



Walsall Council

PROUD OF OUR PAST OUR PRESENT AND FOR OUR FUTURE

Team Around the School

RAPID RECOVERY PLAN
WALSALL COUNCIL

18-19

Rationale:

Walsall Council's ambition is that all their schools and academies are judged Good or better by Ofsted. As part of this ambition some schools will require intensive support and challenge for a number of reasons i.e. prior to an Ofsted inspection where concerns are raised about a decline in standards, following an Ofsted inspection where a decline in standards has resulted in a SM or RI to RI judgement or where there are significant leadership and management concerns in schools judged RI, Good or Outstanding.

Process:

When setting up intensive support and challenge programme with an individual school or schools it is essential to establish clear structures and systems that need to be in place. As such a Team Around the School (TAS) will be formed to support and challenge an identified school's rapid improvement.

This group will comprise of the relevant Local Authority service area leads and the senior leadership and/or where appropriate the Chair of governors of the identified school. Schools will be at many different starting points and non-negotiables are introduced as a common baseline and to ensure complete sign up to the process.

The TAS members will include:

- A designated Chair from the Local Authority
- Head teacher and senior leaders of the school
- Chair or nominated governor of the school (where appropriate)
- Representative from the Teaching School Alliance or a Good/Outstanding school allocated to provide the leadership support (where appropriate)
- Local Authority service area leads – School Improvement, Governor Support, Safeguarding, SEND, Education Psychology, Attendance, HR, Finance, Admissions, Alternative Provision, Post 16, EYFS, Early Help etc.

The focus of the TAS process is to measure the impact of the Local Authority in their support and challenge of leadership and management in raising standards within their school. The process is time sensitive and requires capacity and commitment from all parties involved.

The Local Authority needs to:

- Understand the need to ensure that the school has the appropriate support as well as challenge
- Commission (including secondment and redirection of internal support from other relevant LA service areas) and additional resources and capacity to support the school
- Determine the financial resource to support the school and hold it to account, ensuring best value for money

- Review the process regularly to ensure that improvement is rapid, effective and sustainable

The school needs to:

- Understand the need for the challenge and support
- Understand that support can be derived from challenge
- Commit to and participate in the process
- Understand that the school drives the improvement

Step 1:

The TAS will meet at the identified school to formulate the Rapid Recovery Plan. The meeting will:

- Evaluate the school's performance in the Ofsted framework areas and identify improvement areas
- Agree roles and responsibilities from the LA service areas and from the school for the target areas
- Identify the appropriate resources and specify the time frames for all identified actions for the Local Authority and school to complete
- Be based around round table professional discussion

The Chairperson will act as:

- As an independent consultant

The Chairperson will agree the specific actions with the TAS. The actions should be:

- Clear and concise
- As discussed in the meeting
- Measurable
- Time sensitive

The RRP should:

- Be evaluative not descriptive
- Reference the standard Ofsted terms

Step 2:

The identified school is responsible for its own Statement of Action (SoA) if it is an Inadequate school/ Special Measures school. The SoA will be regularly reviewed via the TAS meetings. Where a school is not deemed Inadequate/Special Measures, a robust school improvement plan is expected to be in place and will also be subject to review by the TAS.

Where a specific school has been identified as providing direct support to the identified school, they have shared accountability with the leaders of the school to:

- Ensure that the SoA or school improvement plan, is accurate and regularly updated
- The nature/type of the support in addressing the actions
- Dates and times of visits

The identified school will drive and be responsible for the SoA or school improvement plan. The supporting school may be commissioned directly by the Local authority and have a financial agreement for the commissioned support. The identified school may incur the full cost of any school-to-school support and this must be agreed and recorded at the first TAS meeting.

Step 3:

During the TAS process, the LA will conduct appropriate quality assurance in two specific areas School Improvement and Safeguarding although reviews of other LA areas may be deemed necessary, such as Governance.

The School improvement and Safeguarding reviews and subsequent Progress and Impact Visits will be in line with the LA's Schools Causing Concern Protocol and will:

- Be a one or two day review
- Provide a detailed School Visit Record (SVR) identifying strengths, development areas, next steps and any recommendations for intervention.

Ahead of the review:

- The Head teacher or designated senior leader will be asked to email a copy of the school's usual timetable to the lead reviewer.
- From this the lead reviewer will plan the provisional schedule of activities for the day, many of which will be joint activities led by members of the school leadership team.
- A copy of the provisional schedule will then be emailed to the Head teacher but may be subject to change on the day.

During the review, reference will be made to the school's own evaluation of impact and corroborated through the joint monitoring activities.

Activities for the review include:

- Initial discussion about SoA or school improvement plan with HT (& Chair of Governors)
- Discussion with leaders re the internal data sets
- Progress in books monitoring and may include some learning walks

- Discussion with staff and pupils

Step 4:

A meeting of the TAS will be held. This meeting led by the Chair will require the Local authority service leads and the identified school to:

- Demonstrate the progress they have made against the agreed actions in the RRP

At this meeting the findings of any reviews, school visits, HMI monitoring visits etc. should be discussed to inform the RRP

Step 5:

The TAS process and paperwork will be subject to a quality assurance process and support and challenge by the Director for Children's Services at Walsall Council.

Appendix 1

Team Around the School – Record of Meeting		
Section A: Key Information		
Name of School:		
Head Teacher:	Chair of TAS:	
Date of TAS:	Meeting Number:	
Supporting School (where applicable):		
Context <i>(Key background information)</i>		
Present:		
Apologies:		
Section B: Risk Assessment and Key Factors Towards Securing Good		
What is the risk of the school <i>not being judged as Taking Effective Action (TEA) or GOOD (where appropriate)</i> at the next monitoring visit or inspection?		
HIGH /MEDIUM /LOW (please identify)		
What are the key factors preventing this? What are the actions towards achieving good?	By whom?	By when?
1.		

2.		
3.		
4.		
5.		
6.		
7.		
8.		
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10.		
11.		
12.		
13.		
14.		
15.		

Appendix 2

TAS - Rapid Recovery Plan				
School name:				
Head teacher:				
Chair of TAS:				
PRIORITY 1:				
SCHOOL/LA actions	Success Criteria	Resources	Time Frame	Lead
PRIORITY 2:				
SCHOOL/LA actions	Success Criteria	Resources	Time Frame	Lead
PRIORITY 3:				
SCHOOL/LA actions	Success Criteria	Resources	Time Frame	Lead
PRIORITY 4:				
SCHOOL/LA actions	Success Criteria	Resources	Time Frame	Lead

KEY QUESTIONS:

Priority	<ul style="list-style-type: none"> ▪ What do we want to achieve in the long term? ▪ What do we want to achieve before the quality assurance review/ monitoring visit/inspection?
LA actions	<ul style="list-style-type: none"> ▪ What tasks do we have to do to achieve success?
Success Criteria	<ul style="list-style-type: none"> ▪ What will it look like when we get there? ▪ What is our intended impact?
Resources	<ul style="list-style-type: none"> ▪ What interventions/strategies do we need to put in place? ▪ Do we need to re-align our human and physical resources? ▪ Do we need to invest in this area? ▪ How much time will this take? ▪ Are there additional training and development needs for us to consider and source?
Time Frame	<ul style="list-style-type: none"> ▪ How do we collate the evidence together and triangulate it to check that we are achieving/ having the impact we set out to have? ▪ Are any barriers to achieving the required impact/ standards addressed rigorously and robustly?
Lead	<ul style="list-style-type: none"> ▪ Who is responsible /accountable for those actions? ▪ How do we make sure we are doing what we said we would? ▪ Who is holding us to account?