

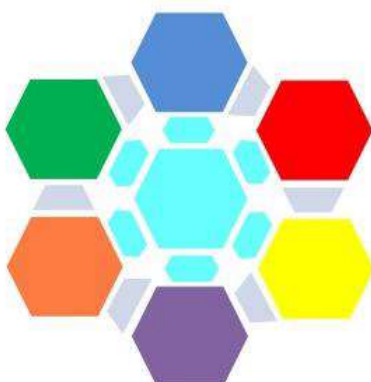
Oldham School Improvement Model
March 2017

The Oldham Model for School Improvement is in place to ensure that the Oldham Education Partnership, Schools, Academies, Colleges and Oldham Local Authority are working together to improve the outcomes of the Children and Young People of Oldham.

Central to the model is ensuring appropriate levels of

- Monitoring and Challenge
- Support/System Leadership
- Intervention (where needed as other solutions are not working)

The system must have a strong evidence base and be proactive in working strategically to support the needs of individual schools and the system as a whole.



Monitoring and Challenge

The Local Authority and Partnership requires up to date information about progress in all schools and academies. Means of ensuring external verification of this information is required and will come through (models for Primary and Secondary Schools and Academies may be different to meet need):

- School Visits by trained School Improvement Partners – including external Quality Assurance of a selection of [or all] visits (See Appendix 2)
 - Development of SIP model (differentiated - linked to monitoring of data and self-review forms)
 - Paired visits (internal and external)
 - Quality Assurance of a sample by LA
 - Consistency in agenda and report format
- System Reviews led by current OFSTED inspectors (See Appendix 3)
- MAT monitoring systems
- Sharing of intelligence; three times a year schools and Academies will be expected to return to the Local Authority/Partnership and share with Governing Bodies
 - A summary of predicted in school data (See Appendices 4a and 4b)
 - A Current Self Evaluation Review of the School/Academy (See Appendix 5)
 - Secondary Schools will continue to share their Self Evaluation forms (SEFs) with each other and similar model will be explored with Primary Schools.

This information will be used to

- Update the Schools Causing Concern Index (School Vulnerability Index) (See Appendix 6)
 - Categories will be communicated to schools Annually and when there is a change in category by the Local Authority
 - Where necessary, as per statute, communication will be needed with the Regional Schools Commissioner
 - Classifications as defined in the Partnership MOUs (Appendix 7) will be
 - Green – Universal Support
 - Amber – Targeted Support
 - Red – Intensive Support
- Give analysed information to the OEP School Improvement Group to ensure the most appropriate support package is put in place.

Support/System Leadership

The OEP School Improvement Group will meet half termly to ensure that schools and academies have access to relevant support and training.

The membership of this group is still to be finalised, currently the proposed membership includes

- Chair and Vice Chair of OAPHP (Primary)
- Chair and Vice Chair of OASHP (Secondary and Colleges)
- Education Partnership Leader
- Head of Schools and Learning
- Headteacher representative/s from the OEP Board

- Non-voting associate members may also be co-opted to the group if specific skills are needed.

Full terms of reference are shown in Appendix 8.

Analysed data and information will be used to ensure the most appropriate and relevant support package is put in place for schools and academies.

Support will include but is not be limited to:

- Linking schools to enable school to school support
- Building on the work of Workhubs/groups for schools to work together on targeted areas
- Brokering/commissioning support from inside of Oldham including from Teaching Schools, NLEs, NLGs etc.
- Brokering/commissioning support from outside of Oldham including from Teaching Schools, NLEs, NLGs etc.
- CPD sessions
- Research and Development

In principle, schools are expected to fund their development needs from their own budgets.

Support from Schools and Academies, The Oldham Education Partnership and The Local Authority will mean that certain broader support can be subsidised to support Oldham Schools.

Key principles of support:

- All support must be clearly contracted with identified outcomes
- Impact statements and evaluations must be collected
- Schools and Academies are expected to fund their development needs from the budgets
- Oldham wide identified priorities can be subsidised by the Partnership
- Research and Development (R&D) should be used to inform best practice and ensure improvements are based on what is known to work.

Intervention

The Local Authority and Regional Schools Commissioner have a clear duty to intervene when standards in a school are not good enough. This duty is informed by:

DfE - Schools causing concern: Intervening in failing, underperforming and coasting schools.
Guidance for local authorities and RSCs (Appendix 9)

And in Oldham is implemented as:

Oldham Council – Local Authority School Improvement Function – Policy for Monitoring, Challenge Support and Intervention (2016) (Appendix 10)

For the most part monitoring, challenge and support processes secure the required improvements at local schools. However, in some circumstances they do not.

Where the local authority has particular concerns about the performance over time of a school, prompted by shared data or the outcomes of these arrangements, it has a statutory duty and moral responsibility to exercise the powers of intervention that it has in law, such as the establishment of an interim executive board for the school or to require the governing body to enter into arrangements with another school. It is a DfE expectation that any such use of formal powers should be preceded by the issuing of a warning notice to the governing body under section four of the 2006 Education and Inspections Act.

Situations for possible local authority intervention would include but are not limited to:

- Schools judged Inadequate or Requires Improvement by Ofsted
- Schools that the LA believes would be judged as RI or worse by Ofsted if inspected now
- Schools where there is a serious breakdown of management or governance or where the LA believes overall leadership (governance and management) to be RI or worse
- Schools where the LA believes the safety of pupils is threatened, including any schools whose safeguarding arrangements are unsatisfactory
- Schools where achievement of pupils is unacceptably low as the defined by DfE above and the LA has not been provided with sufficient evidence that the school has the capacity to reverse this trend.

Wherever the Oldham Council's concerns are such that it is considering issuing such a notice to a governing body, the LA will first meet with the Headteacher and chair of governors to discuss the concerns, the meaning of such a warning notice if issued, and what compliance with the notice would mean. Notices would not normally be issued without such a meeting and it would be usual for a pre-warning letter to be issued, and/or discussions to have taken place.

Full details are given in Oldham Council – Local Authority School Improvement Function – Policy for Monitoring, Challenge Support and Intervention (2016) (Appendix 10).

Governance

The Oldham Education Partnership Board acts as a Governance arrangement for the School Improvement Model. This is in addition (and where appropriate alongside) any Local Authority and Regional Schools Commissioner Statutory Responsibilities.

The Board (established following the Oldham Education and Skills Commission) will support and quality assure the work of the OEP School Improvement Group. The Board, as appropriate, can also agree additional financial support for the School Improvement System.

Membership of the Board can be found in Appendix 11 and terms of Reference for the Board in Appendix 12.