

Report to: EDUCATION ATTAINMENT IMPROVEMENT BOARD

Date: 14 January 2020

Reporting Officer: Tim Bowman, Assistant Director, Education

Subject: SCHOOL IMPROVEMENT AND PARTNERSHIPS – PROTOCOL UPDATE

Report Summary: This report follows on from the report provided at the EAIB meeting on 22 October 2019, about the End of Key Stage Data (unvalidated) and Education Priorities.

Recommendations: Board members are asked to discuss the content of the protocol and endorse the approach.

Corporate Plan: Early identification of high quality support for children and young people.

Policy Implications: None identified.

Financial Implications: There are no direct financial implications as a result of this report. The schools improvement budget is set aside to direct support to those identified as schools causing concern.
(Authorised by the statutory Section 151 Officer & Chief Finance Officer)

Legal Implications: Local authorities have a legal obligation to exercise their education functions with a view to promoting high standards and the fulfilment of student potential. In doing so, they are required to explore way of supporting progress and delivering improvement where required.
(Authorised by the Borough Solicitor)

Risk Management: Reputational risk to the Local Authority.

Access to Information: This report does not contain information which warrants its consideration in the absence of the Press or members of the public.

Background Information: The background papers relating to this report can be inspected by contacting Tim Bowman



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1. INTRODUCTION

- 1.1 At the EAIB meeting on 22 October 2019, a report was provided about the End of Key Stage Data (unvalidated) and Education Priorities, and there was a discussion about the Local Authority's school strategy of developing a school to school model of improvement.
- 1.2 The long term service priorities established in 2018/19 remain in 2019/20, as follows:
 - Partnerships and Relationships
 - Capacity and Stability.
- 1.3 This paper provides information about the updated Primary School Performance and Standards Protocol 2019/20 (see **Appendix 1**), which reflects these service priorities.

2. AIMS AND PRINCIPLES THAT UNDERPIN THIS PROTOCOL

- 2.1 The protocol sets out the Local Authority's strategy for working with maintained schools and academies with specific reference to Department for Education guidance 'Schools Causing Concern – Guidance for local authorities and Regional Schools Commissioners on how to work with schools to support improvements to educational performance and on using their intervention powers, September 2019'. The protocol is reviewed annually by the Tameside Primary Consortium School Improvement Committee to reflect curriculum reform and changes to legislation.
- 2.2 The prime responsibility for school improvement is that of head teachers and governing boards. The Local Authority has an aspiration for all children in the borough to attend a good school, and to achieve this the local authority will champion educational excellence by:
 - Understanding the performance of schools
 - A relentless commitment to raising standards
 - Supporting and encouraging collaboration between schools within and beyond the Borough boundaries
 - Working in constructive partnerships
 - Taking swift and appropriate action
 - Building trust with and within the system.
- 2.3 Monitoring and analysing performance is a core pillar of our strategy. It allows us to celebrate and share strengths and identify and intervene where there are concerns. The local authority supports use of data at school, cluster and LA level. We are introducing new data-sharing agreements to enable the local authority to commission and support cross-authority cohort needs.
- 2.4 Where there are concerns about school performance, it is communicated to the headteacher and the local authority brokers or recommends appropriate support to ensure early intervention and to support a rapid pace of improvement.
- 2.5 School to school support and partnership working at cluster, Local Authority, regional and national levels are central to our approach to supporting schools, and are particularly important for those schools causing concern. Key partners include National Leaders of Education (NLEs) and Local Leaders of Education (LLEs) and National Leaders of Governance (NLGs); Teaching and Research Schools; DfE English Hubs and Maths Hubs; and the Education Endowment Foundation (EEF). With the support of these partners we are developing the system-led approach in Tameside by:
 - Leading on evidence-based best practice
 - Strengthening middle leadership and implementation
 - Developing pedagogy
 - Deepening research collaboration.

3. HOW WE IDENTIFY AND SUPPORT SCHOOLS

- 3.1 The Local Authority uses a categorisation process which ensures that, in partnership with schools, we target our support and resources where it is most needed to improve our school system and as a result, raise standards and performance (see section 4).
- 3.2 This process takes into account the school's most recent Ofsted judgement together with an overview of progress and attainment data and other performance related indicators such as the quality of leadership and teaching and learning, governance, safeguarding, attendance, finance, and inclusion. Notification of the category is communicated, in writing, to the headteacher in the first half of the autumn term.
- 3.3 Schools judged to be inadequate and those not making sufficiently rapid progress are classified as 'schools causing concern' and the use of intervention powers are considered.
- 3.4 Vulnerable schools are considered to be at risk of becoming schools causing concern. The process of annually categorising schools is outlined in **Appendix 1**.

4. IMPACT OF THIS APPROACH IN 2019

- 4.1 Twenty one of our schools were categorised as category 3 or 4 and these schools were the focus of our support this year.
- 4.2 The average KS2 RWM EXS+ of these 21 schools has improved to 55% in 2019 having been 53% in 2018.
- 4.3 70% of our category 3 schools have improved outcomes (9 of 13 schools) and 50% of our category 4 schools have improved outcomes (4 of 8 schools).
- 4.4 When broken down by local authority maintained schools and academies, category 3 LA schools had a 8% increase in the average RWM EXS+ figure (from 47% to 55%).
- 4.5 All 4 LA category 3 schools have improved results compared to 5 of 8 category 4 academies.
- 4.6 2 of 3 LA category 4 schools had improved results resulting in a 10% increase in the average RWM EXS+ figure in 2019 from 47% to 57%.

5. CONCLUSION

- 5.1 Consistent improvement requires targeted support to schools to narrow gaps to national averages.
- 5.2 Primary School Performance and Standards Protocol 2019-2020 sets out the approach to identifying and supporting schools.
- 5.3 Long-term priorities identified in 2018-2019 remain.

6. RECOMMENDATIONS

- 6.1 As set out at the front of the report.

