

The Lewisham Framework for School Improvement



Effective from November 2015

V1.0

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Foreword

This is Lewisham's Framework for School Improvement. It reaffirms the statutory roles and responsibilities of the Local Authority within the landscape of a greater range of schools and settings; an increasingly diverse marketplace of services to support school improvement and decreasing central LA funding and resources. It gives further emphasis to our commitment to target resources to meet the greatest need, and work towards a system which is led by schools for the benefit of children and young people.

This framework forms a central part of Lewisham's Strategy for School Improvement and Effectiveness 2015 – 2017 which in turn forms an integral part of the Lewisham Children and Young People's Plan for 2015 – 18.

Lewisham's Strategy for School Improvement and Effectiveness for 2015 – 2017 identifies 4 key areas which will support school improvement and effectiveness at all phases and across the system:

- 5.3.1 Clarifying roles and responsibilities and improving accountability
- 5.3.2 Reviewing provision to ensure we can meet need
- 5.3.3 Improving school leadership, management and governance
- 5.3.4 Providing targeted support to individual schools

Additional actions in each of these areas have been identified to support and accelerate secondary school improvement given the particular challenges we face in this sector.

The Framework for School Improvement sets out the how the LA will risk assess and then categorise schools so that our limited resources can be targeted to support and challenge those schools which need it most. It also outlines the circumstances under which we may need to formally intervene in schools which are causing concern.

We hope to work in partnership with all schools and settings, headteachers and governors, staff, sponsors, partners, families and communities in Lewisham to benefit our children and young people. A draft of this framework was shared with stakeholders. This final version includes a number of amendments which were raised during the consultation process.

This plan builds on the 3'C's which have been shared with Headteachers, governors and other stakeholders. To deliver school improvement across Lewisham we will need to have **clarity** about our roles, responsibilities and plans; **collaborate** to ensure the best use of resources, knowledge, skills and experience; and have **courage** to do things differently to ensure a step-change in outcomes at KS4 and KS5.

Kate Bond, Head of Standards and Achievement

1. Introduction to the Lewisham Framework for School Improvement

1.1 This School Improvement Framework sets out the processes and procedures by which the Local Authority (LA) and schools work together to ensure all publicly funded schools, including sixth forms, regardless of their status or governance arrangements, offer the highest quality of education to all pupils. It is also expected that each school is judged good or outstanding by Ofsted as a result of inspection. In recent years there have been significant changes in legislation and national guidance that has an impact on the organisation of schools and the expectations of what schools should achieve. This policy reflects that latest guidance as well as national best practice.

1.2 The overriding principle is that schools, being largely autonomous, are responsible for the standards that children and young people achieve and that schools should work together to address areas of weakness and share good practice. As far as school improvement is concerned, the local authority has a role to intervene formally when necessary. The Executive Director of Children's Services has the overall responsibility for the safety, health, well-being and achievement of all children and young people in Lewisham and therefore the local authority has a role to ensure all schools, including sixth forms offer the highest quality of sufficient and appropriate education, keep children and young people safe and healthy. The local authority acts as a champion for families, children and young people, particularly vulnerable groups and convenes the children's partnership in which schools are key participants.

1.3 Lewisham Council and its partner organisations have consulted during 2015 on agreeing the priorities for a new three year Children and Young People's Plan 2015 – 2018 entitled "It's Everybody's Business". Within the plan there is a vision statement which states "Together with families, we will improve the lives and life chances of the children and young people in Lewisham".

1.4 A key priority within the plan is "Raising the attainment of all Lewisham children and young people" and this has a number of specific outcome areas:

- AA1:** Ensuring there are sufficient good quality school places for every Lewisham child
- AA2:** Ensuring all our children are ready to participate fully in school
- AA3:** Improving and maintaining attendance and engagement in school at all key stages, including at transition points
- AA4:** Raising participation in education and training, reducing the number of young people who are not in education, employment or training (NEET) at 16-19
- AA5:** Raising achievement and progress for all our children at Key Stages 1 – 4 and closing the gaps between under-achieving groups at primary and secondary school
- AA6:** Raising achievement and progress for all our children and closing the gaps between under-achieving groups at Key Stage 5 and Post 16 so that all our young people are well prepared to access the best education and employment opportunities for them
- AA7:** Raising achievement and attainment for our Looked After Children at all key stages and Post 16

1.5 A vision for education as part of the overall Lewisham partnership vision for children and young people is that “All schools will enable children and young people to achieve their best and ensure they make at least good progress throughout their time at school. All Lewisham schools and educational settings, regardless of their governance arrangements, will be judged to be good or outstanding by Ofsted, ensuring children are confident learners, safe and happy”.

1.6 School improvement is a council responsibility, and the outcomes for children and young people are the responsibility of elected members. Local authority officers are expected to inform and update key members on school issues. Reports are written for the Children and Young People’s Select Committee about pupil attainment and educational issues, and regular education information is made available for the lead member for children and the Mayor. Additionally the local authority aims to work closely with the Church of England Diocesan Education Board and the Roman Catholic Archdiocese Education Board on outcomes for children and young people and school effectiveness. For schools that are Academies, the local authority works closely with the Regional School Commissioner on school effectiveness and pupil performance.

1.7 This policy framework will be revised as and when necessary to reflect changes in legislation and new national guidance for all phases of education, local priorities and Council responsibilities. The aim of this framework document is to set out the relationship between the Council and all schools, including sixth forms, in raising children and young people’s achievement, through the partnership between school leaders, governing bodies and the local authority.

2. Relevant Legislation and Guidance re: School Improvement

2.1 Key roles for local authorities regarding school improvement are contained within the **Education Act 2011** and include:

- Giving LAs a strong strategic role as champions for parents, families and vulnerable pupils by promoting a good supply of strong schools; ensuring fair access for each child; supporting maintained schools performing below floor standards to improve quickly and developing their own school improvement strategies;
- Acknowledging that schools – governors, headteachers and teachers - are responsible for their own improvement;
- Ensuring there is support for schools increasingly to collaborate;
- Provide information and training to Governors and make the ‘instrument of Government’ for all maintained schools.

2.2 The local authority retains full responsibility for overseeing the performance and financial arrangements of its maintained schools. The local authority is also responsible for standards in academies and free schools within its area. (**Academies Act 2010**)

2.3 **The Children and Families Act 2014** states, that the local authority has a statutory duty towards its children and young people up to 25 years old with Disabilities and Special Educational Needs.

2.4 **Section 72 of the Education and Inspections Act 2006** places a statutory duty on all local authorities 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. Local authorities must have regard to this guidance’. (Schools causing concern guidance DfE October 2012).

2.5 The framework for the inspection of local authorities was published by **Her Majesty’s Chief Inspector in May 2013**. The document sets out the way inspections will focus on how local authorities perform in supporting and challenging its providers to improve, thereby whether they are ‘fulfilling their general duty to promote high standards and fulfilment by every child of their educational potential,’ as set out in **section 13A of the Education Act 1996**. Inspections began in June 2013.

2.6 **The Ofsted Inspection Framework, new revision September 2015**, sets out how the general principles and processes of inspection are applied to maintained schools and other types of school in England. It states the statutory basis for inspection and summarises the main features of school inspection carried out under **section 5 of the Education Act 2005**. The revised guidance distinguishes good and outstanding schools. They will be inspected under section 8 of the act and new guidance covers these shorter inspections.

2.7 The Teachers' Standards were introduced on 1 September 2012. The standards set a clear baseline of expectations for the professional practice and conduct of teachers, from the point of qualification. They are used to assess the performance of all teachers subject to the **Education (School Teachers' Appraisal) (England) Regulations 2012**.

2.8 **Raising the Participation Age (RPA) 2013** - since September 2013 all young people are under a duty to participate in education or training until the end of the academic year in which they turn 17. Since September 2015, this has risen to their 18th birthday. Local authorities are subject to new duties to support all young people to participate. These complement the existing duties to secure sufficient suitable education and training provision for all 16-19 (25) year olds and to 'encourage, enable and assist young people to participate'.

2.9 **The Health and Social Care Act 2012** gives local authorities the responsibility for providing services or facilities to promote healthy living and providing incentives to live more healthily. With effect from April 2013, Public Health is integrated within the local authority and will strengthen the focus on the health, wellbeing and safety of children and young people in the Borough.

2.10 The LA is required to promote high standards in all schools including academies. However, there is no right of entry for local authority officers to academies. The relationship and protocols are determined by the **DfE guidance on schools causing concern (May 2014)**. To sustain the spirit of the principles, all academies in the borough will be invited to share data and information regards their governance with the local authority and will be offered at least one SIO visit to discuss the local authority's categorisation of the school and to explore and agree how the academy can contribute to the Lewisham family of schools

2.11 **The Education and Adoption Bill 2015** - A Bill to make provision about schools in England that are causing concern, including provision about their conversion into Academies and about intervention powers

2.12 As a result of the legislation and guidance set out above and additional information, the LA recognises that a successful local authority will have the following attributes as set out by the DfE. These attributes guide the work of the school improvement work of Lewisham LA officers with its schools. The local authority will:

- Have a good understanding of the performance of schools in its local area using data to identify those schools that require improvement and intervention
- Take swift and effective action when failure occurs in a maintained school, using Warning Notices and Interim Executive Boards (IEBs) and any other actions necessary to ensure leadership quickly becomes good and standards improve.
- Intervene early where performance of a maintained school is declining, ensuring that schools secure the support needed to improve to be judged at least good

- Encourage good and outstanding schools to take responsibility for their own improvement and to support other schools
- Build strong working relationships with education leaders in their areas and encourage high calibre leaders to support and challenge others
- Delegate funding to frontline so that as much as possible reaches pupils
- Enable maintained schools to purchase from a diverse market of excellent providers
- Signpost where schools can access appropriate support
- Secure strong and effective leadership and governance for maintained schools that are not providing a good enough education, by identifying and supporting successful sponsors and
- Seek to work constructively with academies and alert the Regional Schools Commissioner when they have concerns about standards or leadership in an academy.

3. Lewisham Context for School Improvement

3.1 Lewisham is an inner London borough in south east London with a rapidly growing population. There are currently two nursery schools, 65 primary schools, 10 secondary schools, seven all through schools, five special schools and one secondary age pupil referral unit which also has a sixth form. Additionally a number of schools have sixth forms and there are two stand-alone sixth form colleges. The pressure on school places is acute especially in the primary age range, with many primary schools expanding temporarily or permanently to accommodate additional children. Pressure on secondary school places is projected in the near future and Lewisham, together with neighbouring local authorities, and our schools are planning to ensure sufficient places in the coming years. The population in Lewisham has increased by 16,000 since the 2011 census. Over the next 20 years, the population of Lewisham is forecast to be amongst the fastest growing in the London boroughs.

3.2 In terms of the population profile, children and young people aged 0 – 19 comprise 73,000, about 25% of the borough's overall population. The borough's ethnic profile shows that 54% are white and 46% are from Black and ethnic minority groups. By contrast Lewisham's school population is 76% black and ethnic minority. When considering children's health, obesity (year 6 pupils) and under 18 conceptions are two areas where outcomes for Lewisham are significantly worse than the England average.

3.3 In September 2015, no publicly maintained school in Lewisham, regardless of their governance arrangements, is judged to be inadequate by Ofsted, with the overwhelming majority judged to be good or outstanding. Only 8 are judged to require improvement (3 primary and 5 secondary / all through schools; both Nursery school are judged to be outstanding and 4 special schools are judged to be good, with one judged to be outstanding). To reflect this positive situation, a key LA monitoring group that has been in operation for a number of years has had its name changed from the School Recovery Board to the School Review Board.

3.4 Achievement in the Early Years, Key Stage 1 and Key Stage 2 has been above the national and regional averages for the last few years, and provisional 2015 results suggest this will continue to be the case. At Key Stages 4 and 5, young people's achievement overall has some way to go to be higher than the regional and national average. This is a key focus in the borough, as set out in the priorities in the Children and Young People's Plan and also in the work of Standards and Achievement team.

3.5 The Council has had to find considerable savings year on year (since 2010) as a result of the national funding allocations and the local budget situation and therefore the number of school improvement professionals employed by the council has been significantly reduced over the last few years. The Standards and Achievement division has moved from employing School Improvement Officers directly, to engaging external experienced educational professionals for a number of days each to carry out the majority of the support and challenge work of the local authority.

3.6 Where formal intervention is required in a school, including sixth forms, to rapidly improve outcomes for pupils, the core team of local authority officers co-ordinate and lead this intervention process. This team have recently been renamed as School Improvement Officers (instead of Officers) to indicate the particular statutory role the Local Authority has to support, challenge and intervene in schools causing concern.

3.7 The local authority, together with headteachers and governors, has promoted a range of organisational models to strengthen leadership in some schools and raise achievement. In the primary phase there have been a number of federations and partnerships established over the last five years. The local authority has formally intervened in a number of schools using its powers to change governance arrangements, and requiring partnership arrangements between schools. Overall this policy has had a positive outcome on the effectiveness of a number of primary schools resulting in improvement in levels of pupil achievement. Some of these federations have now ended and schools have re-established themselves as single institutions, but others have agreed to continue the federation arrangement even after the executive headteacher has left the organisation. The local authority has also established several all through schools, with some existing secondary schools opening a primary phase, or partnership working between schools led by an executive headteacher role, but the success of these new models has yet to be demonstrated in overall improving examination results at the end of Key Stage 4. Overall the brokering of school to school support has been successful in addressing particular areas of concern in primary schools but there is much more to be done within the secondary phase.

3.8 There are 4 Teaching School Alliances in the borough: STEEP, Endeavour, ETAL, ATLAS who between them cover Nursery, Primary and Secondary phases of education. Teaching Schools have 6 key roles:

- 3.8.1 School-led initial teacher training
- 3.8.2 Continuing professional development
- 3.8.3 Supporting other schools
- 3.8.4 Identifying and developing leadership potential
- 3.8.5 Specialist leaders of education
- 3.8.6 Research and development

Although the LA has recently worked closely in partnership with the STEEP Teaching School to ensure a more school-led approach to the delivery of training for Early Years providers, there is some work to do to ensure a more strategic approach to the valuable contribution that Teaching School Alliances could make to school improvement and raising achievement in the borough.

3.9 Partnership working beyond schools and settings is critically important to ensure schools can provide the early intervention and support that children, young people and families need; and to ensure that we meet our safeguarding obligations. This includes developing good partnership structures, relationships, systems and support regarding SEND, early help and safeguarding, including ensuring that we protect children and young people who are at risk of sexual exploitation or radicalisation as well as though who may be children in need.

4. Lewisham School Improvement Principles, Priorities and Performance indicators

4.1 Principles

To secure school improvement and school effectiveness we have the following principles:

- a. Taking a holistic and evidence based approach to school improvement
- b. Demonstrating equity and a targeted approach – meaning that we target the limited school improvement resources to meet need
- c. Being inclusive through championing the most vulnerable and disadvantaged children and young people including: looked after children (LAC); young carers; those with special educational needs and disability (SEND); those who are underperforming; those at risk of child sexual exploitation (CSE); those at risk of becoming a young offender, those at risk of witnessing or being a victim of domestic violence or extremism, children missing education (CME), those at risk of exclusion and those at risk of becoming not in education, employment or training (NEET)
- d. Being accountable and transparent by focusing on school leadership, management and governance
- e. Collaborating and working towards a school-led system of self-improvement which is based on peer to peer support, partnership working and school autonomy

4.2 Priorities

The work of the Standards and Achievement division within the Children's and Young People service has a number of priorities to guide its work. Working together with headteachers, governing bodies, Diocesan Boards of Education, Ofsted, the DfE, the Regional Schools Commissioner, elected members, other local authorities and partners, the team will focus its school improvement work on achieving the following outcomes as identified in the Children and Young People's Plan:

- AA3:** Improving and maintaining attendance and engagement in school at all key stages, including at transition points
- AA4:** Raising participation in education and training, reducing the number of young people who are not in education, employment or training (NEET) at 16-19
- AA5:** Raising achievement and progress for all our children at Key Stages 1 – 4 and closing the gaps between under-achieving groups at primary and secondary school
- AA6:** Raising achievement and progress for all our children and closing the gaps between under-achieving groups at Key Stage 5 and Post 16 so that all our young people are well prepared to access the best education and employment opportunities for them

4.3 Performance Indicators

Each Priority has associated performance indicators to measure progress as follows:

AA3: Improving and maintaining attendance and engagement in school at all key stages, including at transition points					
Performance measure	Baseline	Comparator baseline	Target 17/18	Desired direction of travel	Who is monitoring this?
Overall attendance – primary schools in Lewisham	96%	96% (national)	97%	↑	School Improvement Board
Persistent Absence – primary schools in Lewisham	3.2%	2.7% (national)	2.6%	↓	School Improvement Board
Overall attendance – secondary schools in Lewisham	94.7%	94% (national)	95%	↑	School Improvement Board
Persistent Absence – secondary school in Lewisham	6.2%	5.5%	5.4%	↓	School Improvement Board
% pupils permanently excluded from primary and secondary school	0.15%	N/A		↓	School Improvement Board
AA4: Raise participation in education and training, reducing the number of young people who are NEET at 16-19					
Performance measure	Baseline	Comparator baseline	Target 17/18	Desired direction of travel	Who is monitoring this?
% 16-18 years old not in employment/Edu/Training (NEET) – Quarter (Nov, Dec, Jan 14)	5%	7.6% (national)	5%	⇒	Participation and Engagement Strategy Group & 14-19 Forum
% 16-18 year old unknowns – Quarter (Jan, Feb, Mar 14)	10%	N/A	10%	⇒	Participation and Engagement Strategy Group & 14-19 Forum
AA5: Raising achievement and progress for all our children at key stages 1-4 and closing the gaps between under-achieving groups at primary and secondary school					
Performance measure	Baseline	Comparator baseline	Target 17/18	Desired direction of travel	Who is monitoring this?
KS2 In line or above age related expected attainment	83.4% level 4+ combined reading, writing and maths	82.0%	89.0%	↑	School Improvement Board
KS2 FSM in line or above age related attainment	76.8% level 4+ combined reading writing and maths	64.0%	86.0%	↑	School Improvement Board
Gap between FSM at KS2 and non FSM for reading, writing and maths combined at the national expectation	6%	19%	3%	↓	School Improvement Board
Progress 8 Score	0 (2014)	0 (All Years)	At or above national avg & closing the gap with London avg	NEW	School Improvement Board
Attainment 8	46.4 (2014), 46.6 (provisional 2015)	47 (2015)	Exceeds zero and closing the gap with the local non-disadvantaged average		
Progress 8 for Disadvantaged Pupils	New	New			
KS4 FSM gap (5A*-C including English and maths)	27%	14%	15.0%	↓	School Improvement Board
AA6: Raising achievement and progress for all our children and closing the gaps between under-achieving groups at KS5 and post 16 so that all young people are well prepared for adulthood and able to access the best education and employment opportunities for them					
Performance measure	Baseline	Comparator baseline	Target 17/18	Desired direction of travel	Who is monitoring this?
A Level grades A*-E	98%	98.5%	Above national avg	↑	14-19 Strategic Forum
% young people educated in post-16 institutions achieving level 3 by 19	56%	57% (national)	59%	↑	14-19 Strategic Forum
% of post 16 providers graded as good/outstanding by OFSTED	73%	N/A	81%	↑	14-19 Strategic Forum

5. The Lewisham School Improvement Framework in practice

5.1 Background

5.1.1 Schools are responsible for raising standards of attainment and enabling each individual child to achieve their potential. However, the local authority has the responsibility for supporting and challenging schools and when necessary intervening to ensure rapid improvement. The role of Governing Bodies, particularly the Chair of Governors is absolutely critical in ensuring school improvement and effectiveness. This framework encourages greater involvement for Chairs of Governors and prioritises support and challenge for governance as a key strategy to deliver improvements.

5.1.2 This School Improvement Framework outlines the process we will go through to categorise all schools (risk assessment) and the support and challenge (resources) which will be available to each school as a result of the category they have been placed in. This risk assessment process and resource allocation will be reviewed each year to ensure it is fit for purpose and affordable.

5.1.3 The principal focus of the Standards and Achievement Division is on working with schools and sixth forms to raise the achievement of all pupils and ensuring schools offer at least a good quality education. The processes set out in this document that guide the work of local authority officers is mainly about risk management and resource allocation. If data and other evidence suggest that a school is not enabling children to achieve well, and the school is not functioning effectively, the LA working with school leaders and governors will support, challenge and intervene when necessary to improve the situation quickly. The local authority has worked with schools and sixth forms for some years to place each school in a category which captures the level of need in the school and determines the level of support and challenged offered by the local authority. This system has been revised, taking into account new Ofsted guidance and expectations, and the local authority's own expectations of all schools being consistently good or better. In addition to performance indicators we also consider a range of risk assessment factors which may signal that a lower or higher category is needed than the one indicated by current performance alone. A new common categorisation model has been agreed with all stakeholders and will give clarity to school improvement work, based on rigorous data analysis and the school's own assessment of its needs along with other data/ evidence as appropriate.

5.1.4 If the school is an Academy, the local authority will categorise the school and inform the Regional School's Commissioner of any concerns. Academies will be invited to attend collaborative school improvement events, seminars, conferences and network meetings but may be charged.

5.2 Aims of the school categorisation process

5.2.1 The Lewisham school improvement and categorisation system aims to be:

- a transparent, easily understood method of discussing and securing improved school performance
- an improvement tool for schools to measure their performance across a wide range of areas and so identify their own improvement needs
- part of a process to build the capacity and resilience of schools to be self-improving and to facilitate school to school support through a partnership approach, including working with teaching schools, national leaders of education and governance (NLEs and NLGs)
- a means to quickly identify the support, challenge and intervention required to raise standards for all learners
- a reliable, an intelligent data driven and objective assessment of each school within the Borough
- a tool for ensuring that when challenge and intervention is required to secure improvement in the quality of education and improved outcomes for learners, it is rigorous and timely
- a means for ensuring that the local authority and schools' resources are deployed effectively, efficiently and economically

5.2.2 The categorisation system is a process of risk assessment and resource allocation based on:

- a collaborative process which begins with the school's self-evaluation
- current, reliable and comprehensive performance data, covering all key stages as well as in year progress for all pupils and groups of pupils
- a wide range of data including attainment, attendance, exclusions, and safeguarding information in addition to information relating to leadership, management and governance such as financial management and performance management arrangements
- the need to have a transparent and equitable process to allocate limited resources effectively to meet bring about improvement, securing better outcomes for all learners
- a requirement to ensure a clear process which will enable swift action and intervention to be taken when required
- clear accountability arrangements at school and LA level

5.2.3 The local authority will provide support and challenge for good schools, including sixth forms, to become outstanding and also provide support for schools to build the capacity to become self-improving. We have a statutory duty to formally intervene in schools that are underperforming. This includes not only offering support and challenge but also using statutory powers such as issuing Warning Notices where required and considering changing governance arrangements and requiring schools to work in partnerships.

5.3 The school categorisation process in Lewisham

5.3.1 The Standards and Achievement team will undertake an initial desktop review after provisional key stage performance data is available in the summer. Consideration will also be given to other relevant information to identify those schools, whatever their current category, where there appears to be weaknesses in pupil performance or other areas of performance. For those schools identified as potentially being allocated an amber or red category through this desk top analysis, the headteacher and chair of governors / Academy sponsor will be invited to attend a meeting with senior officers (together with a representative from the Diocesan Board if relevant) at the LA offices, or in some cases at the school. This challenge meeting with school leaders will usually take place in September to help the LA understand the issues that have led to the performance concerns noted and this conversation will inform the categorisation process.

5.3.2 All schools, including sixth forms, regardless of their category will have an autumn term standards visit from a School Improvement Officer (SIO). Schools with a 6th form will have an additional visit to review KS5 in detail which will usually precede the SIO standards Visit. Special schools may have a visit from a SEN officer. This will be an opportunity for each school's headteacher and Chair of Governors / academy sponsor to provide evidence about their current performance and capacity to improve. These visits will involve a strong focus on interrogating the provisional data, other evidence / data, the targets set by the school and the school's self-evaluation, especially with regard to the Ofsted framework for inspection at the time. Each school's category will be considered and discussed by the headteacher, the chair of governors and the local authority at the Autumn term visit. The final decision on which category a school will be placed will be made by the LA. This will result in a tailored programme of school improvement support and challenge opportunities setting out what it is expected that the school will do, and how the local authority will support the work of the school, challenge and intervene when this is necessary.

5.3.3 The SIO will judge whether they can confirm the school's view on each key aspect of its performance; outcomes for pupils, teaching, learning and assessment, personal development, behaviour and welfare, and leadership and management. Account will also be taken of any capacity issues raised by the school and by wider local intelligence. Taking all of this information into account, and using the revised Ofsted criteria, the SIO will then recommend the appropriate category, also taking wider risk assessment criteria, such as the coasting school criteria, into account. This will then be considered by the Head of Standards and Achievement and / or the relevant local authority strategic lead post holder and the school will be informed.

5.4.4 Once the school's or sixth form's categorisation has been confirmed, the categorisation will trigger a level of SIO support and this will be linked to the needs identified to rapidly improve outcomes for children and improve the overall effectiveness of the school if this is needed. If the school is an academy and there is a concern about the school's effectiveness, the local authority will inform the Regional Schools Commissioner.

5.4 The Criteria for Risk Assessing Schools

5.4.1 This document sets out the level of support that will be directed to schools placed in one of the agreed four categories of:

1	Green: High performing and self-improving
2	Yellow: Performing well and self-improving
3	Amber: Challenge and possible intervention required
4	Red: Serious concerns and rapid intervention required

(NB – Although the local authority is using 4 categories, these do not directly relate to school Ofsted inspection judgements. For example, a school may have been inspected several years ago and was judged to be good. However, if the school’s self-evaluation, current data and other indicators demonstrate that the school would be likely to be judged outstanding by Ofsted when next inspected, then the local authority category may well be green High Performing – category 1). The converse of this situation may also exist, so a school may be judged to require challenge and or intervention and therefore would be placed in the amber - category 3.)

5.4.2 In schools which have more than one phase of education, different judgements may apply to the different phases although the overall categorisation grade will be decided based on the judgements of effectiveness at all phases combined. Where a particular phase forms a significant proportion of the cohort size, and its judgement is lower than the other phases, this judgement will determine the school’s categorisation.

5.4.3 To have a risk assessment of green, the following criteria will apply

GREEN –School is currently graded good or outstanding and was high performing in previous year

Criteria

- Ofsted good or outstanding judgement in recent report (within two years)
- Agreed overall effectiveness of good or better
- In these schools, standards have been and remain high. Pupils make substantial and sustained progress in English and mathematics and across the curriculum. No groups of learner underperform
- Aspects of pupils’ personal development, behaviour and welfare are at least good and do not present any risks in terms of this categorisation. Safeguarding is effective.
- There are no other significant concerns relating to other issues e.g. attendance, exclusions, financial management, performance management, governance etc
- Governors systematically challenge senior leaders to ensure staff and resource deployment secures excellent outcomes for pupils; they never shy away from challenging leaders where variation in outcomes occur.
- The school knows itself well and identifies and implements its own priorities for improvement. The school uses a higher degree of autonomy successfully.
- The school is likely to be a core contributor to the wider borough professional development offer and is actively involved in providing effective school-to-school support at all levels.

5.4.4 To have a risk assessment of yellow, the following criteria will apply:

YELLOW – School is currently graded good or outstanding by Ofsted and was performing well in previous year but has not been inspected within the last two years

Criteria

- In these schools, outcomes have been and remain securely good. The school's performance places it above the bar set for coasting schools. Attainment is usually in line or above national averages / LBL averages. In primary schools securing 85% level 4+ combined English and maths as the expected standard is realistic looking forward. (This measure will need to be revised when it is clear how attainment will be reported from 2016). For secondary schools at least 60% 5A* - C with English and maths or better than -0.25 Progress 8
- Overall, across almost all year groups and in a wide range of subjects, pupils make consistently strong progress, from their different starting points; that is, progress rates are above average or improving across most subject areas. This includes disadvantaged, SEND and most able pupils. Trends over time are generally rising. Where attainment is low, it shows consistent improvement over time.
- There are no other significant concerns relating to other issues e.g. attendance, exclusions, such that pupils have good attitudes, behave well, with few persistently absent. No groups of pupils are disadvantaged by low attendance. Levels of conduct are consistently good.
- Safeguarding is effective. Financial management and performance management are too.
- The school is well aware of any relative weaknesses and is taking robust action to address these.
- Governors hold senior leaders stringently to account for all aspects of the school's performance.
- By exception, the school's performance may not yet be securely good but its governors and leaders can evidence good capacity in terms of a strong track record of recent improvement.

5.4.5 To have a risk assessment of amber, the following criteria will apply:

AMBER – These schools are either currently judged to require improvement by Ofsted AND / OR are currently judged good or better but the current year outcomes picture poses an increased risk to the outcome of an inspection. There may not have been a recent inspection. Schools at risk of being judged to be 'Coasting' are also included in this category

Criteria

- All schools that are currently judged by Ofsted to require improvement will be initially placed in this category. For these, initial (and sometimes follow-up) HMI monitoring will apply.
- Schools for which the last inspection grade was good or better may also be placed in this category on a time limited basis (12 months) until it is possible to place them in yellow.
- To be placed in this category, a school's performance picture indicates that it is not currently securely good. Attainment may have dipped below LBL and national averages and will possibly be near floor standards in some cases; it will not be improving fast enough. Progress measures will not be consistently good; that is, they may not be consistently above average or improving across most subject areas. For example, in 2014-15, expected and more than expected progress rates may not match or exceed national across subject areas. There may be inconsistency of performance.

- Attendance and exclusions data may not be securely good; some groups of pupils may have low attendance. Overall and persistent absence measures may be too low.
- Facets of pupils' personal development and welfare may not yet be good, including their behaviour.
- The school may be below the bar set on a number of the measures used to define coasting schools, even if the definition does not fully apply. Gaps for disadvantaged pupils are wide in relation to other pupils within the cohort, LBL averages for this group and other pupils nationally. There may be a declining trend of performance.
- Other aspects of the school's performance may not be improving quickly enough.
- In some cases, the school's performance may not yet have declined, but capacity is not strong enough; leaders have not been able to demonstrate sufficient impact in raising performance.
- It may be the case that governors are not holding senior leaders to account robustly enough for the school's performance.

Other significant risks may apply such as; there has been recent turbulence at governing body or senior leadership level, a change of headteacher, school re-organisation or financial (management) issues, or there is a lack of confidence in the school expressed by parents / high complaint rates. Particular staffing issues in the core subjects and many temporary staff / high proportion of NQTs. Safety issues may apply, such as poor or declining behaviour or evidence of bullying.

5.4.5 To have a risk assessment of red, the following criteria will apply:

RED – These schools have been judged by Ofsted as having serious weaknesses or requiring special measures. In addition, there may be schools about which the local authority has cause to have serious concerns

Criteria

- Standards are low and not rising quickly enough. There is considerable under-achievement in any key subject or key stage. The school may be below the bars set for coasting schools and also the floor standards.
- Gaps for vulnerable pupils may be wide and not closing. The school may not have attended to a recommendation by Ofsted or to undertake a Pupil Premium review.
- There may be serious concerns about the school's leadership and management, such that there is a breakdown in its effectiveness. Governance may be weak. The school may not have attended to a recommendation by Ofsted to undertake an external review of governance.
- There may be serious issues about safety at the school.
- There may be a significant lack of confidence in the school as expressed by parents and carers.
- There may be a high degree of staff change and falling rolls.
- The school may face financial difficulties, such as a deficit budget.

5.4.6 The local authority will continue to endeavour to use early intervention, as described above, to avoid schools reaching the red category. However, if schools are judged adversely by Ofsted or cause the local authority significant concern, the local authority will consider the issue of a Warning Notice in relation to its statutory powers of intervention, if it has not done so previously. In this case critical intervention measures will apply, resulting in a period of loss of autonomy and a more directed approach to the work of the school.

5.4.6.1 Intervention measures may be used; de-delegation of school budget, creation of an interim executive board, appointment of additional governors. Staff recruitment, particularly to senior roles, should be undertaken alongside the local authority where possible.

5.4.6.2 The local authority will work with the school to devise a fit for purpose Statement of Action and post inspection improvement plan for those in an Ofsted category of concern. For others, robust recovery plans will be put in place.

5.4.6.3 There will be a bespoke package of support and intervention to secure capacity at all levels and to exact faster improvement. This will most likely involve a range of school-to-school support and also local authority led thematic reviews.

5.4.6.4 As part of this, regular, in-depth reviews, led by local authority personnel, will gather evidence of progress in having the Ofsted category of concern removed / local authority's concerns fully addressed.

5.4.6.5 There will be a Raising Attainment Board appointed to oversee progress in securing rapid improvement, and reports will be monitored by the local authority's School Review Board. The local authority expects the governing body of all schools given an Amber or Red category designation, to set this monitoring board up. It would be chaired by a governor. Key representatives would be invited to each meeting, including the school's Improvement Officer (SIO) and other key partners, such as representative officers of Diocesan education boards. It is expected that this Board would meet each half-term.

5.4.6.6 The HMI monitoring process will be triggered. SIO visits need to be carefully timed to ensure that they aid the school in promoting and demonstrating impact for the visiting HMI.

5.4.6.7 NOTE: For those schools which have been judged to have serious weaknesses or requiring special measures, the assumed outcome by the government is that the school will move to sponsored academy status.

6. The LA Support and Challenge to Schools

6.1.1 The core offer to all schools: Communications and Engagement

Primary or Nursery Schools	Secondary Schools or PRU/ Special Schools	Secondary Schools with Post-16	All Through Schools	Academies & Free Schools
<ul style="list-style-type: none"> ✓ Weekly e-bulletins to Headteachers (copied to Chairs of Governors) ✓ Half-Termly Headteacher Meetings with Primary/ Secondary Forums <ul style="list-style-type: none"> ✓ Termly CoG Briefing ✓ Annual Director's Briefing for both Headteachers and Chairs of Governors <ul style="list-style-type: none"> ✓ Termly Briefing for Early Years Leads (charged) ✓ Headteacher conference in November (charged) ✓ Deputy Headteacher conference in March (charged) <ul style="list-style-type: none"> ✓ Governors' Conference in May (charged) ✓ Governor Training SLA 				

School Improvement Framework: Communications and Engagement



6.1.2 The core offer to all schools:

Primary or Nursery Schools	Secondary Schools or PRU/ Special	Secondary Schools with Post-16	All Through Schools	Academies & Free Schools
2 days	5 days	6½ days	7 days	1½ - 4½ days
1 day Autumn Term categorisation visit with SIO, HT and CoG (incl. report)	1½ days Autumn Term categorisation visit with SIO, HT and CoG (incl. report)	2½ days Autumn Term categorisation visit with SIO, HT and CoG (incl. report)	3½ days Autumn Term categorisation visit with SIO, HT and CoG (incl. report)	½ day relationship visit during the year with HT and Sponsor
1 x ½ day Improving Attendance Conference in January 1 x ½ day Inclusion Conference in May				
Assessment and Moderation CPD/ SLA (charged)	Secondary Most Able Project 2x SIO days per schools + conf & twilights Secondary Middle Leader 6x twilights November – April (charged) Secondary Subject Leader 3x twilights November – April (charged)		Can attend as appropriate to phase	
Termly Primary Attendance Officer Meetings	11 -19 Curriculum Summit 1 x ½ days in November Half-termly Secondary Senior Leads for Attendance Meetings Secondary Chairs of Governors Meetings re: ATTAINMENT and PROGRESS			
		Post-16 Summit 1 x ½ days in January and networks		
Attendance at Headteacher interviews				LA will attend by invitation

School Improvement Framework: CORE OFFER FOR ALL



6.2 Additional support and challenge for GREEN schools:

Primary or Nursery Schools	Secondary Schools or PRU/ Special Schools	Secondary Schools with Post-16	All Through Schools	Academies & Free Schools
2½ days	5½ days	7 days	7½ days	2 - 5 days
CORE OFFER PLUS THE FOLLOWING				
1 x ½ day Innovation Conference in Summer Term for Headteachers, Senior Leaders and Chair of Governors				

School Improvement Framework: categorisation **GREEN**




6.3 Additional support and challenge for YELLOW schools:

Primary or Nursery Schools	Secondary Schools or PRU/ Special Schools	Secondary Schools with Post-16	All Through Schools	Academies & Free Schools
4½ days	7½ days	9 days	9½ days	2 - 5 days
CORE OFFER PLUS THE FOLLOWING				
1 x ½ day Innovation and Improvement Conference in Spring Term for Headteachers, Senior Leaders and Chair of Governors				
<i>1 x 1 day Spring Term Standards Visit with SIO/ SEN Officer (incl. report)</i>				<i>Can request and will be charged</i>
<i>1 x 1 day Summer Term Standards Visit with SIO/ SEN Officer (incl. report)</i>				


School Improvement Framework: categorisation **YELLOW**



6.4 Additional support and challenge for AMBER schools:

Primary or Nursery Schools	Secondary Schools or PRU/ Special Schools	Secondary Schools with Post-16	All Through Schools	Academies & Free Schools
10 days	15 days	17½ days	19½ days	2½ - 5½ days
CORE OFFER PLUS THE FOLLOWING				
1 x 1 day School Improvement Seminar in Spring Term for HT, Senior Leaders, Chair of Governors and Chair of the Raising Attainment Board				
1x 1 day Spring Term Monitoring Visit with SIO/SEND Officer (incl. report) 1 x 1 day Summer Term Monitoring Visit with SIO/ SEND Officer (incl. report) 6x attendance at half-termly Governing Body Raising Attainment Board (i.e. 3 days)				The RSC will be informed Can request and will be charged
2 x 1 day targeted support/ audits	4 x 1 day targeted support/ audits	5 x 1 day targeted support/ audits	6 x 1 day targeted support/ audits	
School Improvement Framework: categorisation AMBER				

6.5 Additional support and challenge for RED schools:

Primary or Nursery Schools	Secondary Schools or PRU/ Special Schools	Secondary Schools with Post-16	All Through Schools	Academies & Free Schools
Min 13 days	Min 18 days	Min 20 days	Min 22 days	2½ - 5½ days
CORE OFFER PLUS THE BELOW				
1 x 1 day School Improvement Seminar in Spring Term for HT, Senior Leaders, Chair of Governors and Chair of the Raising Attainment Board				
3x 1 day Monitoring Visits with SIO/ SEND Officer (so visit every half-term) 1x 1 day Spring Term Monitoring Visit with SIO/ SEND Officer (incl. report) 1 x 1 day Summer Term Monitoring visit with SIO/ Officer (incl. report) 6x attendance at half-termly Governing Body Raising Attainment Board (i.e. 3 days)				The RSC will be informed Can request and will be charged
2 x 1 day targeted support/ audits	4 x 1 day targeted support/ audits	5 x 1 day targeted support/ audits	6 x 1 day targeted support/ audits	
<i>Bespoke support as required (some may be charged for) Individual plan to be agreed</i>				
School Improvement Framework: categorisation: RED				

7. Roles and Responsibilities

7.1. The LA School Standards and Achievement Team will:

- 7.1.1 Use data and wider evidence to categorise schools - this risk assessment will then inform resource allocation (clarity)
- 7.1.2 Target our resources to meet the greatest need whilst providing collaborative learning opportunities for *all* schools (collaboration)
- 7.1.3 Rigorously monitor and evaluate progress and encourage honest conversations and actions which tackle the most difficult issues (courage)
- 7.1.4 Ensure that a School Improvement Officer attends all meetings of the Raising Attainment Board established by governors of Amber / Red category schools .

7.2. Chairs of Governors, Sponsors, Executive Headteachers and Headteachers will:

- 7.2.1 Attend and engage with the categorisation process to understand the risk and actions required (clarity)
- 7.2.2 Work together to target resources to meet the greatest need and ensure the school accesses all the support and opportunities available (collaboration)
- 7.2.3 Where schools have been designated as Amber or Red category by the local authority, establish a Raising Attainment Board, which specifically monitors the progress being made in addressing the core priorities for school improvement.
- 7.2.4 Rigorously monitor and evaluate progress and encourage honest conversations and actions which tackle the most difficult issues within school(courage)

7.3 The Mayor, cabinet and elected members will:

- 7.3.1 provide the vision and direction for Lewisham's School Improvement and Effectiveness Strategy and ensure resources are allocated to this work (clarity)
- 7.3.2 require the Lead Member to work closely with senior officers to ensure that the aims and objectives of the School Improvement and Effectiveness Strategy are achieved (collaboration)
- 7.3.3 ensure the scrutiny process rigorously monitors and evaluates outcomes and encourages honest conversations and actions which tackle the most difficult issues (courage)

8. Local Authority Monitoring of School Improvement

8.1 The School Review Board

8.1.1 It is important that the local authority monitors and evaluates the effectiveness of its work to improve schools and that of schools themselves. To achieve this, the local authority holds a termly meeting of “The School Review Board” to consider the improvement made by schools, the risks that still remain in the work of schools and any other matters that need to be addressed. Officers from across the Children and Young People’s Department are asked to contribute information to these meetings so that a full picture of the progress that has been made by a school can be considered.

8.1.2 To ensure that the local authority can evaluate its performance in the work that it does to support and challenge schools, there will be a meeting early in the academic year to evaluate the overall progress made by schools and the impact of the local authority’s work. It is proposed that schools will contribute to this evaluation by being asked in the summer term, prior to the meeting, to judge the usefulness and effectiveness of the local authority’s work. Headteachers and Chairs of Governors can also, at any time, give information to the Head of Standards and Achievement about the usefulness and impact of SIO visits.

8.2. The School Improvement Partnership Board

8.2.1 The Lewisham Strategy for School Improvement and Effectiveness proposes that a new School Improvement Partnership Board is established which will include school representatives (Headteachers and Chairs of Governors) so that together we can monitor the effectiveness of the Strategy and this School Improvement Framework which is a key part of the overall approach. Further details about this Partnership Board, its Terms of Reference and Membership will be available in early 2016.

8.3 Local Authority Quality Assurance and Control Measures

The work of School Improvement Officers (SIOs) will be quality assured in the following ways:

8.3.1 SIO recruitment: A panel involving a headteacher and, when possible, a governor will interview and select suitably qualified and experienced school improvement associates to be SIOs.

8.3.2 SIO training: All SIOs will be expected to attend termly briefings and regular local professional development training events.

8.3.3 SIO reports: SIOs will produce written reports or notes of visit for all school, including sixth forms, visits. These will be sent to their line manager to quality assure. The line manager will then authorise for the draft to be sent to the headteacher to check for factual accuracy, by the nominated business support officer no later than five days after the visit. Once the report has been agreed, the SIO’s line manager will authorise the distribution of the report to the headteacher and the Chair of the Governing Body.

- 8.3.4 SIO performance review: Each local authority employed SIO will have an annual performance review with their line manager, which will be informed by the performance and improvement of the schools they have been working with along with a self-assessment completed by the SIO prior to their performance review meeting in the summer term. External SIOs will attend an annual impact meeting with the appropriate strategic lead which will formally review their performance.
- 8.3.5 SIO shadowing: Each newly appointed SIO will be shadowed on one school visit as a minimum during the first year, and every two years subsequently, by their line manager. The SIO will receive feedback on this activity which will feed into the SIO performance review process.
- 8.3.6 School feedback on the work of the SIOs: Each year in the Summer Term, schools will be asked formally to feed back to the Local Authority about the work of their SIO.

9. Complaints and Dispute resolution

9.1 It is hoped that the partnership between schools, sixth forms and the Local Authority will be sufficiently robust, that if problems arise in school improvement work they can be discussed at an early stage and resolved informally. However, it is recognised that there are times, for a variety of reasons, when this may not be possible. On these occasions, it would be expected that a complaint would be put in writing to the Strategic Lead for Primary, Secondary or 14 – 19 as appropriate, if the issue was about the work of a SIO. After receipt of the complaint it would be expected that the matter would be looked into and the complainant would receive a response within 10 working days. If the complaint required significant investigation, the first response may be a holding response, but would set a date by when a full response would be sent to the complainant.

9.2 If the response is not considered to be acceptable, the complaint can be escalated to the Head of Standards and Achievement for further consideration.

9.3 If the matter is about wider issues, rather than the performance of an individual, the complaint can be sent directly to the Head of Standards and Achievement. Initially there would be an attempt to resolve the matters raised informally, but if this is not possible then a formal investigation into the matter would be conducted. If then it is felt that the matter has not been dealt with satisfactorily the matter can be taken to the Executive Director of Children and Young People.

9.4 We would also welcome acknowledgement of things that have gone well and where the work of individuals and the team have made a real difference to the work of a school.

Appendices

Appendix A: Timetable – key events in School Improvement calendar

Appendix B: Post-16 School Improvement support and challenge: Annual Schedule

Appendix C: Purpose and focus of school visits

Appendix D: Report content (Primary)

Appendix E: Report content (Secondary)

Appendix F: Raising Attainment Board (previously Partnership Board)

Appendix G: School Review Board (previously School Recovery Board)

Appendix A: Timetable – key events in School Improvement calendar

Month	Activity	Outcome
July / August	Initial consideration of provisional key stage performance data	Schools identified where performance data suggests children have not achieved what might have been expected
September	As a result of the desk top data analysis schools identified as being potentially categorised as amber or red are invited to attend a Standards Meeting with local authority officers so that the performance outcomes are understood and where necessary challenge provided to the schools about how results will be rapidly improved	Local authority school improvement officers / DCS will understand the issues relating to the set of results. These schools will be clear about the local authority's concerns. A way forward to improving outcomes is agreed including categorisation
September	Meetings with representatives from Diocesan Boards to consider provisional results of church schools And meeting with RSC to discuss provisional results of academies	An understanding of how the diocesan boards and the local authority will work together to support and challenge schools to improve An understanding of how the local authority and RSC will work together to support and challenge academies to improve
September	School Review Board – evaluation meeting and initial risk assessment	Clarity and understanding by local authority officers as to what strategies and school improvement work has worked well over the last year and what hasn't
September / October	First SIO visit to school	The school category is agreed A plan for the SIO's (local authority's) involvement with the school will be agreed for the academic year as per the categorisation
November	School Review Board meets - risk management focus	Agree categories and any bespoke support for red schools
November to June	SIO visits to schools which are agreed at first meeting as a result of the categorisation of the school. Work plan followed and collaborative seminars and conference take place as per the resource allocation	School makes rapid progress in line with priorities identified or maintains high levels of effectiveness
March	School Review Board meets - risk management focus	A local authority officer shared view of progress of schools in amber and red categories
June	The local authority seeks formally the views of school leaders and chairs of governors about the effectiveness of school improvement work	There will an external view of the strengths and areas that are less successful in school improvement work
June	School Review Board meets - risk management focus	A local authority officer shared view of progress of schools in amber and red categories
June / July	SIO completes School visit for schools categorised as red or amber	An end of year SAR report completed for each school when applicable.

Appendix B: Post-16 School Improvement support and challenge: Annual Schedule

Programme of support and challenge: 14-19 Strategic Leader, Secondary Strategic Leader, 14-19 Officer and Secondary School Improvement Officer.

Autumn Term	
Post-16 one to one visits (with 14-19 Adviser, for Heads and Heads of Sixth)	September 2016 Agenda: <ul style="list-style-type: none"> ▪ Enrolment, 2014/15 outcomes: headlines ▪ Areas for concern support and challenge, ▪ Predictions vs outcomes ▪ Learner destinations ▪ Lewisham University Challenge ▪ Lewisham Pupil Ambassadors
Post-16 Summit (1) For Heads and Heads of Sixth	November (PM session) Agenda: <ul style="list-style-type: none"> ▪ 'State of the Nation' and the quality and effectiveness of sixth form provision in Lewisham ▪ Analysis of student outcomes ▪ Sixth form and curriculum leadership ▪ Student target setting and progress monitoring ▪ Teaching and learning ▪ Programme offer and changes to the post-16 landscape ▪ Admissions ▪ Viability ▪ Lewisham University Challenge programme.
Sixth Form Reviews (14-19 Strategic Leader, Secondary Strategic Leader, 14-19 Adviser, Secondary School Improvement Officer)	November and December to Addey and Stanhope, SFH6, HAHC, HAKA and Prendergast School <ul style="list-style-type: none"> ▪ Implementation of agreed action plan to address borough wide and individual sixth form priorities identified at the Post-16 Summit ▪ Scheduled visits to work with individual sixth forms (Sid Hughes) ▪ Post-16 issues considered as part of scheduled SIO visits to schools (SIO Team)
Post-16 Curriculum Summit	November
Secondary Subject meetings	Aimed at Subject Leaders in KS4 / 5 - September - December English, Mathematics, Science, Humanities (Geography, History and RE), Modern Foreign Languages and Arts (Art, Dance, Drama and Music)
Raising Attainment meetings	Focus on tracking and monitoring pupil progress at all key stages; monitoring the quality of teaching and learning; accountability – of middle and senior leaders; areas for action identified in schools.
Scheduled SIO meetings	Focus on post-16 and more coordinated with feedback from 14-19 Adviser (one to one visits)
Post-16 Profiles	Distribution of Post-16 Profiles to Sixth Forms
Spring Term	
Post-16 Summit (2) For Heads and Heads of	January (PM session) Agenda: <ul style="list-style-type: none"> ▪ Review of progress on the Action Plan

Sixth	<ul style="list-style-type: none"> ▪ Post-16 profiles ▪ Student Destinations ▪ IAG (post 16 included where appropriate in IAG peer reviews in the Autumn term) ▪ The Lewisham post-16 offer
Post-16 one to one visits with 14-19 Adviser, For Heads and Heads of Sixth	February / March Agenda: <ul style="list-style-type: none"> ▪ based on Autumn Term Action Plan and matters arising.
Post-16 Network Groups	Aimed at Heads, Heads of Sixth and Subject Leaders to tackle Quality Improvement issues raised in Autumn Term: Sixth Form Clusters; What does A*- A look like? Monitoring Learner Progress.
Secondary Subject meetings	Aimed at Subject leaders in KS4 / 5 - January - March Computer Science/ICT, Technology (Resistant Materials, Textiles, Food, Graphics and PE/ Sport.
Raising Attainment meetings	Focus on tracking and monitoring pupil progress at all Key Stages – particularly key exam groups; monitoring the quality of teaching and learning; accountability – of middle and senior leaders; individual areas for action identified in schools. Progress to actions agreed/targets set.
Scheduled SIO meetings	Focus on post-16 and more coordinated with feedback from 14-19 Adviser (one to one visits)
Post-16 Profiles	Distribution of validated Post-16 Profiles to Sixth Forms
Summer Term	
Post-16 one to one visits with 14-19 Officer, For Heads and Heads of Sixth	May / June Agenda: based on Spring Term Action Plan and matters arising.
Post-16 Summit (3) For Heads and Heads of Sixth	June Agenda: Review year, Progress, applications, future planning (for the year ahead), target setting, raising attainment
Post-16 Network Groups	Aimed at Heads, Heads of Sixth and Subject Leaders to tackle quality improvement issues raised in Autumn and Spring term.
Raising Attainment meetings	Focus on tracking and monitoring pupil progress at all Key Stages– particularly key exam groups; monitoring the quality of teaching and learning; accountability – of middle and senior leaders; individual areas for action identified in schools. Progress to actions agreed/targets set.
Scheduled SIO meetings	Focus on post-16 and more coordinated with feedback from 14-19 Officer (one to one visits)

Appendix C: Purpose and focus of school visits

The desk top review completed by the SIO and local authority officers prior to a visit, is in part, an audit of performance. Each SIO's visit should be based on an evaluation of first hand evidence and must offer robust challenge to headteachers and Chairs of Governors about their judgements. The visit and the subsequent report need to be focused sharply on the expectations of outcomes for children, for all pupils and especially vulnerable ones, including disadvantaged pupils and high attainers (the most able pupils). During the visit there will also be a focus on expectations of school performance, as defined in the latest Ofsted Inspection Handbook for Section 5 and section 8 short inspections. The revised guidance to SIOs about completing the visit report gives a list of key prompts for each aspect to be used for reference rather than followed slavishly. This guidance will also be available to headteachers and governors.

The visit is a clear opportunity for the SIO to offer the school advice on its improvement capacity and strategic direction. To this end, there should be professional dialogue about how capacity might be strengthened at all levels, for example, support from another school. Equally, this focus should be reflected in the report. This will lead to a plan for ongoing work in the school and the contribution that will be made by the local authority. The number of days of SIO time allocated to the school, will dictate what it is reasonable for the SIO to do in the available time.

After the first SIO visit in the Autumn term, subsequent focus and content of SIO visits throughout the academic year will be guided by the plan agreed at the first Autumn term visit and the category in which the school is placed. However, this will be a flexible plan, so if new priorities emerge during the year the plan can be revised at subsequent SIO visits or in between visits if needed. It is also recognised that as the local authority's resource is limited, it may be that additional support for the school will be brokered by the SIO. The cost of this additional support for the school would need to be borne by the school. If the school wishes to use people who they believe will be able to add value to the school's work, if a school is in categories 3 or 4 (above), the local authority will expect to be able to be fully consulted and sign off the use of that individual or programme of support.

Evidence Base to include:

- Observations of part-lessons, conducted jointly with headteacher
- Scrutiny of books during observations
- Discussions with the senior team
- Discussions with chair and vice chair of governing body and other governors
- Pupil voice
- Discussions with middle leaders, especially core subjects

Scrutiny of a range of documentation including: Ofsted inspection report, school analysis of pupil data at cohort, subject and key group levels including SEND / more able / Pupil Premium), school evidence / review file, school's lesson observation records and analysis, Pupil Premium strategy, minutes of governing body meetings

Appendix D: Report content (Primary)

Visit report proforma for Autumn Visit (primary phase)

Lewisham School Improvement Officer Report	
School	
Head teacher / email	
Chair of Governors / email	
School Improvement Officer	Date of visit:
Other attendees	
Last inspection grade / date	
Visit judgement	

Purpose of the visit:

Purpose 1: (for schools with last Ofsted overall effectiveness (OE) grade 4 or 3 AND / OR is causing the local authority concern after data analysis / consideration of other factors): The purpose of this visit is to evaluate the progress made in addressing priorities / areas for improvement, in the school's journey towards being a good school.

Purpose 2: (If last Ofsted OE grade was grade 2 or 1 and is still judged by the local authority to be at least good) The purpose of this visit is to investigate the school's outcomes and wider performance in the light of the 2015 provisional data and to determine whether its performance remains at least good or outstanding (or has improved).

Context of the school:

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Overall judgement:

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Visit purpose 1:

Progress towards being a good school by the next inspection:

Example text: Progress has been slow previously but is now good, the **overall judgement therefore is RI**

Possible judgements:

- progress is inadequate
- progress requires improvement
- progress is good or better

Judgement for each area for Improvement	Progress towards good for each area for improvement (Afl) identified at the last inspection:
	Expand as necessary

Visit purpose 2:

Whether school is at least maintaining /improving upon a good or better or outstanding level of performance.

Overall judgement

Main findings (including evidence)

Key challenges for / barriers to further improvement

Agreed actions to take / SIO-led Reviews / school-to school support and monitoring required

Agreed action	Owner	Deadline

1. The Effectiveness of leadership and management of the school, including governance: School self-evaluation grade: SIO agreed? (Yes / No) (including evidence)

2. Quality of teaching, learning and assessment at the school: School self-evaluation grade: SIO agreed? (Yes / No) (including evidence)

3. Personal development, behaviour and welfare of pupils at the school: School self-evaluation grade: SIO agreed? (Yes / No) (including evidence)

4. Outcomes for children and learners at the school: School self-evaluation grade: SIO agreed? (Yes / No) (including evidence)

5. Overall Effectiveness of Early Years: School self-evaluation grade: SIO agreed? (Yes / No) (including evidence)

6. Capacity to improve to the next LA category (including evidence)

School categorisation

Appendix E: Report content (Secondary)

Visit report proforma for Autumn Visit (secondary phase)

Lewisham School Improvement Officer Report 2015 – 2016		
School:		
Headteacher:	Chair of Governors:	
School Improvement Officer:	Date(s) of visit:	
Judgement and date of last Ofsted:	LA Category:	
SIO days:	Core offer days:	Subject days:

Achievement - Summary of 2015 Outcomes

Achievement – 2015/2016

Focus will be an analysis of the headline data provided on the autumn data capture form for Year 11, together with analysis of Year 10 and KS3 progress data.

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The effectiveness of leadership and management of the school

School self-evaluation grade: SIO agreed? Yes/No – including evidence for judgement

Areas for discussion – including evidence presented:

- Effectiveness of leaders at all levels (SLT, middle leaders)
- Effectiveness of governance. Do they: check teacher PM; monitor half termly; ensure resources are deployed effectively?
- Safeguarding; including Prevent, Child Sexual Exploitation training for staff
- SEF/SDP – is it useful, appropriate and accurate
- Performance management and link to CPD
- Curriculum
- SMSC, fundamental British values
- Monitoring practices
- Budget/finances sound
- Work in partnership with others

The quality of teaching, learning and assessment at the school

School self-evaluation grade: SIO agreed? Yes/No – including evidence for judgement

Areas for discussion – including evidence presented:

- Evidence for school's grading – what is known and how
- How is assessment information collected?
- How is assessment information moderated? Is it accurate?
- How is assessment used to plan for progression?

Personal development, behaviour and welfare of pupils at the school:	
School self-evaluation grade: SIO agreed? Yes/No – including evidence for judgement	
Areas for discussion – including evidence presented: <ul style="list-style-type: none"> • Current attendance and exclusion data • Last academic year data for attendance and exclusions • The school’s self- evaluation of its safeguarding practices • Prevent/CSE • Attitudes to learning • Punctuality to school and lessons 	
Outcomes for children and learners at the school:	
School self-evaluation grade: SIO agreed? Yes/No – including evidence for judgement	
Areas for discussions – including evidence presented (cross reference with data provided): <ul style="list-style-type: none"> • Analysis of previous year’s results (KS4 and KS5) – Excel form to be included in this with information from HTs • Performance of groups, incl PP, LAC, HAP, DSEN • Performance of individual subjects • Predicted results • Off-site provision performance 	
Overall Effectiveness of 16 – 19 study programmes	
School self-evaluation grade: SIO agreed? Yes/No – including evidence for judgement	
Areas for discussion – including evidence presented (cross reference with data provided): <ul style="list-style-type: none"> • Quality of leadership and management • Quality of teaching and learning • Progress of groups from GCSE starting points– incl disadvantaged students and high achievers • Quality and suitability of curriculum offer • Quality of careers guidance • Retention rates from Y12 to Y13 • Destinations • Attendance – current and for last academic year, by year group • Outcomes for those who enter without English and or maths GCSE at grade C 	
Agreed school Categorisation grade (drawing on evidence from all areas above):	
Summary of evidence to support category: <ul style="list-style-type: none"> • 	
School’s capacity to improve to the next LA category (refer to evidence): <ul style="list-style-type: none"> • 	
Priorities for improvement and use of core offer days	
<ul style="list-style-type: none"> • 	
Agreed actions arising from visit	Intended Impact (what will improvement look like by when)
<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> •

Appendix F: Raising Attainment Board (previously Partnership Board)

A Raising Attainment Board is established for a school when it is clear that the outcomes for children are not as good as they should be. Factors which might contribute to this include, for example, achievement and progress of all pupils or certain groups of pupils, issues arising from low attendance which impacts on pupil's performance, the level of exclusion of pupils, the quality of teaching in a key stage, year group or subject that is having a detrimental impact on children's learning.

The Board would meet regularly (at least once a half-term) and for no more than a year (unless there are particular circumstances that require a longer period) with an expectation that the area(s) of concern will be addressed within that time.

Board membership would include:

Headteacher

Chair of Governors

Local Authority Officer (usually the appropriate strategic lead, or the Head of Standards and Achievement)

The schools SIO

As and when required, school members of staff and local authority officers will be invited to attend to deal with specific issues

The Board's meeting to be minuted (school admin staff member)

The Board will be chaired by a Governor and attended where possible by the SIO or senior local authority officer

Board meetings will take place at the school

Appendix G: School Review Board (previously School Recovery Board)

This local authority School Review Board, chaired by the Head of Standards and Achievement, meets termly to consider the effectiveness of all schools. This meeting brings together officers from across the local authority as appropriate to consider the progress schools are making to become outstanding. The main focus of the meeting will be on those schools that are in red and amber categories, and schools that are judged by Ofsted to be inadequate or requiring improvement.

Officers from across the Children's Service who work with schools will be asked contribute their assessment of what is going well in these schools and what needs to be improved. The meeting will agree actions and support for the school if further work is required to rapidly improve outcomes for children. These will be communicated to the school if they are additional to those already being worked on.

Board membership

Head of Standards and Achievement (chair)

Primary Strategic Lead

Secondary Strategic Lead

14 – 19 strategic lead

Early years lead officer

Governor services strategic lead

Head of SEN

Head of schools' HR

Head of schools' finance

Head of attendance and inclusion

Safeguarding lead officer

The meetings will be held at a local authority venue