



School Improvement Policy for Worcestershire Schools 2017-18

Aiming for Outstanding

We are delighted to present our revised policy for school improvement. This policy provides information for schools, Worcestershire County Council members and officers and Babcock Prime colleagues to ensure clarity, consistency and quality. We share an ambition to ensure that every child in the county receives a high quality education. We wish work with schools to bring about a rise in standards, such that results for schools in Worcestershire are above the national average in each age phase.

The policy identifies the appropriate support and challenge for all schools so they are able to improve further and share their expertise with others. The policy also recognises that school improvement relies on effective multi-agency working, with expertise and support provided by a range of partners. For church schools, this includes communication and partnership with the relevant local Diocese.

This revised document has taken into consideration views and comments from a range of stakeholders. It is also based on the most recent local and national policies and priorities relevant to the work of school improvement and reflects the pace of change in the local and national educational context.

The Worcestershire School Improvement Policy is intended to be fully inclusive of all state funded schools within Worcestershire including LA maintained schools, academies and free schools. The term 'school' is therefore used to include all types of state funded schools except where explicitly stated.

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Foreword

We are delighted to present our revised strategy for school improvement. Babcock Education Services Ltd, or Babcock Prime as we are known locally, has been commissioned by Learning and Achievement Services at Worcestershire County Council to deliver this strategy. We share an ambition to ensure that every child in the county receives a great education. We wish to help bring about a rise in standards, such that results for schools in Worcestershire are above the national average in each age phase.

After careful and extensive consultation with all key partners, we present the revised strategy. **Aiming for Outstanding** will be defined by three key principles;

- An emphasis on learning-focused improvement; that is, values-driven leadership and an accent on first class, lifelong learning opportunities for children and staff
- A focus on partnership-working, high quality relationships and on capacity building through evidence-based school-led improvement
- A drive to raise standards through robust collective accountability.

We aim that Worcestershire will perform in the top 10% of local authorities nationally and that all schools will be judged good or outstanding. **Aiming for Outstanding** focuses on building capacity across the whole education community and within each school in these four key areas:

- School governance, leadership and capacity
- Progress and Standards
- Outcomes for vulnerable children
- Safeguarding.

Worcestershire Children's Services wants to enable children, young people and families to achieve their potential in a safe environment so that they lead successful lives. We believe that the way in which we will achieve this is by ensuring that needs are clearly defined so that the right services are delivered by the right people to the right children, young people and families at the right cost at the right time. We will focus our resources on those children, young people and families that need them most.

Within an ever changing educational landscape, the continuing role of the local authority in monitoring and evaluating schools' progress aims to enable us to know and understand the progress each school is making and the performance they are achieving. This is seen as particularly important as schools become increasingly autonomous and self-managing and to ensure they are excellent places of learning and teaching.

Babcock Prime will continue to review, develop and improve systems and processes in order to ensure that the School Improvement Service focuses on effective challenge and support for schools.

Nick Wilson: Strategic Commissioner for Education and Skills, Worcestershire County Council

David Townsend: Head of Quality and Improvement, Babcock Prime

September 2017

The vision for Babcock Prime is to improve outcomes for all children and young people. This is in alignment with Worcestershire County Council's vision.

Our aim is for every Worcestershire school to be good or outstanding through working in partnership, ensuring progress for all and developing sustainable, high quality leadership.

In the context of the national picture, in order for schools to be successful they need to:

- **operate within a framework of autonomy and accountability**

The prime responsibility for school improvement is with the Headteacher and the senior leadership team, supported by rigorous monitoring from the Governing Body. Schools are autonomous organisations accountable to their children and young people, the parents and the wider community.

- **carry out rigorous self-evaluation which leads to well-structured development planning**

All schools need to be clear about the criteria which define good to outstanding provision to enable them to undertake robust and accurate self-evaluation and to take clear and decisive actions to improve their performance as necessary.

- **be inclusive schools**

Highly effective schools have high aspirations for all of their learners, irrespective of ability and background. Barriers to learning are identified as early as possible and steps are taken to minimise or overcome them.

- **work in partnership with others to enhance school improvement.**

School improvement is enhanced by schools working in partnership with each other to share effective practice and build capacity.

- **make use of the expertise which already exists within their school**

Workforce development is a central aspect of school improvement. The most

successful schools are highly skilled in auditing the needs of their staff (and the governing body) based on an analysis of pupil outcomes in order to provide professional development opportunities which are underpinned by robust appraisal (performance management) procedures.

- **have inspirational leaders**

Senior and middle leaders have an ambitious vision for their school; they are reflective, work collaboratively with other schools and agencies and are actively looking to learn from best practice elsewhere.

- **have a highly effective Governing Body**

The Governing Body is clear about the school's strengths and areas for development. They monitor and evaluate robustly, holding leaders to account for achieving good pupil outcomes.

Raising the achievement of vulnerable and disadvantaged pupils in Worcestershire

While outcomes for children in receipt of Pupil Premium are improving, the attainment gap between vulnerable groups and their peers remains significantly wider than national. In particular, pupils who have a Special Educational Need or Disability (SEND) and are entitled to Pupil Premium make less progress than their peers both in Worcestershire and nationally.

Therefore we plan to focus specifically on outcomes for vulnerable groups and work in partnership with schools. We will continue to use robust data to identify schools where outcomes for vulnerable groups are not strong and challenge and support these schools. We will also continue to promote the awareness and adoption of best national practice and the sharing of practice that has been demonstrated to be effective and improve outcomes.

In order to achieve our aim and to enable all schools to be successful we have identified four key priorities for the service:

Key Priorities

Raise standards of attainment and improve rates of progress for all pupils:

- improve the achievement of pupils, particularly in KS2;
- work with schools to help ensure teacher assessments are accurate; school tracking systems are robust; any underperformance is identified swiftly and interventions implemented at the earliest opportunity.

Close the attainment gap for disadvantaged pupils:

- work with schools to help ensure interventions are appropriately targeted and effective in order to enable underperforming pupils to make accelerated progress.

Increase the proportion of schools that are providing a good or better education for their pupils:

- continue to strengthen the quality of leadership at all levels;
- continue to strengthen the accountability role of governors to ensure robust and independent monitoring and evaluation.

Strengthen partnership arrangements to Increase school to school support:

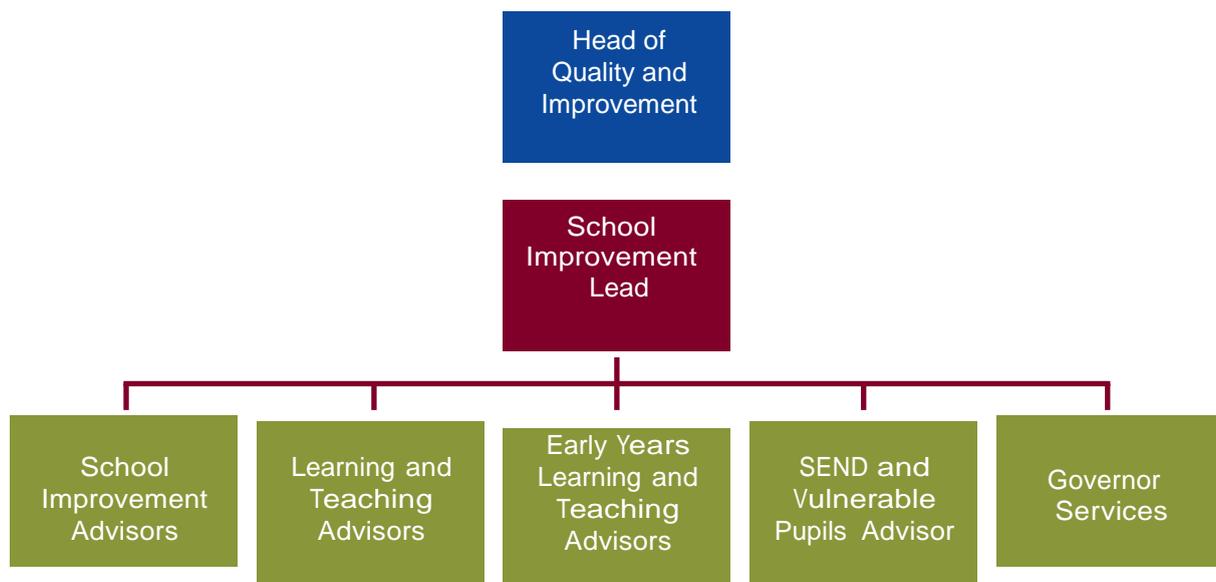
- continue to work in partnership with headteacher representative groups, Teaching School Alliances and other system leaders to share effective practice and broker school to school support;
- promote the sharing of effective practice

Principles that drive us

- * Placing better opportunities and outcomes for children and families at the heart of any change
- * Enduring partnerships with governors and leaders in every phase
- * Renewing the relationship with strong performing schools; link SIA / quality assurance partner and signposting schools to your expertise
- * Education based around the needs of children and their locality
- * Community of learning Clusters- evidence based change, bottom-up not top down improvement – Babcock as change partner as schools across the county engage together on shared priorities for improvement
- * Constructive engagement with key external agencies (e.g. DfE) and all our partners

Section 1 - Structure of the School Improvement Service

For 2017-18 the School Improvement Service has been restructured and will consist of the following roles:



There will be a School Improvement Lead who will take responsibility for overseeing all schools in the county.

Each LA maintained school will have a named School Improvement Advisor (SIA). School Improvement Advisors will be allocated predominantly on a geographic basis but this may vary depending on individual school needs and partnership arrangements.

The SEND and Vulnerable Pupils Advisor will have a particular focus on working with schools to improve outcomes for the most vulnerable pupils especially Looked After Children, those eligible for pupil premium and/or those with special educational needs/disabilities. However, all members of the team will take every opportunity to support and challenge schools in relation to the progress of these pupils.

In addition to the structure outlined above, we also have access to Education Associates who can provide additional specialist capacity and expertise e.g. literacy and numeracy.

Section 2 - Overview of Services Provided to LA Maintained Schools

Worcestershire County Council has commissioned Babcock Prime to deliver a range of core school improvement services to all LA maintained schools. In the main, these are statutory services but Babcock Prime have listened carefully to the views of headteachers from around the authority and have undertaken to provide some additional services during 2017-18.

All Worcestershire LA maintained schools will therefore receive access to the following:

- a named School Improvement Advisor to provide guidance, support and challenge;
- additional proportionate support and challenge dependent on level of need;
- School Improvement Service involvement during Section 5 or Section 8 Ofsted inspection*;
- support for headteacher recruitment and induction of new headteachers; statutory moderation processes;
- support for brokering school to school support;
- regular communications via Headteacher briefings

*A member of the School Improvement Service, usually the School Improvement Advisor linked to the school, will be available to talk to the HMI or Lead Inspector during a Section 5 or Section 8 Ofsted inspection of Focus and Intensive support schools. They will also attend the inspection feedback.

Identifying the level of need within a school

All schools are ultimately responsible for their own performance and must develop their own capacity for improvement. However, Babcock Prime, working on behalf of Worcestershire Local Authority is statutorily required to provide challenge and support to schools in line with their current progress and circumstances. In order to distinguish between highly effective schools and those schools requiring additional support to effectively meet the needs of all their pupils, we have identified a number of criteria by which we will monitor schools.

We will undertake an initial Risk Assessment following which schools will be categorised into one of the following groups:

- **Secure Plus and Secure Schools'** – likely to be a 'good or outstanding school' at next Ofsted inspection;
- **Light Touch Support** – likely to be a 'good or outstanding school' but there are some data or other concerns'
- **Focused Support Schools'** – at risk of being judged Requiring Improvement (RI) at next Ofsted inspection – currently RI, or good/outstanding schools facing particular challenges;
- **'Intensive Support Schools'** – at risk of being judged inadequate at next Ofsted inspection – currently judged as inadequate or facing significant risk/s.

Risk Assessment

The Risk Assessment will begin with a desk-top exercise based on information known to Babcock Prime and the Local Authority. This will be supported by the school completing a self-review and our quality assurance of this. A number of factors will be considered. These can be broken down into four key areas:

1. **School Capacity** - includes effective leadership and governance; quality of teaching and learning; current Ofsted grade; information from visits by Babcock Prime and LA personnel.
2. **Universal Standards** - includes attainment, progress and trends over time.
3. **Outcomes of disadvantaged/vulnerable groups** - includes progress towards narrowing any gaps, especially in relation to Looked after Children, those eligible for Pupil Premium and SEND.
4. **Safety, behaviour and welfare** - includes attendance and exclusions data; safeguarding matters and information relating to complaints.

Please see Appendix 1 for further detail.

Categorisation: Secure Plus and Secure Schools

Secure Plus and Secure Schools are those that are performing well and outcomes for children and young people are good or better. These schools have a strong track record in managing their own improvement and are likely to be judged as a 'good' or 'outstanding' school at their next Ofsted inspection.

For 2017-18, these schools will receive a phone call from a School Improvement Advisor to discuss their self-evaluation and the emerging priorities. This will provide the school with an external health check.

The call may also provide an opportunity to discuss capacity to support other schools who on an improvement journey.

Special Schools and Pupil Referral Units do not have published data in the same way as mainstream schools; therefore all Special Schools and Pupil Referral Units will receive a visit from a School Improvement Advisor to discuss their self-evaluation and emerging priorities.

The Advisor will take account of the unique context of each school. We will work alongside Worcestershire County Council and Special Schools on cross cutting themes that impact on Worcestershire Schools

As part of their ongoing improvement work, schools may seek high quality support beyond that provided through core commissioned services. In these instances, schools may choose to purchase this additional support from Babcock Prime via a Service Level Agreement. Any school wishing to purchase additional support should contact a member of the School Improvement Service to discuss their requirements or visit the e-store <http://www.babcockeducationstore.co.uk/prime>

Categorisation: Light Touch Support

Light Touch Support Schools are schools that are likely to be judged as good schools at their next Ofsted inspection but there are some queries regarding performance data. The School Improvement Advisor will visit the school to discuss the self-evaluation and emerging priorities. There may be follow up visits, proportionate to the level of need.

Categorisation: Focused Support Schools

Focused Support Schools are schools at risk of being judged as 'requiring improvement' (RI) at their next Ofsted inspection. They *may* currently be RI, good or outstanding but there are one or more concerns which may lead to an RI judgement. For example, leadership concerns including governance; quality of teaching; pupil progress; performance issues of a specific vulnerable group.

For 2017-18 Focused Support Schools will be able to access the following:

- Project Board meetings with the School Improvement Lead and School Improvement Advisor to review progress against the school action plan, identify any barriers and agree next steps including the brokering of school-to-school support. As well as the Headteacher and Chair of

Governors, these meetings may also involve other members of the school's leadership team as appropriate. The frequency and agenda for these meetings will be agreed by the School Improvement Lead with the Headteacher.

- School Improvement Advisor will visit the school (at a frequency proportionate to need), to monitor progress with the action plan.

As part of their ongoing improvement work, schools may seek high quality support beyond that provided through core commissioned services. For example, focused support schools may identify the need for middle leadership development or the need to address a specific subject gap. In these instances schools may choose to purchase this additional support from Babcock Prime via a Service Level Agreement. Any school wishing to consider purchasing additional support should contact a member of the School Improvement Service to discuss their requirements or visit the e-store <http://www.babcockeducationstore.co.uk/prime>

Where appropriate, we will look to broker support for a Focused Support School from schools with recognised effective practice. Information about partnership working and school-to-school support can be found in Section 6.

Categorisation: Intensive Support Schools

Intensive Support Schools are schools at risk of being judged 'inadequate' at their next Ofsted inspection. They may currently be judged as outstanding, good or requiring improvement but often these schools are dealing with a number of serious concerns such as significant changes in leadership; outcomes below floor standards; downward trends; poor performance of vulnerable groups and/or staffing issues.

Following an Ofsted Section 5 inspection, any school judged as having 'Serious Weaknesses' or 'Special Measures' will automatically be classified as an intensive support school up until the point of conversion to a sponsored academy.

For 2017-18 Intensive Support Schools will be able to access the following:

- Project Board meetings (at a frequency proportionate to need) with the School Improvement Lead and School Improvement Advisor to review progress against the school's action plan, identify any barriers and agree next steps including brokering school-to-school support. As well as the Headteacher and Chair of Governors, these meetings may also involve other members of the school's leadership team and governing body as appropriate.
- Additional School Improvement Advisor time to support the implementation of the school action plan and to include reviews of progress with an agreed focus.
- Additional support from Learning and Teaching Advisors and/or Teaching Schools, National Leaders in Education, Local Leaders in Education, as determined by school action plan.

As part of their ongoing improvement work, schools may seek high quality support beyond that provided through core commissioned services. In these instances schools may choose to purchase this additional support from Babcock Prime via Service Level Agreements. Any school wishing to consider purchasing additional support should contact a member of the School Improvement Service to discuss their requirements or visit the e-store <http://www.babcockeducationstore.co.uk/prime>

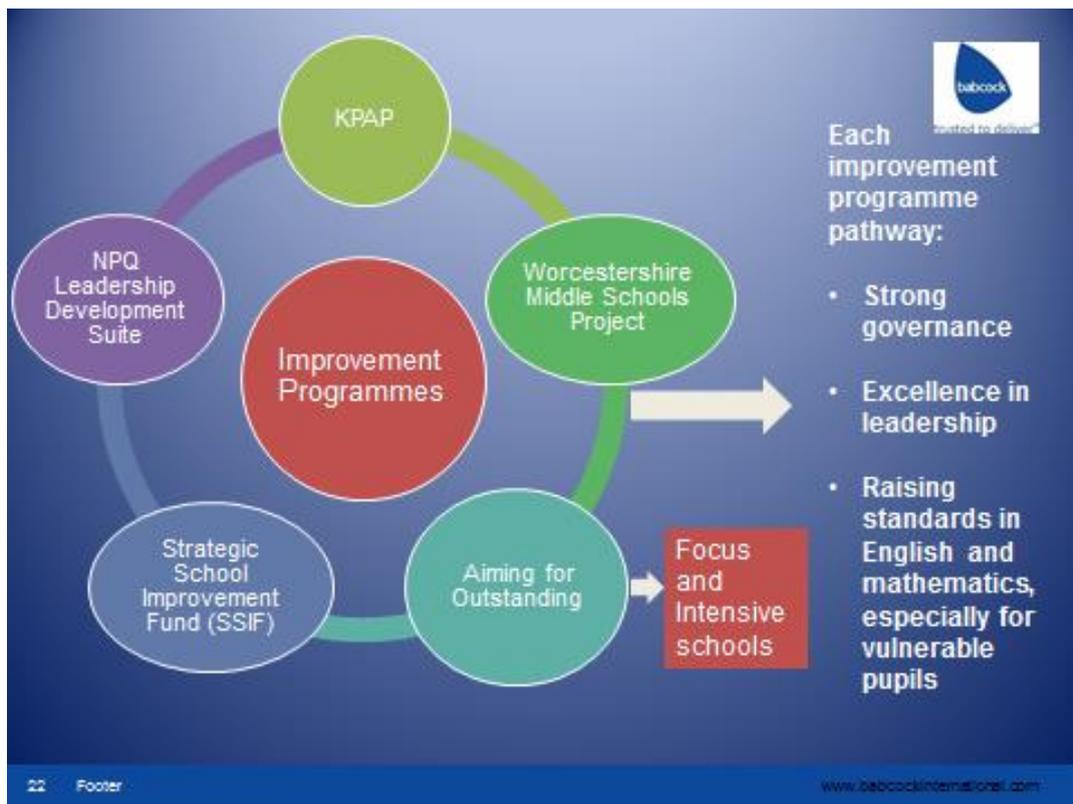
Wherever possible, we would want to broker support for an Intensive Support School from schools with recognised effective practice. Information about partnership working and school-to-school support can be found in Section 6.

Section 3-Summary of Engagement

<p>Secure Plus – meeting all or almost all criteria, with good capacity to improve</p> <ul style="list-style-type: none"> • Annual desk-top analysis to identify strengths or gaps in performance • Invitation to submit self-evaluation summary–school can self-refer • Further checks on capacity only where performance is a concern • Opportunity for high performing schools to lead support for others
<p>Secure –meeting most criteria, with good capacity to improve</p> <ul style="list-style-type: none"> • Desktop analysis • Telephone conversation: discussion of self-evaluation • Access to traded offer to help address any agreed Areas for Improvement • Follow up telephone discussion of progress
<p>Light touch support - meeting most criteria, with adequate capacity to improve</p> <ul style="list-style-type: none"> • Desktop analysis • Initial visit • Telephone follow-up discussion of progress- end term one OR a school visit if progress on areas for improvement is an issue
<p>Focus support -meeting most criteria but with limited capacity to improve or meeting some criteria with some capacity to improve</p> <ul style="list-style-type: none"> • Desktop analysis • Initial visit to discuss Aiming for Outstanding criteria based self-evaluation • School Improvement Adviser-led Reviews-frequency proportionate to need • Aiming for Outstanding School Improvement programme Tier 1/ 2 involvement • Project Board meetings –frequency proportionate to need
<p>Intensive support– meeting some criteria, and with limited capacity to improve</p> <ul style="list-style-type: none"> • Desktop analysis • Initial visit to discuss Aiming for Outstanding criteria based self-evaluation • School Improvement Adviser-led Reviews-frequency proportionate to need • Aiming for Outstanding School Improvement programme Tier 1 / 2 involvement • Project Board meetings –frequency proportionate to need

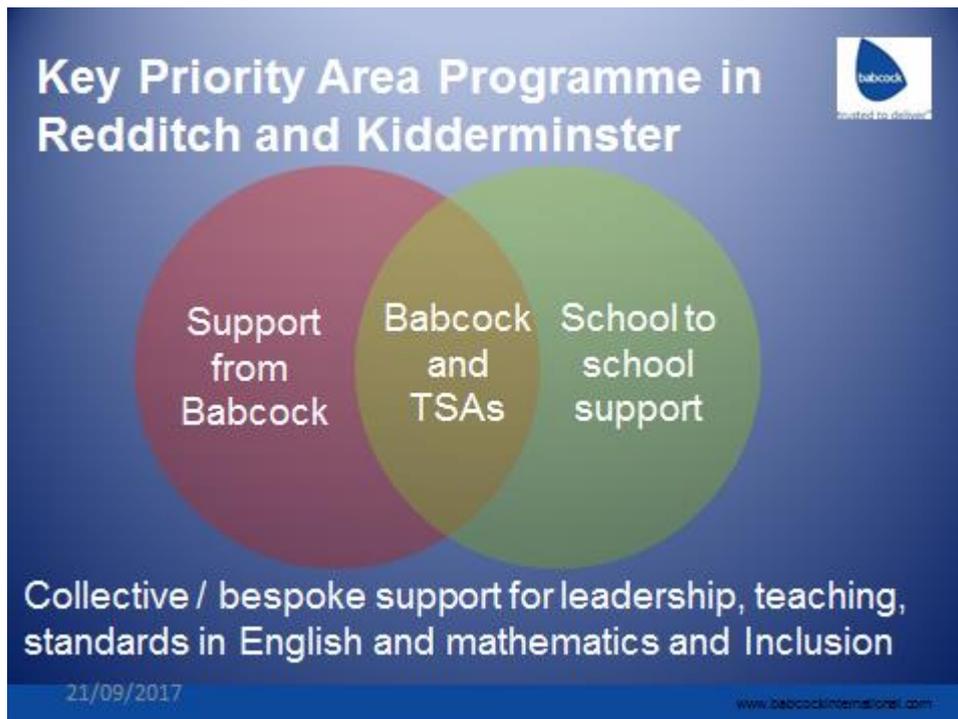
Section 4 – Our collective engagement programmes

Our school improvement programmes, targeted at specific audiences and needs, **all have a common pathway**, linked to our overall priorities, as shown on the slide below:



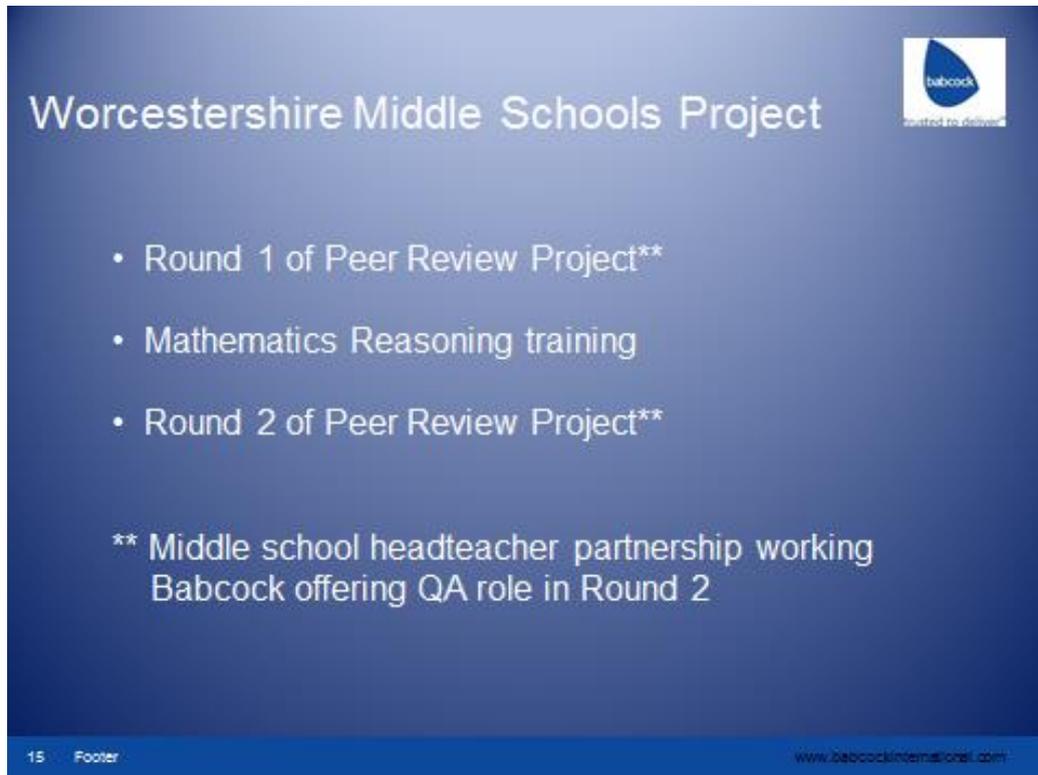
EXISTING PROGRAMMES

1. The Key Priority Area Programme (KPAP)



This programme has been running successfully to support school improvement in two of our Districts. End Year 1 impact evidence shows that the programme has been successful in raising standards. Performance gains in terms of 2017 results are more marked than the gains seen nationally this year. This programme will continue into 2018.

2. The Middle Schools Project



Worcestershire Middle Schools Project

- Round 1 of Peer Review Project**
- Mathematics Reasoning training
- Round 2 of Peer Review Project**

** Middle school headteacher partnership working Babcock offering QA role in Round 2

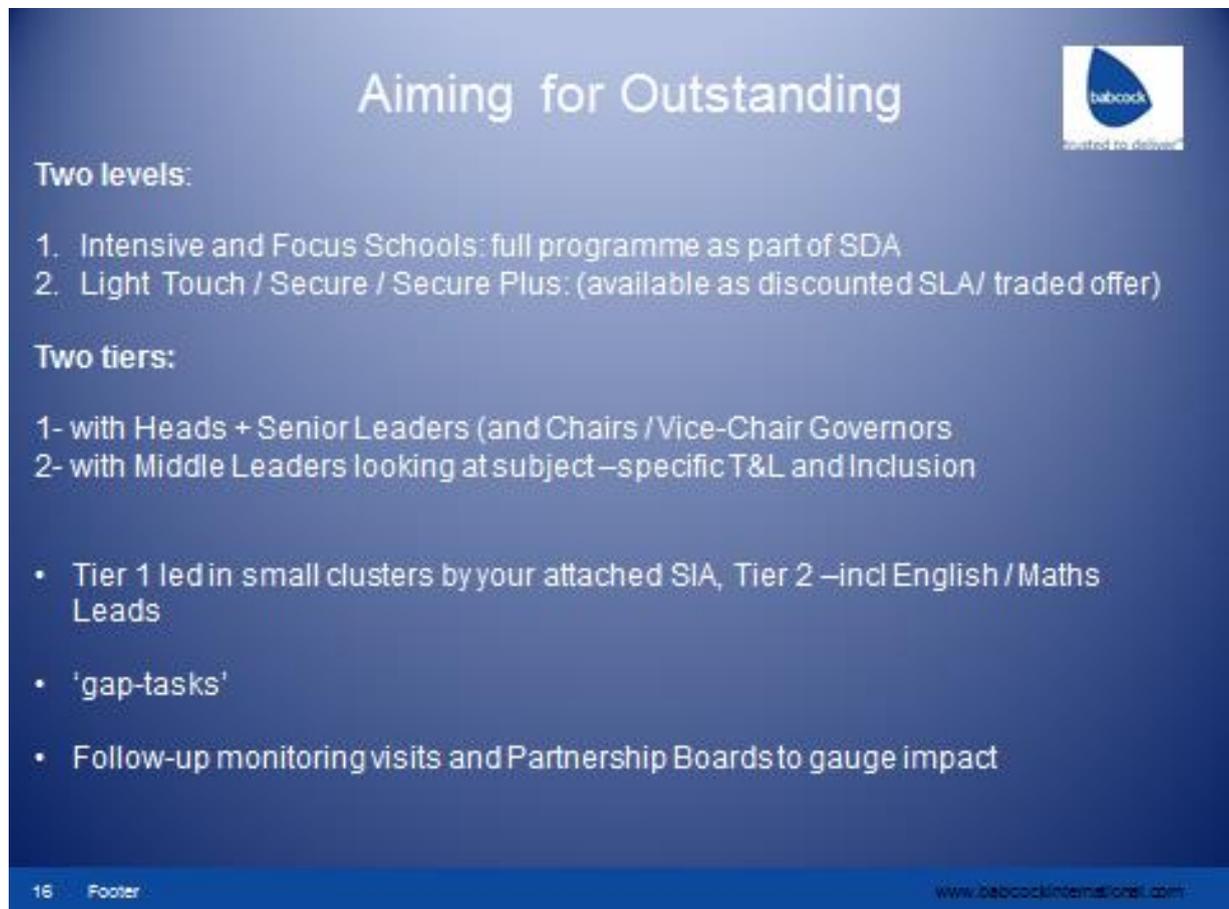
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This project, a joint Middle Schools Executive and Babcock Education initiative, has facilitated peer reviews between leaders in Middle schools in Worcestershire. Round 1 has been very successful in quality assuring school self-evaluation and in helping identify core priorities for improvement, such as the successful mathematics training recently delivered. Similarly to KPAP, the impact has been seen in terms of a stronger-than-average attainment rise of eleven percentage points in Middle school performance at Key Stage 2 in 2017.

NEW PROGRAMMES

3. Aiming for Outstanding

The slides below summarise the approach we will be taking in 2017-18 to offering individual and collective support to Focus and Intensive schools. This programme focuses on ensuring forensic leadership and governance. We will work with schools both individually and collectively at both the senior leader / governor and middle leader tiers. The accent will be on securing forensic monitoring, evaluation and action planning that leads to high impact in terms of quality first teaching, especially in literacy and numeracy, and improved outcomes for all pupils, especially the most vulnerable.



Aiming for Outstanding

Two levels:

1. Intensive and Focus Schools: full programme as part of SDA
2. Light Touch / Secure / Secure Plus: (available as discounted SLA/ traded offer)

Two tiers:

- 1- with Heads + Senior Leaders (and Chairs / Vice-Chair Governors)
- 2- with Middle Leaders looking at subject-specific T&L and Inclusion

- Tier 1 led in small clusters by your attached SIA, Tier 2 –incl English / Maths Leads
- 'gap-tasks'
- Follow-up monitoring visits and Partnership Boards to gauge impact

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Aiming for Outstanding: Tier 1

The focus with governors, through the leadership of the Chair and senior leaders.



Aiming for Outstanding: Tier 2

The emphasis with middle leaders is about embedding improvement in classrooms across year groups by securing consistency of delivery in literacy and numeracy. A particular focus is the learning experience for vulnerable pupils.



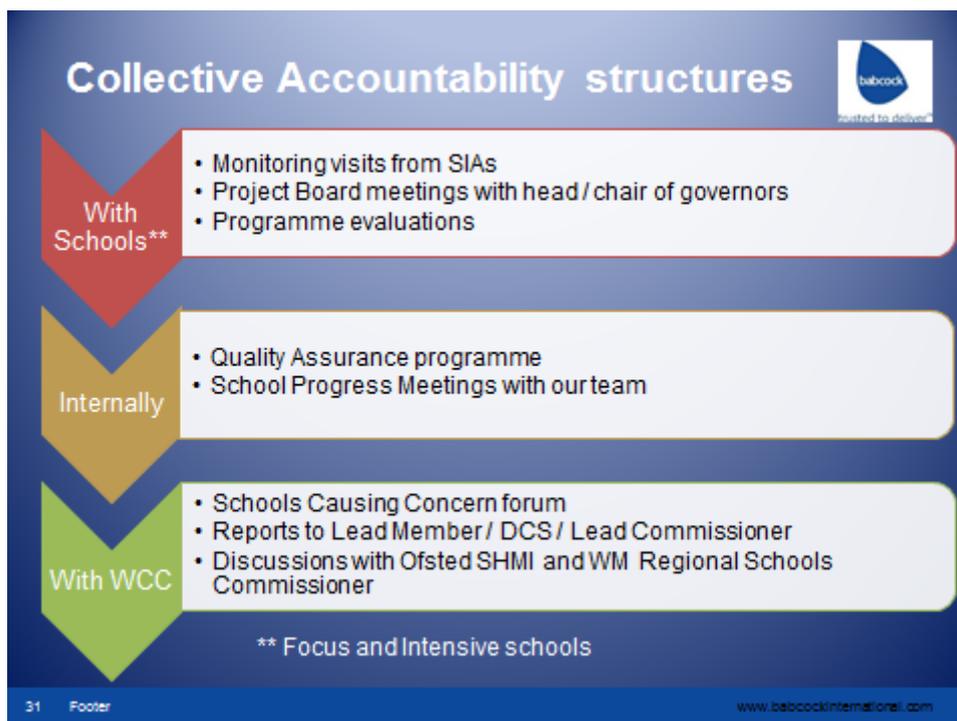
4. Strategic School Improvement Fund (SSIF): Unlocking the Curriculum: securing equity in outcomes for disadvantaged pupils.

We have been successful in securing a significant grant fund allocation from the Department for Education to lead a targeted improvement programme. This focuses on our core priority 3: raising standards for vulnerable pupils. The stages of the programme are outlined below. A core group of schools have been identified to be involved, across phases, both maintained and academy schools.

The programme at a glance

Term One – Autumn 2017	Term Two-Spring 2018	Term Three-Summer 2018	Term Four-Autumn 2018	Term Five-Spring 2019
Launch Event	Pupil Premium Champion Network Events	Literacy and Numeracy Consultancy	Literacy and Numeracy Consultancy	Literacy and Numeracy Consultancy
Auditing / Action Planning	Joint Practice Development	School-to-school support	School-to-school support	School-to-school support
	Literacy & Numeracy Consultancy			Showcase Event
	Babcock-led quality assurance	Worcestershire TSA-led quality assurance	Worcestershire TSA-led quality assurance	Worcestershire TSA-led quality assurance
Termly Review 1	Termly Review 2	Termly Review 3	Termly Review 5	Termly Review 5
	Strategic Board Interim Review	Strategic Board Interim Review	Strategic Board Interim Review	Strategic Board Final Review

Collective Accountability



An essential part of our strategy is that we see ourselves, school governors, leaders, Babcock and Worcestershire as collectively accountable for achieving the 2017-18 priorities. We work together and hold each other to account. The diagram above outlines the core facets of the accountability process at each level

Section 5 - Academies and Free Schools

The legal responsibility for an academy's improvement sits with each Academy Trust which has a direct responsibility to the Secretary of State for Education. However, Babcock Prime, on behalf of the LA, has a role as champion for children and parents which applies to all schools regardless of their status. Whilst the LA / Babcock Prime have no statutory responsibility to intervene in academies causing concern we retain responsibility for challenging the performance of academies and free schools where this is necessary.

If there are concerns relating to an academy or free school, the School Improvement Lead and/or the Head of Quality and Improvement will contact the Headteacher, informally in the first instance. Should the level of concern increase or there is no response from the school, contact will be made with the relevant Governing Body / Academy Trust.

The School Improvement Service will help academies to broker support from other schools and providers as necessary.

In line with DfE guidance, unresolved concerns will be referred to the appropriate body, for example, the Regional Schools Commissioner, the Education Funding Agency or Ofsted.

Section 6 – Supporting a Self-Sustaining School Led System – Working in Partnership

Effective, collaborative networks of schools underpin a self-sustaining school improvement system, providing a strong platform to secure excellence in all schools. Babcock Prime and Worcestershire County Council are committed to working in partnership and it is our intention to build on those partnerships already in place to help secure improved opportunities and outcomes for children and young people.

The following principles for school-to-school support will be the basis of our work:

- relationships will be informed by a sense of moral purpose and integrity;
- we will work together to anticipate and respond to need;
- we will collaborate in the quality assurance of our joint working;
- we will work together to secure effective school improvement in order to build capacity and ensure consistency;

School to school support can take a wide range of forms including:

- sharing professional practice;
- continuing professional development (CPD);
- subject reviews;
- pre-Ofsted reviews;
- joint planning;
- mentoring;
- coaching;
- peer to peer support;
- leadership development at all levels;
- Acting senior leaders and Executive headship
- support and training for governance.

Section 7 - Headteacher Appraisal

It is the responsibility of the Governing Body to appoint an external advisor to support and advise them in the headteacher's appraisal process. It is for the governing body to decide who they wish to use as an external advisor, having satisfied themselves that the advisor has the skills, experience and objectivity needed to fulfil the role. Ideally the appointment is made with the agreement of the headteacher. The role of the advisor is to:

- assist the governors review panel in setting meaningful but achievable targets and in reviewing outcomes;
- attend the review meeting and offer advice and support to governors;

The advisor is not responsible for determining a recommendation to the pay committee on whether increment(s) should be paid to the headteacher following the review; this is a matter for the governors' panel alone. However, governors can ask for advice and should take account of any advice offered.

Members of the School Improvement Service can undertake the role of external advisor. This input can be purchased via a Service Level Agreement, contact a member of the School Improvement Service to discuss or visit the e-Store <http://www.babcockeducationstore.co.uk/prime>

Section 8 - Recruitment and Induction of New Headteachers

As part of the services commissioned by Worcestershire County Council, the School Improvement Service will continue to support LA maintained school Governing Bodies with the recruitment of a headteacher as, and when, necessary. We are able to offer up to 2 days support for this process. This may include support in preparing for the recruitment process, shortlisting and involvement on the day of the interview. Should a Governing Body require any additional support over and above

this allocation, it may be purchased via a Service Level Agreement.

The School Improvement Service will arrange an annual induction programme available to all new headteachers. This will consist of a welcome meeting, a needs audit and a range of CPD events to address identified needs. Inputs will draw on colleagues from across a range of both Babcock and Worcestershire County Council Service.

Section 9 - Supporting Governors

The role of the Governor Services Team is to provide statutory and locally determined services for Governing Bodies.

The statutory duties and core tasks of Governor Services include:

- advising on, and making the instrument of government for all LA maintained schools;
- appointing additional governors for schools causing concern if required;
- liaising with elected members and governing bodies for local authority governor appointments for maintained schools;
- maintaining a database of governors with terms of office for maintained schools;
- the incorporation of any temporary Governing Body arrangements and co-ordination of the process;
- offering a portfolio of training for school Governors;
- providing Governor Welcome packs for New governors of LA maintained schools;
- providing clerks appointment packs for New clerks of LA maintained schools;

A range of additional support can be purchased via the Governor Services Service Level Agreement:

- advice and guidance for Chairs, clerks, governors, local authority officers and elected members on governance structures of maintained schools, instruments of government, the appointment of local authority governors, other governors including parent governors;
- communication network via clerks mailings;
- database of clerks
- Governor and clerk appointment packs for use by non-LA maintained schools

- Governor and clerk appointment packs for use by non-LA maintained schools; available on our user password protected webpage, including access to Notes of Guidance; user access to this website is offered
- helpline support, advice & guidance from experienced governance advisors on all areas of governance;
- half-termly Newsletter;
- Better Governor 'Hot Topic' webinars;
- access to premium content within Better Governor website;
- updates on changing legislation & policy which may affect your school and role as a governor;
- access to discounted comprehensive training and development programmes;
- 11 monthly editions of the Bristol Notes of Guidance available at a discounted rate.

Governor Services also offer:

- a comprehensive training and development programme;
- bespoke governor training for a governing body; MAT/ MAC or cluster of schools;
- reviews of governance – 2/3 day consultation resulting in a report and an action plan offering clear advice on improving the effectiveness of the governing body.

Section 10 - Quality Assurance Commitment

The School Improvement Service is committed to ensuring that the support provided to schools is of high quality and has effective and appropriate impact. There is a high correlation between local authority categorisation and Ofsted inspection outcomes which the service strives to maintain and which provides reassurance to schools.

Babcock Training (Education Services) Ltd has its own Quality Standards for consultancy and training that have been developed to ensure consistently high quality provision of services. These standards form a core part of the performance review process in which evidence of performance is collated, including feedback from schools, to evaluate effectiveness and inform the setting of objectives.

A number of specific activities contribute to the quality assurance of the work of the School Improvement Service:

Written Reports and Reviews

We are keen to ensure consistency of practice in our work and provide schools with clear, quality assured reports. To deliver this standard, a random sample of reports and reviews are subject to quality assurance through a process of shadowing and moderation of reports.

Focused and Intensive Support School process

The School Improvement Lead regularly samples and moderates action plans, notes of visit, records of support and progress meeting notes. The School Improvement Lead reviews judgements evaluating the impact of the support received. In addition, they provide on-site quality assurance via 'shadow' visits.

Regular reporting and monitoring

The Strategic Commissioner for Education and Skills and Babcock Prime School Improvement Leadership Team review schools causing concern on a monthly basis. This allows for timely and early additional intervention and support to be put in place.

External review

Ofsted and Her Majesty's Inspectorate (HMI) provide feedback about the quality of support for schools in a category of concern or those that 'Require Improvement'.

Babcock Prime will also seek the views of a wide range of stakeholders on an annual basis to ensure Worcestershire's School Improvement Policy is implemented consistently and effectively.

Complaints

If a school or governing body considers that there is an issue in relation to the quality of service being provided, then this should be raised in the first instance with the School Improvement Lead or the Head of Quality and Improvement.

Section 11 – Schools Causing Concern: Statutory Duties

Schools are ultimately responsible for their own performance and must develop their own capacity for improvement. Local Authorities (LAs) are statutorily required to provide challenge and support to schools in line with their current progress and circumstances. However, the Department for Education (DfE), on behalf of the Secretary of State, publishes guidance relating to maintained schools causing concern.

Section 72 of the Education and Inspections Act 2006 places a statutory duty on all LAs in England, in exercising their functions in respect of schools causing concern as set out in Part 4 of the 2006 Act, to have regard to any guidance given from time to time by the Secretary of State.

The 2006 Education and Inspections Act set out that a (maintained) school is 'eligible for intervention' where:

- a school has failed to comply with a warning notice to the satisfaction of the LA
- a school requires significant improvement or
- a school requires special measures

Where a school is eligible for intervention, the local authority may exercise its power to:

- require the governing body to enter into specified arrangements with a view to improving the performance of the school;
- appoint additional governors;
- suspend the delegated budget of the school;
- appoint an Interim Executive Board.

Where a school is eligible for intervention, the Secretary of State has the power to:

- appoint additional governors;
- appoint an Interim Executive Board;

- or direct the local authority to close a school.

Warning notices are used as an early form of intervention that is issued to the governing body of a maintained school by the local authority where one or more of the grounds in section 60(2) (a-c) are satisfied:

- unacceptably low standards of performance of pupils;
- serious breakdown in the way the school is managed or governed that is prejudicing (or likely to prejudice) standards of performance (this could include where there is evidence of very poor financial management);
- safety of pupils or staff of the school is threatened.

The DfE define "unacceptably low standards of performance" as: standards below the floor, on either attainment or progress of pupils; low standards achieved by disadvantaged pupils; a sudden drop in performance; sustained historical underperformance; performance of pupils (including disadvantaged pupils) unacceptably low in relation to expected achievement or prior attainment; or performance of a school not meeting the expected standards of comparable schools. In these circumstances, it is the expectation that the LA should issue a warning notice unless there is a particular reason not to do so.

Where a school has significant difficulties in bringing about the required improvements, fails to respond as required or if the pace of progress is too slow, the Head of Quality and Improvement will inform the Strategic Commissioner for Education and Skills, Worcestershire County Council, who, in the first instance, will invite the Headteacher and Chair of Governors to attend a monitoring meeting to discuss next steps.

If the school is subsequently judged to be making insufficient progress, likely to be after two terms of focused or intensive support, the LA will consider whether it needs to issue a warning notice.

There is a clear expectation by the DfE that where the school has been judged by Ofsted to have 'serious weaknesses' or require 'special measures', conversion to an academy with a strong sponsor will be the route to secure improvement.

More details and statutory guidance for this legislation is available at:

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/510080/schools-causing-concern-guidance.pdf

Appendix 1

Aiming for Outstanding evaluation criteria

School capacity

1. a. Headteacher leadership
b. Middle and senior leadership
c. Governance
d. Finance
2. Quality of teaching

Universal standards

Minimum standards

3. **Attainment at EYFS**
Good level of development (GLD) above the national average
4. **Attainment at KS1**
 - a. Attainment in reading at expected or above is equal to or above national average and;
 - b. Attainment in writing at expected or above is equal to or above national average and;
 - c. Attainment in mathematics at expected or above is equal to or above national average
5. **Attainment and progress at KS2**
 - a. Attainment at the expected standard in reading, writing and mathematics combined is in line with national outcomes
 - b. Progress in reading at least in line with national outcomes and;
 - c. Progress in writing at least in line with national outcomes and
 - d. Progress in mathematics at least in line with national outcomes.
 - e. Attainment at the higher standard in reading, writing and mathematics is in line with or above the national average
6. **Attainment and progress at KS4**
 - a. Attainment 8 score above national average
 - b. Progress 8 score above national average
7. **Attainment at KS5**
 - a. Average point score per entry in vocational qualifications of 230 points or above in the sixth form
 - b. Average point score per entry in academic qualifications of 235 or above in the sixth form
 - c. High attainment – % 3 or more A*-A higher than national average
8. **Gender gap**
 - a. KS2 gender gap is narrower than the national gender gap in relation to % attaining expected standard in combined reading, writing and mathematics. (In Infant schools at KS1 in each of reading, writing and mathematics at expected standard or above)
 - b. KS2 Value added gender gap in all subjects is less than national gender gap
 - c. KS4 gender gap is narrower than national gender gap in Attainment 8 measure

d. KS4 gender gap is narrower than national gender gap in Progress 8 measure

9. Trends in attainment

- a. KS2 – 3 year upward trajectory in headline attainment in each of reading, writing and mathematics (In Infant schools at KS1 in each of reading, writing and mathematics)
- b. KS4 – 3 year upward trajectory in headline attainment in English and in mathematics

Disadvantaged and vulnerable groups

10. Provision for Children in Care and their attainment and progress – please refer to self-evaluation criteria
11. Provision for vulnerable pupils and their attainment and progress – please refer to self-evaluation criteria.
12. Gap between attainment and/or progress of pupils eligible for pupil premium funding and others is
 - 10% or less at Early Years Foundation Stage
 - 10% or less at KS1
 - 10% or less at KS2
 - 15% or less at KS4
13. Gap between attainment of pupils eligible for pupil premium funding and other has narrowed over the past two years at KS2 or KS4
14. Fixed term exclusions are lower than national average for primary or secondary schools as appropriate
15. a. Permanent exclusions as a percentage of the pupil group is below national average for secondary schools over a three year rolling average.
b. Zero permanent exclusions in primary schools
16. a. At KS2 pupils with identified SEN at expected standard or above and/or making progress in reading, writing and maths is above national average for the group.
b. At KS4 pupils with identified SEN Attainment 8 score and/or Progress 8 score in each of English and mathematics is above national average for the group.
17. Gap between attainment of pupils with identified SEND and others has narrowed over the past 2 years at KS2 or KS4

Safeguarding

- 18a. Primary and secondary schools overall attendance in the best 10% of schools nationally over the past year
- 18b. Persistent Absence rate below 10% over the past year
19. School safeguarding audit indicates that safeguarding in the school is judged good or better

LEADERSHIP	Outstanding 1	Good 2	Requires improvement 3	Inadequate 4
<p>Pupil standards, quality of teaching and safeguarding are of high significance in assessing the effectiveness of head teacher leadership, but are not repeated here as covered through other criteria</p>	<p>Leaders and governors have a deep accurate understanding of the school's effectiveness informed by the views of pupils, parents and staff. They use this to keep the school improving by focussing on the impact of their actions in key areas.</p>	<p>Leaders and governors have an accurate and comprehensive understanding of the quality of education at the school. This helps them plan, monitor and refine actions to improve all key aspects of the school's work.</p>	<p>School self-evaluation is over-optimistic in some areas and does not reflect an accurate picture of the school.</p>	<p>Self-evaluation is inaccurate and does not support strategic planning and securing improvement. Leaders are not aware of or not taking effective action to stem, the decline in the progress of all pupils.</p>
	<p>Leaders and governors have created a culture that enables pupils and staff to excel. They are committed unwaveringly to setting high expectations for the conduct of pupils and staff. Relationships between staff and pupils are exemplary. Leaders and governors focus on consistently improving outcomes for all pupils, but especially for disadvantaged pupils. They are uncompromising in their ambition.</p>	<p>Leaders set high expectations of pupils and staff. They lead by example to create a culture of respect and tolerance. The positive relationships between leaders, staff and pupils support the progress of all pupils at the school. Leaders and governors are ambitious for all pupils and promote improvement effectively. The school's actions secure improvement in disadvantaged pupils' progress, which is rising, including in English and mathematics.</p>	<p>Senior leadership and management has some inexperienced or weak members, such as in the leadership of one or more core subjects, phases and/or SENCO. As a result, the pace of improvement is too slow.</p>	<p>Capacity for securing further improvement is poor and the improvements leaders and governors have made are unsustainable, have been implemented too slowly or are overly dependent on external support.</p>
	<p>Staff reflect on and debate the way they teach. They feel deeply involved in their own professional development. Leaders have created a climate in which teachers are motivated and trusted to take risks and innovate in ways that are right for their pupils.</p>	<p>Teachers value the continuing professional development provided by the school. It is having a positive impact on their teaching and pupils' learning. Teaching is consistently strong across the school or, where it is not, it is improving rapidly.</p>	<p>Leadership and management of teaching is not supported or challenged quickly enough. There is limited evidence of head teacher/senior leaders leading learning and teaching.</p>	<p>Leaders are not doing enough to tackle poor teaching, learning and assessment, which significantly impairs the progress of all pupils.</p>
	<p>The broad and balanced curriculum inspires pupils to learn. The range of subjects and courses helps pupils acquire knowledge, understanding and skills in all aspects of their education, including the humanities and linguistic, mathematical, scientific, technical, social, physical and artistic learning.</p>	<p>The broad and balanced curriculum provides a wide range of opportunities for pupils to learn. The range of subjects and courses helps pupils acquire knowledge, understanding and skills in all aspects of their education, including the humanities and linguistic, mathematical, scientific, technical, social, physical and artistic learning. This supports pupils' good progress. The curriculum also contributes well to pupils' behaviour and welfare, including their physical, mental and personal well-being, safety and spiritual, moral, social and cultural development.</p>	<p>Leadership and management of the curriculum does not enable pupils to make good progress and achieve well.</p>	<p>The unbalanced and poorly taught curriculum fails to meet the needs of pupils or particular groups of pupils.</p>
	<p>Pupils' spiritual, moral, social and cultural development and, within this, the promotion of fundamental British values, are at the heart of the school's work.</p>	<p>Leaders consistently promote fundamental British values and pupils' spiritual, moral, social and cultural development.</p>	<p>Leadership and management of pupils' spiritual, moral, social and cultural development and the promotion of British values is not consistent across the school.</p>	<p>The range of subjects is narrow and does not prepare pupils for the opportunities, responsibilities and experiences of life in modern Britain.</p>
	<p>Parental complaints are rare.</p>	<p>Parental complaints are rare.</p>	<p>Parental complaints are received occasionally.</p>	<p>Parental complaints are received regularly.</p>

1B GOVERNANCE	Outstanding 1	Good 2	Requires improvement 3	Inadequate 4
<p>Pupil standards, quality of teaching and safeguarding are of high significance in assessing the effectiveness of head teacher leadership, but are not repeated here as covered through other criteria</p>	<p>Governors systematically challenge senior leaders so that the effective deployment of staff and resources, including the pupil premium, the primary PE and sport premium and SEN funding, secures excellent outcomes for pupils. Governors do not shy away from challenging leaders about variations in outcomes for pupil groups, especially between disadvantaged and other pupils.</p>	<p>Governors hold senior leaders stringently to account for all aspects of the school's performance, including the use of pupil premium, the primary PE and sport premium and SEN funding, ensuring that the skilful deployment of staff and resources delivers good or improving outcomes for pupils.</p>	<p>Governor challenge is not effective in holding the school to account.</p>	<p>Governors, through their words, actions or influence, directly and/or indirectly, undermine or fail to promote equality of opportunity. They do not prevent discriminatory behaviour and prejudiced actions and views.</p>
	<p>Leaders and governors use incisive performance management that leads to professional development that encourages, challenges and supports teachers' improvement.</p>	<p>Leaders and governors use performance management effectively to improve teaching.</p>	<p>Leaders and governors do not use performance management effectively and as a result there is no improvement in the quality of teaching.</p>	<p>Leaders and governors are not doing enough to tackle poor teaching, learning and assessment, which significantly impairs the progress of pupils.</p>
	<p>Governors have a deep accurate understanding of the school's effectiveness informed by the views of pupils, parents and staff. They use this to keep the school improving by focussing on the impact of their actions in key areas.</p>	<p>Governors have an accurate and comprehensive understanding of the quality of education at the school. This helps them plan, monitor and refine actions to improve all key aspects of the school's work.</p>	<p>Governors cannot evidence a good understanding of their role. They over-reliant on information from the head teacher or over-stepping into day-to-day management.</p>	<p>Governors are not aware of, or not taking effective action to stem, the decline in the progress of disadvantaged pupils.</p>
	<p>No governor vacancies.</p>	<p>Low governor vacancies (less than 10%)</p>	<p>Up to 25% governor vacancies and/or high turnover of governors/ clerk and/or trouble recruiting high quality governors.</p>	<p>Greater than 25% governor vacancies and/or high turnover of governors and/or difficulties recruiting.</p>
	<p>Governing Body recruits and develops governors with the skills to deliver their core functions to maximum effect.</p>	<p>Governing Body recruits and develops governors with the skills to deliver their core functions effectively.</p>	<p>Limited engagement with governor training/ development.</p>	<p>Governing Body is not proactive in recruiting and developing governors with the skills to deliver their core functions effectively.</p>
	<p>Evidence of drawing on external validation Involvement in school self-evaluation and strong understanding of schools strengths and weaknesses.</p>	<p>Evidence of drawing on external validation Governing body can evidence involvement in school self- evaluation and can demonstrate good/ developing understanding of schools strengths and weaknesses.</p>	<p>Limited understanding of data or of the range of external information that is available.</p>	<p>Lack of systematic monitoring and evaluation programme.</p>
	<p>Robust financial planning and management.</p>	<p>Strong financial planning and management.</p>	<p>Limited financial planning and management.</p>	<p>Weak financial planning and management.</p>

1D FINANCE	Outstanding 1	Good 2	Requires improvement 3	Inadequate 4
	School undertakes 3 year financial planning. School demonstrates long term sustainability & awareness of financial risks & cost pressures.	School produces 1 year plans with sustainable balances. School is aware of future expenditure commitments.	School produces 1 year budget plan with reducing reserves.	School produces 1 year budget plan with little contingency or a year end deficit.
	Staffing structure reviewed in line with projected numbers, intervention measures, succession plan and school development plan.	Staffing changes planned in line with trend of number on roll and school development plan.	Staffing review plans are inadequate or not within the timescale needed to be sustainable.	Deficit position noted but no plans in place to identify a sustainable structure within funds projected.
	Cost base reviewed and benchmarked to similar sized schools. School actively seeks external funding and maximises revenue streams.	Annual benchmarking undertaken as part of Schools Financial Value Standards. School promotes the use of its facilities to increase revenue.	Schools Financial Value Standards not met or action plan not implemented. Little or no local income raised.	Schools Financial Value Standards not submitted to Local Authority. Consistent Finance Report data incorrect.
	Financial monitoring reports provided monthly to SLT & governors including fully profiled expenditure to date and forecast of outturn.	Regular income & expenditure reports to governing body and Local Authority including explanations of variances to budget.	Late and/or missing reports to Local Authority. Monitoring reports do not include forecasts or explanations of variances.	Monitoring reports are misleading and insufficient to support decision-making.
	Clear evidence of challenge and review by governors. Financial responsibilities and powers of delegation are approved annually and communicated to all staff. Governors approve all Finance related policies annually, engage in the Schools Financial Value Standards and ensure value for money.	Evidence of discussion & challenge of expenditure, approval of policies and awareness of Schools Financial Value Standards. Policies are communicated to staff (e.g. whistleblowing, procurement, lettings etc.)	Lack of challenge from governing body. Little evidence of governors engaging with Schools Financial Value Standards and some policies either missing or not communicated.	Governors lack the financial understanding and experience to hold the school to account.
	Clear links between budget spend and development plan priorities. Expenditure of Pupil Premium and SEND is clear and linked to performance.	Clear links between budget spend and short term development plan priorities.	'Spend it or lose it' culture around budgets.	Budgeting is based on current spend. Links to earmarked funding are not clear.
	Budget holders use the 4 'Cs' (Compare, Challenge, Consult & Compete.) Budget holders provided with monthly budget reports.	Budget holders provided with monthly budget reports. Purchase controls in place.	Projected deficits not causing concern to the school. Lack of purchase controls.	Lack of purchase controls and procurement processes In-year spending exceeds budget plan with little or no explanation and no plan to resolve.
	Good audit report with no areas of concern. The Schools Financial Value Standards completed fully with no actions arising.	Audit report not highlighting any areas of concern. The Schools Financial Value Standards completed fully with no actions arising.	Audit report highlighting areas of concern. Schools Financial Value Standards includes an Action Plan.	Audit report indicates areas of financial risk and lack of internal controls.

2. QUALITY OF TEACHING, LEARNING AND ASSESSMENT	Outstanding 1	Good 2	Requires improvement 3	Inadequate 4
With reference to the Ofsted Handbook, outcomes for pupils over time provide secure evidence that:	All teachers meet all of the Teachers' Standards.	Almost all teachers meet almost all of the Teachers' Standards.	The majority of teachers meet most of the Teachers' Standards. Formal capability procedures being followed to address any inadequate teaching; formal development programmes in place to improve teaching that requires improvement.	A significant number of teachers do not meet the Teachers' Standards.
	Teaching: Teachers demonstrate deep knowledge and understanding of the subjects they teach; subject content is introduced progressively and constantly demands more of pupils.	Teaching: Teachers develop, consolidate and deepen pupils' knowledge, understanding and skills; subject knowledge is used to plan learning that sustains pupils' interest and challenges their thinking.	Teaching: Teaching is not consistently good to ensure pupils achieve well.	Teaching is poorly planned.
	Assessment: Teachers check pupils' understanding systematically and effectively in lessons, offering clearly directed and timely support; pupils are provided with incisive feedback and use this effectively.	Assessment: Teachers use questioning skilfully to probe pupils' responses, tackle misconceptions and build on pupils' strengths; pupils use feedback and know what they need to do to improve.	Assessment: Teachers use assessment inconsistently to support pupils' progress and learning.	Assessment is weak; teaching fails to meet pupils' needs.
	Learning: Pupils love the challenge of learning and are resilient to failure; they are curious, interested learners; they are eager to know how to improve their learning.	Learning: Pupils develop the capacity to learn from mistakes; they become keen learners who want to find out more to deepen their knowledge, understanding and skills.	Learning: Pupils/groups of pupils do not make good progress.	Learning: pupils/particular groups of pupils make inadequate progress. Persistent low-level and/or high-level disruption contribute to reduced learning. A significant minority of pupils show a lack of respect resulting in poor behaviour around the school.
	Curriculum: Teachers embed reading, writing and communication and, where appropriate, mathematics exceptionally well across the curriculum.	Curriculum: Teachers embed reading, writing and communication and, where appropriate, mathematics well across the curriculum.	Curriculum: Pupils/groups of pupils do not make good progress.	Curriculum: Pupils cannot read, write, communicate or apply mathematics as well as they should, so they do not make sufficient progress in their knowledge, understanding and skills.



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