improvement board,

TSC – Teaching schools council

LAs – Local authorities

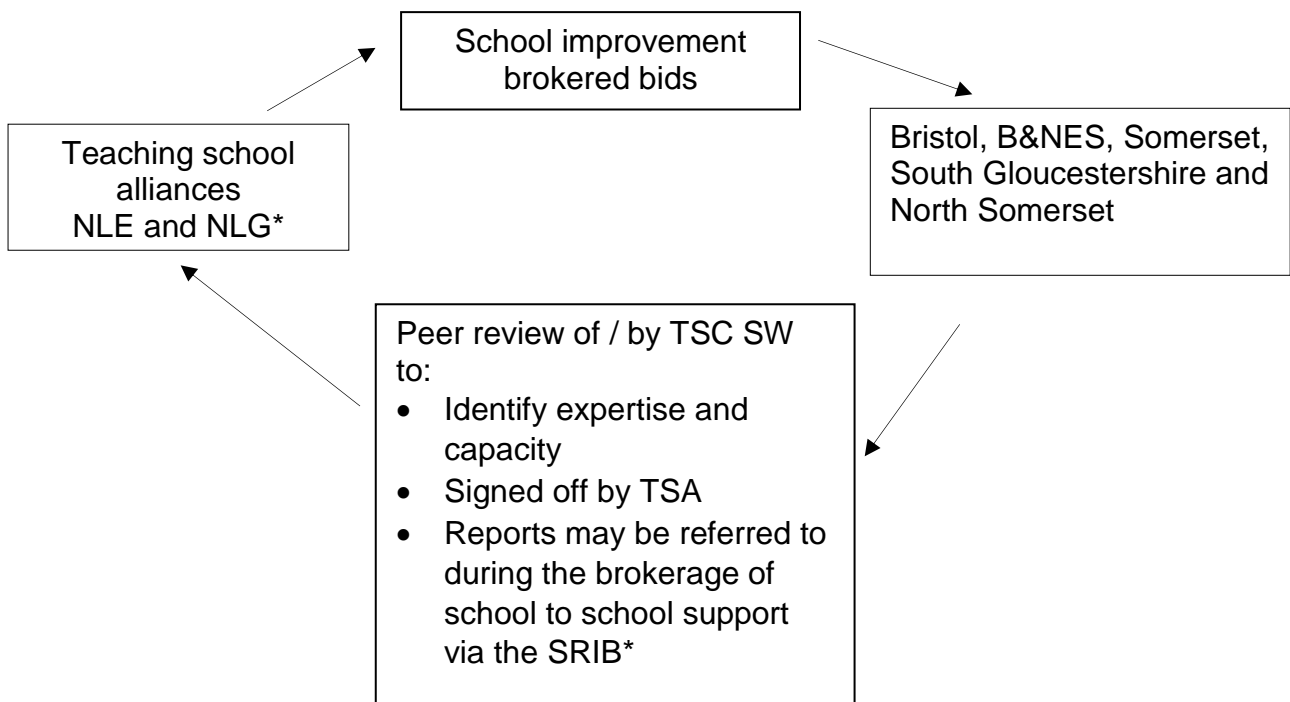
MATs – Multi academy trusts

NLEs – National leaders of education

HTB – Headteacher board (working with the regional schools commissioner)

NLG – National leaders of governance  
 TSA – Teaching school alliance  
 RSC – Regional schools commissioner

### Operational school improvement



The information below provides an overview of the role of the organisations involved in the school improvement process:

### RSC Sub Regional Improvement Board (SRIB)

The role of the SRIB is still developing, however, the role is likely to:

- use the combined expertise of the different parts of the education system in a particular sub-region to support more good school places and identify and resolve under performance in schools.
- be a strategic partnership forum to identify common areas of focus for school improvement activity across a region and identify shared mechanism for mapping, facilitating and communicating support available for access by all schools.
- support the discussion and regional approach to wider DfE initiatives which impact upon school improvement including teacher supply, leadership programmes and the role of universities and independent schools in supporting the state sector.
- commission and prioritise proposals to the Strategic School Improvement Fund

that target resources for maximum impact across each sub-region to improve outcomes in support of creating more good school places and tackling under performance in schools.

- monitor and evaluate the impact of funded proposals within the area

The SW region has 4 geographically based SRIBs. North Somerset is aligned with B&NES, Bristol, South Gloucestershire, Gloucestershire and Somerset. The SRIB will discuss overall themes within the sub-region (such as maths or disadvantaged pupils) and individual schools causing concern and those at risk. Information is shared as to the level of support from the LA or MAT.

### **Local School Standards Board**

The RSC for the South West has asked all of the LAs in the SW to establish a local School Standards Board or equivalent arrangements to enable the LA to report to the SRIB to carry out its role. The RSC would like the Local Schools Standards Boards to play a valuable role to:

- determine the local school improvement strategy;
- review the data and evidence about the progress and performance of schools;
- identify priorities for improvement and agree how to commission support;
- regularly review the impact of the work of all partners to support school improvement; and,
- enable elected members to review the school standards and the progress of performance of schools.

### **The Teaching Schools Council (TSC) and the Sub-Regional Teaching Schools Group**

The Teaching Schools Council (TSC) is developing, improving and changing education in English schools through a self-improving school-led system, so that all children attend a good school. It does this by representing and acting as an ambassador for the values and aspirations of teaching schools nationally and internationally. With a network of over 600 teaching schools and with links to other key stakeholder organisations, the TSC has access to the nation's most effective leaders and so is uniquely placed to support Ministers and officials on policy formation and implementation. The vision of the council is to support a truly inclusive school-led system that is driven by local approaches that work for local schools within regional networks. The South West region covers Bristol, North Somerset, Somerset, Bath & North East Somerset Gloucestershire and South Gloucestershire.

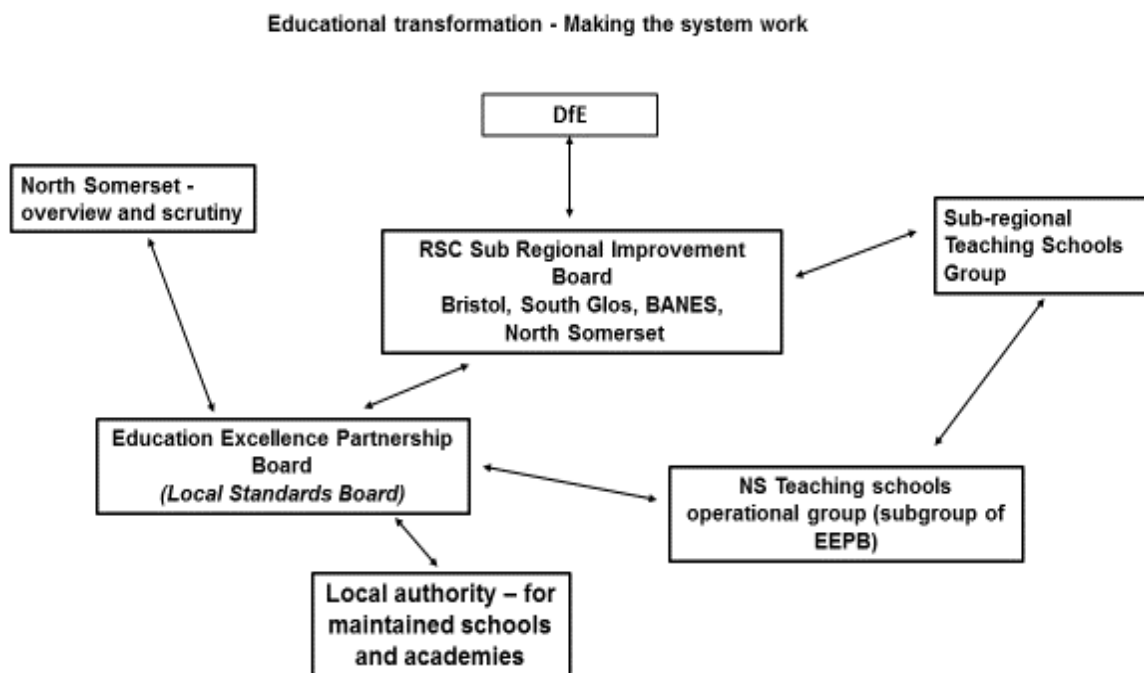
### **Strategic School Improvement Fund (SSIF)**

The Teaching School Council (TSC SW) in the South West will coordinate the proposals to address regional and local priority school improvement bids from the SSIF. There is a fund of £140 million per year grant over two financial years (April 2017 to March 2019). The TSC SW will support teaching schools, MATs and LAs to produce coordinated bids to maximise coverage of eligibility criteria. Please see

further information in Appendix 1. The principles underpinning the fund are a focus on strategic school improvement with evidence based intervention that are sustainable in the long term, facilitating social mobility and address shared priorities for all types of school.

## Making the system work in North Somerset

The diagram below describes the architecture to enable school improvement in North Somerset for the future:



### **NS school improvement strategy**

North Somerset Council has established The Education Excellence Partnership Board to consider strategic issues and developments for the education community in North Somerset. The board will also undertake the role of the Local School Standards Board in monitoring standards across the whole schools community in North Somerset. Please see the terms of reference for the board in Appendix 2.

The Education Excellence Partnership Board (EEPB) including the School / Local Standards Board will:

- Determine the overall strategy for school improvement and promote this to schools and academies.
- Review the data and evidence about the progress of schools and academies individually and collectively.
- Identify priorities for improvement and agree how to commission school lead support to meet them.
- Oversee the use of all resources to ensure it is being used to meet core priorities.
- Regularly review the impact of the work of all partners to support school improvement.

### **North Somerset Teaching Schools Operational Group (TSOG)**

The Teaching Schools Operational Group has also been established in North Somerset as a subgroup of EEPB. The TSOG will:

- Provide views on the collective priorities for North Somerset.
- Provide a view on the capacity and expertise of TSAs to potentially meet these needs.
- Encourage/nurture opportunities for collaborative working to ensure high standards in all North Somerset schools and academies.
- Provide and/or broker school to school support for schools and academies
- Coordinate bids for national funding available to support North Somerset schools and academies to meet their identified priorities.
- Provide regular updates on the impact of any TSA's work against the agreed priorities for North Somerset.

The terms of reference for this group will be written following the outcome of round one bidding for SSIF. It will be based on lessons learned from the process.

### **Local authority education excellence strategy**

The Local Authority has a continued role to play in School Improvement. As well as carrying out the Council's statutory responsibility to monitor, challenge and intervene in maintained schools, the LA also has a role in monitoring and supporting the overall standards of education in the authority. The Education Excellence Strategy is being developed). In order to carry out this role the Council is developing the role of a Challenge Partner. This part time role will, in the short term, be funded by the School improvement monitoring and brokering grant. The challenge partner role will cover the following areas, with further details provided in Appendix 3:

- supporting the EEPB to develop the collective priorities school improvement for North Somerset schools and academies;
- supporting the EEPB and the TSOG to operate the school improvement arrangements in North Somerset to maximise the resources available to meet the identified needs;
- overview all academy and school performance;
- be key point of contact for maintained schools including annual school improvement visit;
- categorisation of all schools and academies based on attainment and progress data;
- delivery/commissioning and monitoring of interventions in LA maintained schools that are categorised by Ofsted as Requires Improvement (RI) / Special Measures (SM) or causing concern;
- link to and from the RSC and SRIB;
- allocating and monitoring the School improvement monitoring and brokering grant and the impact of this resource.

### **Involvement of Elected Members**

It is proposed that the LA Challenge Partner, on behalf of the EEPB, will report regularly to the Children and Young People's Services Policy and Scrutiny Panel. This reporting will provide an overview of performance and standards in North Somerset along with priorities, areas on concern and assurance of action being taken in relation to the Council's responsibilities for maintained schools.

## **School Improvement Process**

- LA produce risk assessment for all NS schools and academies
- LA inform school, MAT, Single Academy Trust (SAT) if identified as at risk
- School standards board review the risk assessment, agree and refer to the Teaching Schools Operational Group (TSOG)
- Areas of disagreement are referred to Sub-Regional Improvement Board (SRIB)
- Identified SAT, MAT (for their schools) or LA (for maintained schools) produce summary of issues for TSOG
- TSOG review issues and identify support and commissions
- TSOG bid to National College via SRIB in funding rounds
- LA, MAT or SAT quality assure the support or intervention provided
- LA, MAT or SAT feedback impact measures to TSOG
- TSOG summarise impact annually to EEPB

## **4. CONSULTATION**

Consultation has taken place with school leaders across North Somerset and the office of the Regional Schools Commissioner

## **5. FINANCIAL IMPLICATIONS**

The various funding streams for school improvement are detailed below

### **SSIF**

The fund will support a broad range of school improvement activities including, but not limited to, improving leadership, governance, teaching methods and approaches, and financial health and efficiency. The fund will support medium- to long-term sustainable activities across groups of schools with a preference towards school-led provision, that is, support provided by schools, for schools.

The Strategic School Improvement Fund is not intended to support specific projects or activities already funded through other Department for Education programmes. These will include those focused on curriculum enhancement, opportunity areas, Northern Powerhouse, national professional qualifications, initial teacher training (ITT) recruitment, Teaching and Leadership Innovation Fund, academy conversion activities or improvements in school buildings or infrastructure.

Teaching schools, multi-academy trusts and local authorities will submit to the Department for Education applications for funding on behalf of the sector to address local improvement priorities across groups of schools. To ensure that support reaches those schools which need it most, and in the most effective way, we expect that, in shaping these applications, regional schools commissioners, multi-academy trusts, local authorities, the Teaching Schools Council, and diocesan representatives will work collaboratively with schools to bring together their local intelligence to identify shared improvement priorities.



## **Emergency funding**

In the event of an emergency, The DfE will consider applications to the Strategic School Improvement Fund to support an individual school, as opposed to a group of schools, if the supported school meets the eligibility criteria (as detailed in Appendix 4) for emergency funding. Emergency funding will only be considered in exceptional circumstances and is intended to address:

- unexpected or imminent failure
- unexpected withdrawal of planned/existing support to address failure/imminent failure, or
- failure where other long-term support options are not feasible

## **School improvement monitoring and brokering grant**

The Government has provided all LAs with maintained schools with a grant to continue to monitor and broker school improvement provision for low-performing maintained schools and intervene in certain cases. North Somerset has been allocated £90k for the period from September 2017 to March 2018. This funding will cover the salary cost of the Challenge Partner and provide a resource to intervene in individual maintained schools that require improvement or are causing concern – this is not something that can be funded by the SSIF. The grant will continue until at least the end of the 2017-18 academic year. MATs and SATs are also required to fund this level of support for individual schools from within their own resources. The process of applying for funding is being developed.

## **6. RISK MANAGEMENT**

The risk of not having appropriate arrangements to support school improvement include:

- Children and Young People not achieving their educational potential
- Not fulfilling the Council statutory responsibilities for educational outcomes for children and young people in North Somerset and particularly in relation to maintained schools
- Not maximising resources to improve educational outcomes in North Somerset

## **7. EQUALITY IMPLICATIONS**

None

## **8. CORPORATE IMPLICATIONS**

None

## **9. OPTIONS CONSIDERED**

The arrangements detailed in this paper are necessary in order to meet national and local requirements as well as the Council's statutory responsibilities

## **AUTHOR**

Louise Malik

## **BACKGROUND PAPERS**

## Appendix 1 – eligibility criteria

### Schools eligible to receive support

All primary, secondary, middle, all-through, alternative provision and special academies and maintained schools, and pupil referral units in England that meet at least one of the eligibility criteria qualify for support, with the exception of:

- solely 16+ provision institutions (that is, those which are not part of a secondary school)
- local authority nurseries
- secure units
- schools subject to academy orders (unless exceptional circumstances apply)
- schools which are open but proposed to close

At least 70% of the schools supported through any one application must meet at least one of the following eligibility criteria.

#### Eligibility criteria

E1 Schools in opportunity areas

E2 Schools rated inadequate in latest inspection

E3 Schools that meet the coasting definition or schools that are below the floor standard based on their published data

E4 Schools rated requires improvement in 2 consecutive Ofsted inspections

E5 Schools received a warning notice over the past 3 years

E6 Schools not meeting the KS5 minimum standards

E7 Progress 8 score overall less than -0.25

E8 Schools meet both of these criteria: 1) There are more than 35 disadvantaged pupils in the school, and 2) Progress 8 score for disadvantaged pupils in the school is less than -0.25 overall

E9 Schools meet both of these criteria: 1) There are more than 35 disadvantaged pupils in the school, and 2) The gap between disadvantaged pupils and non-disadvantaged pupils nationally for Progress 8 scores is less than -0.25 (Please note these are negative numbers so a score that is less than -2.5 would, for example, be -3.5 or -5.5)

E10 Schools meet both of these criteria: 1) Less than 85% of pupils overall achieve expected standard in reading, writing and maths, and 2) At least one of the following is true: i) Reading progress is less than -2.5, ii) Writing progress is less than -3.5, iii) Maths progress is less than -2.5

E11 Schools meet all of these criteria: 1) There are more than 10 disadvantaged pupils in the school, 2) Less than 85% of disadvantaged pupils in the school achieve the expected standard in reading, writing and maths, and 3) At least one of the following is true: i) Reading progress is less than -2.5, ii) Writing progress is less than -3.5, iii) Maths progress is less than -2.5

E12 Schools meet both of these criteria: 1) There are more than 10 disadvantaged pupils in the school, and 2) At least one of the following is true: i) The gap between disadvantaged pupils and other pupils nationally for reading is less than -2.5, ii) The gap between disadvantaged pupils and other pupils nationally for writing is less than -3.5, iii) The gap between disadvantaged pupils and other pupils nationally for maths is less than -2.5 (Please note these are negative numbers so a score that is less than -2.5 would, for example, be -3.5 or -5.5)

E13 KS5 academic progress score is between 0 and -0.5

E14 KS5 applied general progress score is between 0 and -0.75

## Appendix 2 – Education Excellence Partnership Board terms of reference

### Terms of Reference

#### Membership including Strategic Partners

- CEOs of MATs within North Somerset and those working with academies in North Somerset
- Heads of Teaching Schools
- Diocesan representatives
- Representatives from Headteacher reference groups (HANS, SHINS, PHANS SENS & GANS)
- LA representatives
- DfE officers (for limited items)
- One member of the Headteacher Board and Sub Regional Improvement Board (for limited items)

#### Purpose

- To involve all Principals, Headteachers and Governors in the school improvement partnership between the Multi- academy trusts, Teaching Schools, The Local Authority and the Diocese.
- To be a cohesive force in the ever-changing educational landscape that can operate and support across school structures.
- To establish relationships with key educational partners such as the Regional Schools Commissioner, social care and health, etc.
- To agree the Maintained School Improvement Commissioning Strategy and support the Local Authority to ensure that all children and young people have access to good and outstanding education learning and achievement.
- Ensure there is a rigorous focus on high standards and successful outcomes for all children through the promotion of excellence.
- Receive a report on standards and progress for children and young people all Key Stages, all identified groups, Children Looked After, Special Educational Needs and Disabled and disadvantaged.
- To enable the Local Authority to fulfil its statutory duties.
- To establish and maintain arrangements to commission the necessary school improvement support and intervention for all schools.
- To contribute to the strategic planning of provision for vulnerable children and young people, including Children Looked After and those with Special Educational Needs and Disabilities

#### The Partnership Board will...

- Work with Principals and Headteachers to access, channel and utilise all local resources to the full for the best outcomes of every child.
- Be a voice that ensures Principals and Headteachers can raise common concerns effectively with all strategic partners.
- Collate needs and offers from local schools to enable effective school-to-school support to take place.
- Develop a local measure of educational excellence for schools and academies informed by, but not limited to Ofsted grading.
- Regularly inform Principals and Headteachers of CPD available and organise conferences/INSET opportunities to fulfil identified needs through the strategic partners.
- Establish a mechanism for the appropriate sharing of information, including performance data across MATs, schools, clusters and our strategic partners.

- Identify areas of further joint working such as joint bids or procurement
- The Partnership Board will pick up the business aspects of any actions likely to impact on the maintained primary schools.

## Appendix 3

### Challenge partner role

From Early Years and throughout the Primary and Secondary phases the local authority has a key role in response to statutory requirements to strive to achieve excellence and equity. North Somerset Local Authority is committed to the policy of educational excellence for all pupils in whatever type of school they attend. This is based on the belief that every child and young person in North Somerset has a right to be educated in a place where “excellence for all” is taken as read.

The role will cover the following areas:

- Data and information analysis, interpretation and reporting;
- LA Risk register
- OFSTED dashboard
- Classification of schools

For maintained schools

- Telephone and email support
- Headteacher appointments
- OFSTED interview and feedback
- Commission school improvement package

Challenge and intervention for maintained schools that are RI or causing concern

- QA school improvement package
- Review and open house process
- Support, advice and guidance (commissioned from teaching schools and MATs)

For maintained schools the following areas will be used for schools causing concern taken from the Ofsted inspection:

- overall effectiveness: the quality and standards of education;
- the effectiveness of leadership and management;
- the quality of teaching, learning and assessment;
- personal development, behaviour and welfare;
- outcomes for pupils;
- the effectiveness of safeguarding pupils.

Maintained schools will be judged as causing concern, even if there is an OFSTED judgement of good or outstanding if:

the school requires improvement or is at risk of coasting, and has the leadership capacity to secure improvement. Outcomes for individuals and groups of pupils and the school’s capacity to improve require improvement but are improving. Most aspects of provision are requiring improvement but some elements are good. The school is developing areas of good practice that may be shared with other schools. Arrangements for safeguarding of pupils are effective.  
Or:

the school is requiring improvement or underperforming (below floor), or at risk of coasting. Outcomes for individuals or groups of pupils and the school’s capacity to improve are requiring improvement overall. The quality of provision is not secure and the school’s outcomes make it vulnerable to inspection. Arrangements for safeguarding of pupils are not securely in place.



## **Appendix 4**

### **Emergency funding eligibility criteria**

EE1 Ofsted inadequate maintained schools not in receipt of support via the academy conversion process or otherwise and where there is strong evidence that immediate support is necessary

EE2 Ofsted inadequate academies not in receipt of support via a transfer to a new academy trust or otherwise and where there is strong evidence that immediate support is necessary

EE3 Individual maintained schools and academies falling within the coasting definition where there is strong evidence that immediate school improvement support is necessary

EE4 Previously outstanding maintained schools or academies not in receipt of support but judged requires improvement by Ofsted where there is strong evidence that immediate support is necessary

EE5 Maintained schools and academies, not in receipt of support (either through school improvement, academy conversion or transfer to a new academy trust) where there is strong local intelligence to show that a school would be in imminent danger of being judged inadequate by Ofsted if school improvement is not put in place quickly