Slough School Effectiveness Strategy 2018-19

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Slough
Borough Council

Contents

1. Introduction

We are pleased to introduce this revised school improvement strategy which outlines how the local authority (LA) will fulfill its statutory duties in relation to school effectiveness and articulates our ambitions for the school system.

This strategy recognizes that schools have long been responsible for their own improvement and that 65% of the schools in Slough are academies. Nevertheless, the LA retains a significant statutory role in relation to "promote high standards and the fulfilment of potential so that all children and young people benefit from at least a good education" (Education Act 1996)

The LA also retains statutory responsibilities for identifying and, if necessary, intervening in maintained schools causing concern and for notifying the RSC of academies of concern. The strategy outlines how the LA will fulfil these responsibilities and how we work with the Regional Schools Commissioner (RSC) in relation to academies causing concern and any schools which are judged by Ofsted to be Inadequate.

Nationally, the shape and working of the system has become increasingly complex, as have the lines of accountability, presenting challenges to all parties. The DfE have recently announced their intention to consult on a new approach to school accountability, which is intended to bring greater clarity to the roles of "actors" in the system. The consultation will take place in Autumn 2018 and the outcome will inform the shape of this strategy from 2019. In the meantime we have aligned the strategy to the principles recently published by the DfE.

https://www.gov.uk/government/publications/principles-for-a-clear-and-simple-school-accountability-system

We believe that in an increasingly fragmented system the LA can play a crucial role in convening and facilitating partnership working and engaging with regional partners. The strategy outlines how we will work in partnership with all schools, including academies, Ofsted and the RSC to build a strong school system in Slough. The Slough Local School Improvement Fund, Slough Teaching School Alliance, local MATs, Free school trusts, the new Slough Education Partnership and School Improvement Boards are significant examples of system leadership across Slough which we hope to build upon

We are proud of the educational achievements of Slough children and young people and the effectiveness of our schools. Our educational outcomes for children and young people are already above the national average at EYFS, KS2 and KS4, as is the proportion of outstanding schools. We therefore have significant strengths to build upon, but also much to do to further develop the local system and secure sustainable improvement.

The LA looks forward to continuing thriving relationships with academies, schools, and other partners as we aim to support and facilitate excellence and enjoyment for all pupils.

**Councillor
Shabnum Sadiq**
Cabinet Member for
Children and Education

Cate Duffy
Director of Children,
Learning and Skills

2. Vision for the School System

We have a shared ambition with our school leaders that Slough should be a great place to grow up and go to school. We believe that every child should have an opportunity to achieve and to live happy, healthy and successful lives. Young people have a vital role to play in shaping and benefitting from the regeneration of our town. We will work to support all young people into high quality employment, education and training. We will also provide them with opportunities to have their voices heard and to work with us in planning the future of Slough.

Developing a self improving school system will be at the heart of achieving that aim for excellence through mutual challenge, support and collaboration. Partnerships have a key role to play because they provide a rich combination of high expectations, innovative thinking and a strong community within which all learners can thrive and achieve. We will develop a strong partnership approach across the Slough education community, working together to strengthen schools and raise standards for all children including the most vulnerable. We will take a proactive, collaborative approach to school improvement, developing the capacity of our schools both to drive continuous improvement in their own institution and to work with others.

2.1 Role of the Local Authority (LA)

The Local Authority (LA) will provide a strategic overview of achievement issues and act as an "honest broker" engaging with schools, academies and Multi Academy Trusts (MATs) to facilitate and empower system leadership and improvement for the benefit of local children. We will convene local partnerships to share intelligence across the school system. We will sustain effective links with all local and regional partners including the Slough Teaching School Alliance, Regional Schools Commissioner (RSC) and Ofsted, championing a positive approach which welcomes constructive challenge. We will monitor performance in all schools, taking early and effective action to address risks.

2.2 Role of Schools

A strong system is one in which schools understand their interdependence and share a sense of moral purpose for the outcomes of all children. System leaders understand that working together to identify and address shared challenges, is the best way to sustain improvement in their own institution. All schools will have something to offer and something to gain. This strategy therefore encourages all schools to consider what their contribution to the local system might be.

Governors play an ever more important and challenging role in acting as a "critical friend" to the Headteacher and ensuring that there is clarity in the vision and strategic direction of the school as well as overseeing the schools financial management. The role that the school plays in the school system and the support the school might draw upon from the system are increasingly important elements for governors to consider in fulfilling their role. Governors can also play a role in strengthening the school system, particularly those designated as National Leaders of Governance. (NLG).

3. Local Context

As of April 2018, there are a total of 52 schools in Slough. We have five maintained nursery schools, 29 primary, 14 secondary, one all-through, two special schools and one PRU. 34 of our 52 schools (65%) are academies/free schools and 18 are maintained schools. There are 12 Multi Academy Trusts (MATs) in Slough and seven single academy trusts.

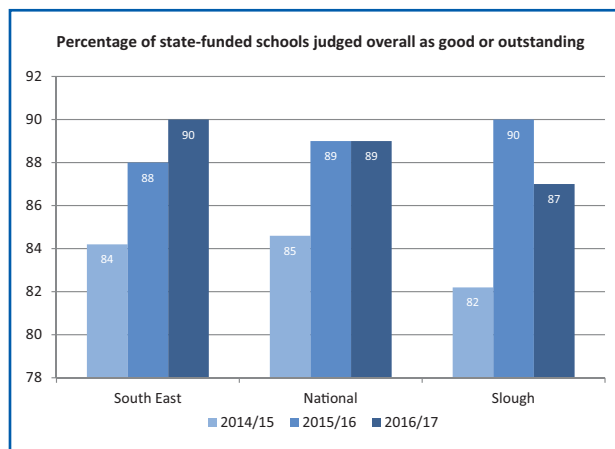|	
Maintained Schools	Baylis Court Nursery School; Chalvey Nursery School; Cippenham Nursery School; Lea Nursery School; Slough Centre Nursery School; Claycots School; Holy Family Catholic Primary School; Iqra Slough Islamic Primary School; Khalsa Primary School; Our Lady of Peace Catholic Primary & Nursery School; Penn Wood Primary and Nursery School; Pippins School; Priory School; St Mary's Church of England Primary School; Wexham Court Primary School; St Bernard's Catholic Grammar School; Wexham School
Single Academy Trusts	Castleview Primary School; Ryvers School; Langley Grammar School; Langley Hall Primary Academy; The Westgate School; Haybrook College; Littledown School
Multi Academy Trusts* **note individual schools identified in MATs are the ones in Slough. These MATs may have schools outside of Slough but are not highlighted here.*	**Learning Alliance Academy Trust** (Lynch Hill Primary Academy & Lynch Hill Enterprise Academy; **The Gold Rose MAT** (Cippenham Infants, Cippenham Primary); **Marish and Willow Academy Trust** (Willow Primary & Marish Primary) **The Langley Academy Trust** (Langley Academy, Langley Primary & Parlaunt Park Primary); **The Park Federation** (Western House, Montem Academy, James Elliman & Godolphin Juniors); **Baylis Court Trust** (Phoenix Infants & Baylis Court Secondary); **Schelwood Trust** (Herschel Grammar and Beechwood); **Pioneer Education Trust** (Foxborough Primary & Upton Court Grammar); **SASH Education Trust** (Grove Academy Free School & Ditton Park Secondary Academy Free School); **Slough and East Berkshire C of E Multi Academy Trust (SEBMAT)**; (Colnbrook Primary & Slough and Eton Secondary); **Star Academies** (Eden Girls' School Secondary); **St Peter Catholic Academy Trust** (St Anthony's, St Ethelbert's & St Joseph's) **Orchard Hill College and Academy Trust** (Arbour Vale School)

Slough is an urban area, comprising densely populated and richly diverse communities. It has a strong business sector including the headquarters of several key multi-national companies and a 21st century profile of innovative and creative industries. There are, however, significant pockets of disadvantage and many vulnerable children, with high numbers of new migrants and asylum seekers from more than 70 different countries, unaccompanied minors and transient families. There are also large variations in terms of affluence and deprivation among neighborhoods across Slough.

Over 140 different languages are spoken across Slough and more than 50 different languages are spoken as a first language by children in Slough schools. 47% of pupils speak English as their first language compared to 87% nationally. The proportion of children eligible for the Pupil Premium 23%, is just below the national average. The proportion of children in Slough schools with an Education, Health and Care Plan (EHCP) is 3.2%, above the national average of 2.9%.
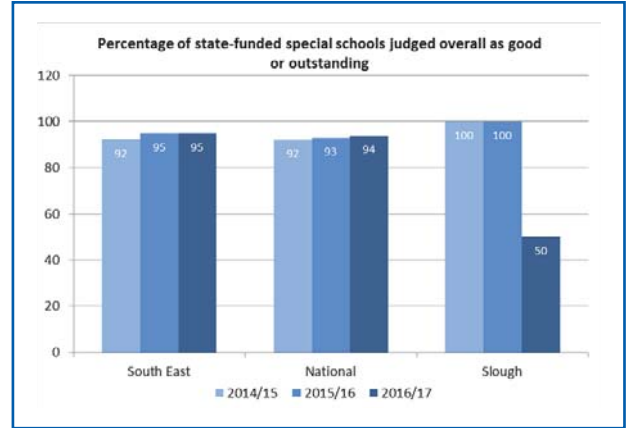

Performance of schools (2016-2017)

- Standards in key measures are above national average in EYFS, Key Stage 2 and significantly above the national average at Key Stage 4.

- Standards at KS5 are just below the national average at Post-16 for A-Level and Applied General Entry, but above the national average for pupils attaining AAB in facilitating subjects.

- In the Early Years Foundation Stage Slough ranks 63rd against all other local authorities for pupils achieving a good level of development in 2017. This is up 20 places from 83rd in 2016.

- At KS2 Slough is ranked 55th against all other local authorities for pupils achieving the expected standards in Reading, Writing and Maths combined which has increased by 8 places since 2016

- At KS4 Slough is ranked 14th for progress 8 against all other local authorities, increasing by two places from 2016.

- At KS5 Slough is ranked 50th for average point score entry per A-Level and 96th for average point score per Applied General Entry. This represents a rise of 15 places and 42 places respectively.

3.1 Ofsted (August 2017)

Percentage of state-funded schools judged overall as good or outstanding

	South East	National	Slough
2014/15	84	85	82
2015/16	88	89	90
2016/17	90	89	87

The overall effectiveness of schools in Slough has improved since 2014/15 although it presently sits 2% below the national average and 3% below the South East average. This is equivalent to one school.

Judgements by phase

Percentage of state-funded nursery schools judged overall as good or outstanding

Percentage of state-funded primary schools judged overall as good or outstanding

Percentage of state-funded secondary schools judged overall as good or outstanding

Percentage of state-funded special schools judged overall as good or outstanding
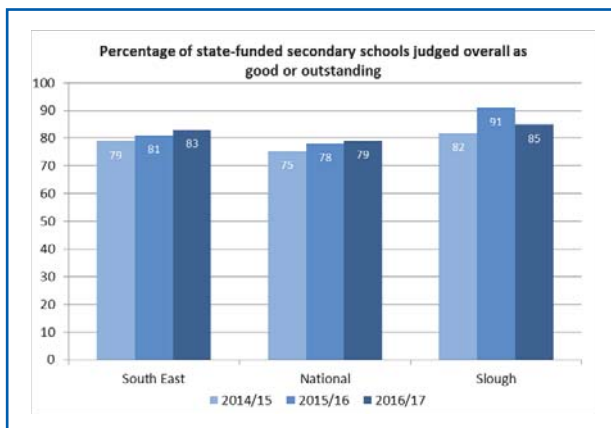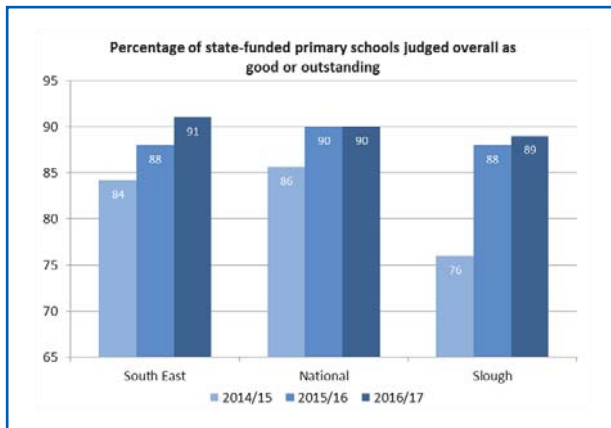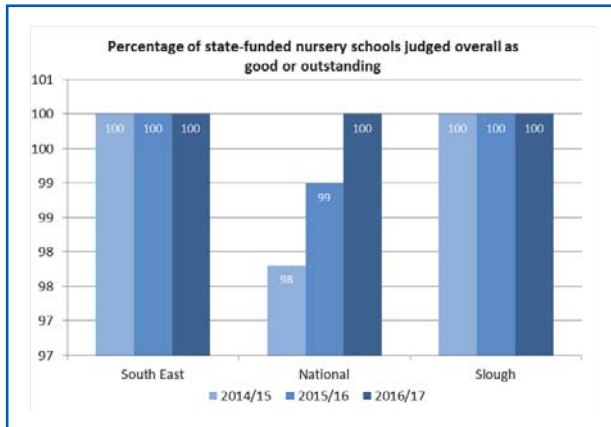
3.2 Local Priorities

Local school improvement priorities are decided annually and discussed with stakeholders. Local priorities will be agreed through the Slough School Improvement Board which includes headteacher representatives. These priorities will then inform both LA wide strategies and bids for national and local school improvement funding.

Local priorities include:

1. Developing a sustainable school led improvement system

2. Supporting all schools to be graded at least 'Good' by Ofsted with a higher proportion than national average rated as 'Outstanding'

3. Closing achievement gaps between disadvantaged pupils and their peers at all key stages

4. Strengthening governance in all schools so that effective challenge and support can be provided

4. The Slough School System

The Slough school system is has many strengths. We have established a strong school and LA partnership structure to ensure that we are able to work together to address key strategic education themes. Schools are represented on all partnership boards. Headteacher representatives are elected by the the Slough Association of Secondary Heads (SASH) and Slough Primary Heads Association (SPHA). We have a Teaching School alliance which includes three designated teaching schools and a number of designated NLE and SLE. We are using a Local School Improvement Fund to support collaborative approaches to addressing local priorities and we have recently launched a new website for education professionals in Slough.

4.1 Slough Education Partnership Board (SEPB)

Purpose of the Board

The Board will develop, promote and sustain the vision for education in Slough. It will ensure that there is a coherence and strategic oversight and leadership of education issues by headteachers and Slough Borough Council across 5 thematic areas.

- School Effectiveness and Organisation
- Inclusion
- School Funding
- Safeguarding
- Wider support for children and young people

Slough Education Partnership Boards

Strategic Theme	School Improvement	Children and Young People Support	Early Years	Finance	Inclusion	Safeguarding
Strategic boards (By invite only)	• School Improvement Board • Slough Education Partnership Board	• Early Help Board		• Schools Forum	• SEND Partnership Board	• LSCB
Related meetings (By invite only)	• Slough Teaching School Alliance (STSA) Board	• YOT Board	• Children's Centres Advisory Board • CC Partnership Network Meetings	• High Needs Task and Finish Groups • EY Task Group • 5-16 Task Group	• SEND Panel • Behaviour Attendance and Access Board • Primary Behaviour Panel • Secondary Fair Access Panel • PEAR • Virtual School Governing Body	• LSCB Education Sub Group • Prevent Board
Linked strategies and policy	• Slough School Improvement Strategy	• Multi-Agency Early Help Strategy • Post Ofsted Action Plan	• Childcare Sufficiency Assessment	• SF Operational Guidance	• SEND Strategy	• Education safeguarding policy guidance

Headteacher meetings: SASH and Primary HT GROUPS - school led meetings
Briefings and seminars: Senior Leaders Seminars, HT and COG Breakfast Briefing, Governor Briefing

The main functions of the Board are to:

- Provide a strategic lead
- Develop, sustain and promote the educational vision
- Develop coherent, collaborative approaches to education in Slough
- Promote consultation, debate and discussion
- Act as an advisory group
- Act as a pressure group
- Identify and encourage professional development

4.2 The Slough School Improvement Board (SSIB)

The Slough School Improvement Board has been created to facilitate a robust and transparent school-led improvement system and to have an overview of standards, strengths and areas for development in the school system. It plays a key role in the risk evaluation of schools (see section 6.2) and is comprised of council officers and headteachers.

Below are further details of the function of the board:

Purpose of the Board

The board will have a strategic overview of primary and secondary school performance in the local authority (LA) and facilitate the school-led improvement system. The board will promote best practice to support all schools in their aim of providing high quality education to their students.

Main functions of the board are to:

- Support the LA in statutory monitoring function
- Scrutinise the 'risk assessment' process and evaluations of each school according to the school improvement strategy
- Support the brokering of school to school support
- Share information and expertise about the Slough school system
- Agree LA wide priorities and issues of concern and develop systemic approaches to address these
- Identify and encourage areas of strength to aid the school led improvement system
- Monitor the progress of Local School Improvement Fund Projects
- Act as an advisory group on school improvement issues to the Slough Education Partnership Board (SEPB)

Membership

- Service Lead - School Effectiveness (CHAIR)
- Director of Children, Learning and Skills - when required
- Service Lead - SEND
- One primary Headteacher (SPHA Nominated)
- One secondary Headteacher (SASH Nominated)
- Member of the Teaching School Alliance
- SBC Senior Primary and Secondary Advisers
- SBC schools partnership (Senior Education Liaison Officer))
- An additional representative from both the primary and secondary phase will attend on a rotational basis

4.3 The Slough Teaching School Alliance (STSA)

The Slough Teaching School Alliance comprises the designated teaching schools, strategic partner schools and other partner organisations as can be seen in the table below with a brief overview of their remit.

Designated teaching schools	Strategic partner schools	Strategic partner organisations
• Langley Grammar School • Lynch Hill Primary Academy • Upton Court Grammar School	Partner schools provide support to other schools either individually or through programmes and networks, supported by funding from the designated teaching schools.	Organisations other than schools which work closely with the teaching school alliance.

Designated by DfE through NCTL as a multiple teaching school alliance
Conduit of funding from DfE
Able to bid for grants on behalf of the Alliance
Potential conduit for school improvement funding
Initial Teacher Training coordination
Appropriate Body for NQT
Leadership of large-scale programmes/activities
	Various roles which include
	• *National Support Schools*
	• *National Leaders of Education (NLEs) and Specialist Leaders of Education (SLEs)*
	• *Leaders of teacher/middle leader networks*
	• *Centres of pedagogical excellence and expertise*
	• *Coordinators/leaders of training programmes*
	• *Leaders of particular initiatives*
		These include
		• *Slough Borough Council*
		• *Higher Education Institutions for initial teacher training and research-based teacher development*
		• *Other organisations such as*
		  o *CAS Network of Computing Excellence*
		  o *National Centre for Excellence in Teaching Mathematics*
		  o *Surrey Maths Hub*
		  o *Local Science Learning Partnerships*

The LA works in close partnership with the STSA and they are represented on various boards such as SEPB and SSIB. They play a key role in school improvement by providing a hub of expertise and knowledge through designating local SLEs and a database of NLEs and their expertise. They are able to organise CPD events and broker school to school support. By working together we are able to effectively support the school led improvement system. An excellent example of this can be seen through the initiative of the local school improvement fund (see 4.5).

4.4 NLE and SLE in Slough

National Leaders of Education (NLE) are headteachers leading national support schools, who are accredited to work with schools in a range of circumstances. In Slough there are three local NLEs.

Specialist Leaders of Education (SLE) are middle or senior leaders with a specialism who can focus on developing the capacity and capability of other leaders so that they have the skills to lead their own teams and improve practice in their own schools. The STSA are responsible for designating SLEs. There are currently 18 SLEs that have been designated by the STSA coverin a range of specialisms across phases. Further information can be found on the STSA website at http://www.sloughlearning.org.uk/slough-teaching-school-alliance

4.5 The Local School Improvement Fund

The Slough Local School Improvement Fund arises from of an agreement by Schools Forum to use an underspend of £150,000 centrally retained funds to support local school improvement initiatives from 2016/17. In the same year the fund was topped up (from centrally retained funds) with an additional £30,000 for specific primary school projects. In the 2017/18 financial year a final top up from centrally retained funds of £49,500 was made, making the total of the local school improvement fund £229,500. Schools are able to 'bid' for funding for school to school support or to work on collaborative projects, linked to local priorities. The funds are held by the STSA on behalf of the Slough school community and can be accessed through an application and assessment process.

The STSA and LA work in partnership to assess the bids and are responsible for quality assurance once funds have been released. Action plans and outcomes of the bids are monitored to ensure value for money and maximum outcomes.

The LA has seconded a local headteacher (2 days a week) as a Senior Education Liaison Officer, who acts in a 'bridging' role between the council and the STSA. The liaison officer works with STSA to broker support for schools; quality assure the bids that are received and monitor and assess impact of successful bids.

4.6 The Link Website

The Link website https://thelink.slough.gov.uk was launched in June 2018 and will evolve over the 2018-19 school year. The website is intended to facilitate system improvement by improving communication regarding our vision and priorities for the system. We hope it will also enable wider communication of the strengths and capacity across the system and encourage further collaboration across schools.

5. Statutory Context

The LA has a statutory duty 'to promote high standards and fulfilment of potential in schools so that all children and young people benefit from at least a good education." (Education Act 1996). Any child learning within the borough is a Slough pupil regardless of the form of governance of the school or their place of residence.

The LA retains responsibilities for all children in Slough schools in relation to the provision and outcomes for Children Looked After and those with SEND and for the safeguarding of children in all schools. (Education act 1996, Children Act 2004)

Local authorities are expected to intervene early to prevent failure in maintained schools causing concern and to inform the RSC where there are concerns about an academy. These expectations are formally set out by the DfE in Schools Causing Concern Guidance which both the local authorities and RSC must follow.
https://www.gov.uk/government/publications/schools-causing-concern--2

Further detail on Slough's approach to Schools Causing Concern can be found in section 7.

5.1 LA Engagement with the Regional Schools Commissioner (RSC), Ofsted and other external bodies

The LA has termly meetings with the RSC and a further meeting with the link HMI inspector for Slough. Discussions cover both general school improvement and organization activity across the town and issues relating to standards, academy brokerage and safeguarding in individual schools. The LA works constructively with the RSC to share information and consider any action which may be appropriate. The LA will generally not discuss an individual school with the RSC or Ofsted without informing the Headteacher, although there may be exceptional cases where this occurs.

External partners, particularly the RSC, often require the input of the LA into decisions regarding national accreditation such as Teaching School or NLE status. The views of the LA are also sought in

situations where the RSC is seeking to broker school to school support including re-brokerage of academies, sponsorship of new schools or applications to open Free Schools.

5.2 The Sub Regional Improvement Board (SRIB)

The LA has a place on the Sub Regional Improvement Board (SRIB) which is chaired by the RSC. Membership of the SRIB includes LA representatives from: Bracknell Forest; Buckinghamshire; Oxfordshire; Reading; Slough; West Berkshire; Windsor and Maidenhead; Wokingham. It also includes diocesan, teaching council and DfE representatives. Its key purpose is:

- To use the combined expertise of the different parts of the education system in a particular sub-region to support more good school places by identifying school improvement priorities.

- A strategic partnership forum to identify common areas of focus for school improvement activity across a region and identify shared mechanisms for mapping, facilitating and communicating support available for access by all schools.

- To 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.

- To commission and prioritise applications 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.

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

6. School Improvement Capacity and Risk Evaluation (CRE) Process

The council's approach to school improvement risk evaluation will support system improvement, identifying both risks and capacity to contribute to the local system. The LA currently funds a team to enable all schools, including academies to engage in this process. The Slough School Improvement Board, which comprises headteachers, the STSA and LA officers, is a key forum in ensuring transparency and engaging school leaders in the identification of area wide priorities and the brokerage of support.

The process is intended to identify risks to school improvement at an early stage and to work with the school to consider how these can be mitigated. CRE may include factors such as a major building programme which can place additional drains on management capacity (see section 6.6). The evaluation process is also intended to identify capacity that the school may have which might mitigate any risk in their own institution and support improvement across the system. If a school is identified as being in need of support through the CRE process it does not mean that formal intervention is required or that they are a school of concern.

6.1 Role of the School Effectiveness Partner (SEP) and Importance of the Autumn Term Visit (ATV)

The role of the LA School Effectiveness Partner (SEP) is to support schools through professional dialogue and advice. All Schools and academies will be allocated a SEP. The SEP will undertake an Autumn Term Visit and a report will be shared with the Chair of Governors and Headteacher of the school. The pro-forma for the ATV is attached as Appendix A.

In addition schools and academies will be asked to self –evaluate both their school improvement risks and their capacity to contribute to the local school system (Appendix B).

The visit offers an opportunity for schools to discuss their self evaluation in more detail with their SEP. It provides an opportunity to look beyond published data, learn more about the school and understand its capacity to drive improvement in their own schools and in the local system. The SEP is able to gather intelligence about priorities, challenges, innovations and effective practice.

The Autumn Term Visit allows the LA, working with the Slough School Improvement Board, to identify common challenges across the borough as well as identified areas of strength. This intelligence will then inform LA wide priorities and the potential to broker school to school support. The qualitative intelligence gathered is invaluable in enabling the LA to be able to represent Slough schools in the best way possible to external partners who often rely only on published data.

6.2 Role of SSIB in CRE process

SSIB will provide a quality assurance process of the ATVs once they are complete and may provide challenge to some CRE assessments. Only after the QA process will evaluations be confirmed. (see timeline 6.3)

SSIB will also be in a position to provide knowledge and expertise of the school system and be in a position to work with the LA to facilitate and broker support for schools where needed. This may include suggestions for collaborative projects to address common challenges or areas of interest.

6.3 Timeline

The CRE process will take place annually during the Autumn Term Visit (ATV) to schools and be validated at the beginning of the spring term. Schools will be asked to self assess their CRE category and this should be discussed with the SEP.

A timeline of the CRE process is outlined below.

Whilst risk evaluations take place annually they may be subject to change throughout the year depending on a school's particular circumstance e.g. it is inspected as inadequate following a risk evaluation.

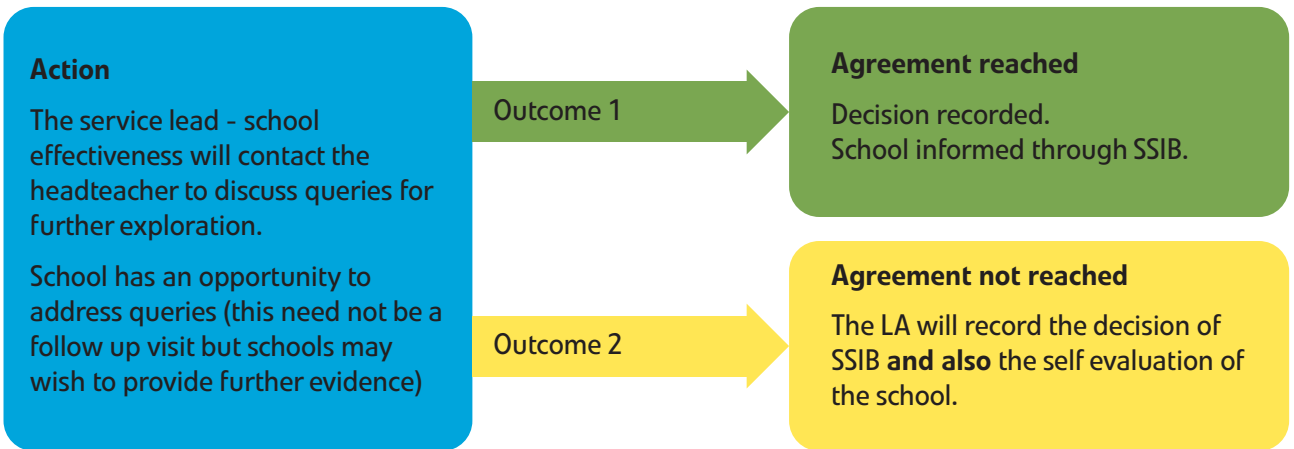## 6.4 Academies choosing not to take part in the ATV and/or the CRE process

If academies choose not to have a School Effectiveness Partner and ATV they still have the opportunity to submit their self- evaluation and supporting evidence to the LA. This needs to take place by the end of the autumn term of each year.

Where no consultant visit has taken place and/or a self evaluation has not been submitted, the LA will carry out a desktop evaluation based on any known data and risk factors (see 6.6) and with SSIB, decide on the appropriate risk evaluation

Timeline	Activity
September - October	- SEP contacts school to organise ATV - Scope of visit agreed with school - ATV pro forma and CRE self assessment sent to school in advance and is returned to SEP at agreed time
October - December	- ATV takes place - Opportunity to discuss self assessment between school and SEP. - SEP and school agree self assessment and CRE category.
January - February	- SSIB meet to discuss and quality assure the ATVs and CRE category of each school. - Discussion of common themes and dissemination of areas of effective practise and areas of support - Potential follow up support for schools discussed e.g. use of NLEs, SLEs, brokering school to school support etc. - SSIB agree final CRE (note the agreement between the SEP and a school may change following the QA process. See 6.5) - Letters to schools from the Director of Children, Learning and Skills confirming agreed CRE category

6.5 Disagreements on Self Assessment

Occasionally the school and the SEP may disagree with a school over their self-evaluation. More rarely, SSIB may disagree with a school's CRE even if it has been agreed between the school and SEP. In these cases the process below will be followed:

Action

The service lead – school effectiveness will contact the headteacher to discuss queries for further exploration.

School has an opportunity to address queries (this need not be a follow up visit but schools may wish to provide further evidence)

Outcome 1 →

Agreement reached

Decision recorded.
School informed through SSIB.

Outcome 2 →

Agreement not reached

The LA will record the decision of SSIB **and also** the self evaluation of the school.

6.6 School Improvement Capacity and Risk Factors

Factors below, which are not exhaustive, may be taken into account when coming to an evaluation of a schools CRE category. These factors should be considered in identifying both potential risks and the potential capacity the school may have to drive improvement or to support others and contribute to system leadership.

Standards	Inclusion
- Consideration of progress and attainment at each key stage, compared to national - Key trends over at least two years including significant declines or improvements - Gaps in attainment between key groups, e.g. gender, disadvantaged, ethnicity etc. - Consideration of the coasting criteria and floor standards (as defined by the DfE)	- Proportion of exclusions at a school compared to national and local averages - Attainment of vulnerable groups e.g. SEND, CLA - School compliance with statutory processes around SEND
Governance	**Finance**
- Governor vacancy rates - School Audit findings - Self evaluation of governance and effectiveness in providing challenge to schools - Appropriate governor training programmes in place - Structure of MATs to enable support and challenge to schools	- Surplus or deficit balance - Capacity to address financial challenges - Compliance with statutory financial regulations (different for academies and maintained schools)
Inspections	**Safeguarding**
- Outcome of most recent Ofsted Inspection - Likelihood of inspection in coming year - School capacity to be actively carrying out recommendations from previous Ofsted report	- Safeguarding compliance - Returning annual S11 audits - Engagement with LA safeguarding officer regarding Ofsted/DfE safeguarding complaints - Quality of safeguarding training undertaken by staff

Staffing/HR	Attendance
- Recruitment to key leadership roles - NLE/SLE and other staff identified with leadership capacity - Vacancy levels - Number of grievance or disciplinary - Effectiveness and breadth of professional learning including new teachers	- Attendance levels compared to DfE thresholds - Attendance of vulnerable groups

Other

- Parental complaints made about the school
- Whistleblowing complaints about the school
- Complaints made to Ofsted about the school
- Major building programme
- Major expansion programme
- Falling rolls
- Identification for support by Regional Schools Commissioner
- External quality marks or accreditations
- Outcomes of external review
- Outcomes of support to other schools

7. Local Authority Core Offer and School Capacity

The LA provides a core offer for all schools and in addition offers extra support based on the annual CRE. These services are currently funded by the council and are outlined below. In addition the capacity and risk evaluation is intended to be a reflective process in which schools self assess both their potential school improvement risks, but also their capacity to contribute to the local system. The information collected from the CRE process will feed into the SSIB meetings and be drawn upon to broker support or identify clusters of schools to work together on common challenges.

LA Core Offer – all Schools Autumn Term Visit – 2 days* (one full day visit)			School Capacity following CRE
Additional offer** following CRE			**Possible contributions to the local system** (These might be offered on a quid pro quo basis or chargeable)
School category	**No. of additional days (up to)**	**Menu of suggested support and SEP** (The school can work with the SEP to consider how to use additional days providing flexibility)	
CRE – Green Low school improvement risk with high capacity for system leadership	2	• review of school performance data, • support for faculty/department reviews • support for middle leadership reviews • support/coaching for senior teams, middle leaders or individuals • inclusion review • book review • learning walks • governor support • brokering support (use of other schools, NLE, SLE etc.)	• **Shared CPD** - can open up INSET and CPD sessions to staff at other schools or contribute to the CPD offer in another schools • **Direct support** - for example, a 'package' of support is agreed for one school to work with another on an area of need; this could involve anyone from the headteacher to subject/theme/phase specialist staff. • **Peer Review** - Inviting staff from other schools to work with you to review and area of practice • **Observations** - inviting staff from other to observe an event or area practice • **Network meetings** - convening and leading a subject network schools such as English network meetings, post-16 networks etc. • **Shadowing** - Offering shadowing opportunities to aspiring leaders from other schools
CRE – Amber Medium school improvement risk – may have some capacity for system leadership	4	• CPD for staff on any chosen theme • Facilitation of small projects/support between schools or departments • support to raise attainment with specific pupil groups • review of pastoral/curriculum systems. • support and advise system leaders • review of transition systems (year 6-7, year 11-12) • insets on school development/leadership development • middle leaders training (holding to account, training on tackling difficult conversations e.g. underperforming staff or angry parents) • working with leaders responsible for vulnerable or distinct groups • conveying information on inspection framework and preparation to Heads and key SLT	
School Causing Concern **(Section 7)**	6	In addition to support offer above: • School Action Plan • Six weekly monitoring meetings • FGB Minutes submitted to LA • LA may commission external reviews	

7.1 Additional LA Core Offer

In addition there are other services the LA currently provides in its core offer for free to all schools and academies, which can be seen below:

Additional LA Services*
- The Link Website
- Nexus subscription
- Subscription to the KEY for School Governors and Leaders
- Dealing with Ofsted/DfE complaints
- DSL networks/Safeguarding advice
- SENDCO networks/SENDCO advice
- Data packages (such as FFT Aspire)
- Statutory moderation and assessment
- Leadership network meetings
- Admin related to network meetings
- Breakfast briefings for school leaders
- School Leader seminars
- Governor meetings
- Administration of partnership boards

All core services and additional services provided by the LA will need to be reviewed on a yearly basis to ensure financial viability and sustainability.

Additional school effectiveness services may be purchased on request. Please contact Johnny Kyriacou, Service Lead - School Effectiveness johnny.kyriacou@slough.gov.uk

8. Schools Causing Concern

As outlined in Section 4, the LA has a statutory duty under the Education and Inspections Act 2006 to identify schools which give cause for concern and if necessary to issue a formal **Warning Notice**. In undertaking these duties the LA must follow the statutory Schools Causing Concern Guidance. https://www.gov.uk/government/publications/schools-causing-concern--2

Circumstances that can lead to issuing of a formal warning notice include:

- the standards of performance of pupils at the school are unacceptably low and are likely to remain so[1]

- there has been a serious breakdown in the way the school is managed or governed which is prejudicing, or likely to prejudice, such standards of performance; or

- the safety of pupils or staff at the school is threatened (whether by a breakdown of discipline or otherwise).

- Teacher's pay and conditions[2]

Local authorities can issue a Warning Notice to maintained schools. The RSC can issue a Warning Notice to academies and also to maintained schools where the LA is deemed to lack capacity or not to have acted swiftly enough.

Both maintained schools and academies may become "eligible for intervention" under Part 4 of the Education and Inspections Act 2006. These include:

1. Schools that are coasting

2. Schools that have failed to comply with a Warning Notice

3. Schools that have been judged inadequate by Ofsted

Local authorities have powers of intervention in maintained schools. In the case of academies only the RSC can formally intervene, but in both cases the RSC and LA are expected to work together.

The intervention powers of the LA include:

- power to require the governing body to enter into arrangements;

- power to appoint additional governors;

- power to appoint an interim executive board (IEB);

- power to suspend the delegated budget.

The RSC has additional intervention powers including the power to require school closure, to issue an Academy Order or to terminate a funding agreement with an existing academy.

8.1 Schools judged Inadequate by Ofsted

Schools judged inadequate become eligible for intervention from the Regional Schools Commissioner or the LA.

Where a maintained school is judged inadequate the RSC has a duty to issue an academy order for it to convert to an academy and become sponsored by a multi academy trust. The LA has a duty to facilitate the conversion. If the school is a Foundation or Voluntary Aided school the RSC will consult with the Trustees or relevant religious body. The RSC will ensure that the religious character or ethos of these schools is maintained.

Where an academy is judged inadequate the RSC has the power, but not a duty, to terminate the funding agreement of the academy and 'rebroker' the school to another multi academy trust. However, the RSC may choose not to do so and to implement other alternatives for school support. If a standalone academy is judged inadequate, the RSC will normally 'rebroker' it to join a MAT. If a school is deemed unviable then the RSC may terminate the funding agreement and direct the closure of the school. Further details can be fund in the DfE schools causing concern document.

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[1] Further definition of low performance is contained in the DfE schools causing concern document
[2] This can only be issued by local authorities to maintained schools

8.2 Slough Schools Causing Concern Process (Maintained Schools)

Slough Council is committed to identifying and working with schools which might be at risk of formal intervention or an inadequate judgement by Ofsted at **an early stage**, so that rapid progress can be made to address the matters of concern and prevent the need for a formal Warning Notice or intervention. To date the LA has worked positively with both maintained schools and academies that have fallen into the criteria for schools causing concern.

There are 3 steps in the School Causing Concern process, which usually follow in sequence. On rare occasions, serious concerns may come to light which would lead the LA to move straight to step 3 e.g. a serious safeguarding issue.

Step 1

Following discussion at SSIB, the LA will write to schools about which it has cause for concern setting out the reasons for concern. Concerns about a school can include safeguarding, governance, finance, and attendance as well as performance. The LA evidence base may include published data about the school, financial information or concerns raised by parents, staff and governors.

The Headteacher and Chair of Governors will be asked to meet with the LA Service Lead for School Effectiveness and the school SEP to discuss the matters for concern and the schools plans for improvement. The meeting will also consider:-

- The reasons why the LA is concerned and the supporting evidence

- Whether the current plans to address concerns, including support already in place, are sufficient

- What additional support from the LA or other schools might be useful. The LA may recommend that the school commission an external review of an aspect such as governance or SEND.

The SEP will monitor progress.

The outcome of the meeting will be taken to the next SSIB, together with discussions regarding potential schools to provide any additional support. **In the majority of cases we would expect no further action to be necessary and we will write to the school to confirm this.**

Step 2

Where progress to address matters of concern is not sufficiently speedy, or where additional matters of concern come to light, the Director of Children, Learning and Skills will issue a **Formal Letter of Concern** triggering entry into the formal **LA School Causing Concern Category**.

These schools will be asked to produce an action plan and to attend 6 weekly monitoring meetings with the Service Lead - School Effectiveness. The focus will be on working with the school, drawing on the capacity across the school system, to address the matters of concern.

The school governing body will be asked to submit minutes of full governing body meetings to the LA for the period that the school is in a formal category of concern. The LA may commission an external review of governance, Safeguarding, SEND, Finance, Health and Safety or use of the Pupil Premium.

Monitoring information will be passed to the Director of Children, Learning and Skills and discussed at SSIB. Schools Causing Concern are also routinely discussed with the RSC at termly meetings.

Where it is agreed with SSIB that the school has made sufficient progress and is no longer considered a school of concern the Director of Children, Learning and Skills will write to formally remove the school from SCC category.

Step 3

If a School Causing Concern fails to make rapid progress then the Director for Children, Learning and Skills or the RSC, will issue a **Warning Notice** to the governing body of a **maintained** school under section 60(2) (a-c) of the 2006 Education and Inspections Act.

In rare cases serious matters of concern may come to light, which will lead the LA or RSC to immediately issue a Warning Notice.

In line with DfE Schools Causing Concern Guidance the Warning Notice will set out the following:

1. the matters on which their concerns are based;

2. the action the governing body is required to take in order to address the concerns raised;

3. the period within which the governing body must comply or secure compliance with that action (the compliance period); and

4. the action (intervention power) the local authority or RSC is minded to take (under one or more of sections 63 to 69 of the Education and Inspections Act 2006 or otherwise) if the governing body does not take the required action.

All formal warning notices must be copied to the RSC and to Ofsted.

8.3 Academies Causing Concern

Following discussion at SSIB, the LA will write to the Chair of Trustees and the headteacher of an academy about which it has concerns. In line with the DfE Guidance we will also inform the Regional Schools Commissioner:

"Where a local authority has concerns about standards, management or governance, or safety in an academy, it should alert the relevant RSC." (School Causing Concern Document, DfE, February 2018)

Where the Regional Schools Commissioner is already engaged in support or monitoring of the academy, the LA will ask that there is one joint meeting to consider plans to address areas for improvement and any further support that might be useful. Where the RSC is not already engaged in support or monitoring the LA will consider, in consultation with the RSC and the school, if entry in the LA SCC process might be useful.

If an academy Causing Concern fails to make rapid progress or where serious concerns come to light, the LA will inform the Regional Schools Commissioner and ask that a Warning Notice be issued. In these cases the LA will inform the principal and Chair of Trustees of the action it is taking.

Appendix A: Autumn Term Visit Pro forma

Record of Visit	
School	
Date	**Staff Involved**
School Effectiveness Partner	**Department**
Context/purpose of the visit	
Action/s	
Impact/ Evaluation	
Next Steps/Further Action	
Copies distributed to	

Appendix B: School Improvement Capacity and Risk Evaluation Pro forma

Capacity and Risk Evaluation (CRE)		
Standards		
	Comments/Evidence	BAG
1		
Governance		
	Comments/Evidence	BAG
2		
Inspections		
	Comments/Evidence	BAG
3		
Staffing/Human Resources		
	Comments/Evidence	BAG
4		
Inclusion		
	Comments/Evidence	BAG
5		
Finance		
	Comments/Evidence	BAG
6		
Safeguarding		
	Comments/Evidence	BAG
7		
Attendance		
	Comments/Evidence	BAG
8		
Other		
	Comments/Evidence	BAG
9		
Areas of Effective Practice/ Capacity to Offer Support		
Overall BAG Rating		
CRE Green - Low school improvement risk with high capacity for system leadership		
CRE Amber - Medium school improvement risk – may have some capacity for system leadership		
CRE Blue - School Causing Concern (Section 7)		

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Slough School Effectiveness Strategy 2018–19

If you would like assistance with the translation of the information in this document, please ask an English speaking person to request this by calling 01753 875769.

यदि आप इस दस्तावेज में दी गई जानकारी के अनुवाद किए जाने की सहायता चाहते हैं तो कृपया किसी अंग्रेजी भाषी व्यक्ति से यह अनुरोध करने के लिए 01753 875769 पर बात करके कहें.

ਜੇ ਤੁਸੀਂ ਇਸ ਦਸਤਾਵੇਜ਼ ਵਿਚਲੀ ਜਾਣਕਾਰੀ ਦਾ ਅਨੁਵਾਦ ਕਰਨ ਲਈ ਸਹਾਇਤਾ ਚਾਹੁੰਦੇ ਹੋ, ਤਾਂ ਕਿਸੇ ਅੰਗਰੇਜ਼ੀ ਬੋਲਣ ਵਾਲੇ ਵਿਅਕਤੀ ਨੂੰ 01753 875769 ਉੱਤੇ ਕਾਲ ਕਰਕੇ ਇਸ ਬਾਰੇ ਬੇਨਤੀ ਕਰਨ ਲਈ ਕਹੋ।

Aby uzyskać pomoc odnośnie tłumaczenia instrukcji zawartych w niniejszym dokumencie, należy zwrócić się do osoby mówiącej po angielsku, aby zadzwoniła w tej sprawie pod numer 01753 875769.

Haddii aad doonayso caawinaad ah in lagu turjibaano warbixinta dukumeentigaan ku qoran, fadlan weydiiso in qof ku hadla Inriis uu ku Waco 01753 875769 si uu kugu codsado.

اگر آپ کو اس دستاویز میں دی گئی معلومات کے ترجمے کے سلسلے میں مدد چاہئے تو، براہ کرم ایک انگریزی بولنے والے شخص سے 01753 875769 پر کال کرکے اس کی درخواست کرنے کے لئے کہیں۔