

Children's and Young People Scrutiny and Performance Panel

**Agenda
Item No.
6.**

Date: 14th October 2014

Title of Report: School Performance and Post Ofsted School Improvement Action Plan

Ward(s): All

Portfolio: Cllr B Cassidy – Portfolio Holder for Children's Services

Executive Summary:

The post Ofsted Action Plan and October progress summary are presented for Scrutiny to consider for comment or amendment.

Reason for scrutiny:

The report was requested by the chair of Scrutiny.

Recommendations

That:

- 1. Scrutiny notes the content of the report and that evaluation of progress will be ongoing.*

Background papers:

None

Resource and legal considerations:

Any resource implications arising from this report will be found from within approved budgets. There are no direct legal considerations arising from this report.

Citizen impact:

Raising standards across education will have an impact on all citizens in Walsall.

Environmental impact:

There is no specific environmental impact from this report.

Equality Implications:

All School Improvement services are intended to impact on the outcomes for all Walsall children and young people. The appropriate Equality Impact Assessments have been prepared and submitted.

Consultation:


A draft version of the Action Plan has been discussed at Headteacher Forums and at the Executive Director of Children's Services Headteacher Briefing on 1 October 2014.

Outcome: Ongoing monitoring, evaluation, review and reporting to the Boards and Scrutiny.

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Walsall School Improvement Strategy Action Plan

Context

The Local Authority arrangements for supporting school improvement was inspected by her Majesty's Inspectors in June 2014 and judged to be ineffective. The report indicated that procedures and systems in place within the LA were not effectively ensuring enough pupils were attending schools which were good or better. There were no robust procedures or milestones from which the impact of the school improvement strategy could be measured. Attainment at key stages one and two was below national, as was progress at key stages two, three and four. In over half the sixth forms, achievement was inadequate. The LA had been unsuccessful in engaging with many of the academies¹. The in-year pupil performance/progression data held by the LA was not comprehensive so the LA were unable to accurately predict end of year outcomes for a "significant minority of schools". The inspectors found some inconsistencies in the effectiveness of the school improvement advisers. The LA was not taking decisive and robust action to improve outcomes for pupils and schools were not receiving appropriate advice on how to improve. The LA did not know enough about the quality of governance in a significant proportion of schools which hindered any targeted support. The inspection team did acknowledge staffing changes have impacted on school improvement and they recognised the LA's awareness for improvement resulting in more recent appointments.

The attached Action Plan for school improvement has been written in response to Ofsted Inspection findings and the 2014 end of phase/key stage results. It links with the Walsall School Improvement Strategy (SIS) 2014-16 priorities as identified below (linked success criteria in appendix 1 – School Improvement Strategy).

- A Improve the quality of T&L
- B Narrow the gap for those vulnerable to underachievement and potential exclusion using early intervention, nurturing and inclusion

¹ From March 2014 Data View (www.dataview.ofsted.gov.uk) it is evident that there is a trend of improvement in the overall proportion of good and better schools over the past three years, (although the proportion is well below national average) but an increase in the proportion of schools judged by Ofsted to be inadequate. Further analysis indicates that the rise in the proportion of inadequate provision is mainly in secondary provision and in sponsor-led academies.

- C Improve transition to, within and from each phase of learning training through curriculum challenge and cross phase curriculum continuity and progression
- D Work better together to improve children's behaviour, care, safeguarding and attendance to maximise their learning by involving schools, parents and educational services and agencies
- E Improve schools' and pupil achievement through high quality school to school improvement support
- F Strengthen school leadership and management, support new head teachers and succession planning at all levels
- G Strengthen school governance and promote succession planning for governing bodies; raise awareness in the community of the importance of school governance in order to recruit more good governors
- H Work to ensure all Walsall schools are good or outstanding and make best use of National Leaders of Education (NLEs), National Leaders of Governance (NLGs), Local Leaders of Education (LLEs) and Specialist Leaders of Education (SLEs) as important forces in driving improvement across all schools, and as leaders of sector led improvement

This Action Plan is written to fit with the current Ofsted framework and will be reviewed regularly in light of new policies or framework changes.

- Walsall Education Challenge Board will monitor, evaluate and review impact of the School Improvement Strategy (see Terms of Reference attachment Appendix 3).
- Schools Forum will review the Action Plan and impact of expenditure regarding public money spend and value for money.
- The HTGWG will be involved in monitoring both the Action Plan and delivery plans as part of the School Improvement Strategy.

Priority 1: Ensure strong leadership in all Walsall Schools
Link with Walsall School Improvement Strategy priorities F, G and H
Key lead person: TBC

Success criteria

- An appropriate and targeted training programme for school leaders (senior leaders, middle leaders and governors) is implemented by January 2015.
- Action taken to remove weak school leadership is decisive and robust so that by July 2015 inadequate leadership in Walsall LA maintained schools is eradicated.
- By July 2015 no LA maintained school or sponsor led Academy is judged to be in an Ofsted category 4.
- By July 2015 less than 25% of 6th form provision will be judged to be inadequate. No Sixth form provision will be judged to be inadequate by July 2016.
- No EYFS provision will be judged to be inadequate by July 2016.
- Ofsted monitoring visits to schools requiring improvement, report leadership (including governance) to be improving from January 2015.
- Leadership is judged to be good or better in 72%+ of schools by July 2015 and 78%+ of schools by July 2016.
 - LA maintained schools 75%+ good or better by July 2015.
 - Academies (sponsor led) 100%+ to be RI or better by July 2015 and the decline in proportion of good or better leadership is halted.
 - Academy converters secure 85% good or better leadership by July 2015 and 100% by July 2016.

Action	Date	Person Responsible	Monitoring date	Milestone / success criteria / progress	Evaluation and RAG
1.1 A Walsall School Leadership Strategy (WSLS) is drafted and distributed for wider consultation.	October 2014	Senior IA	January 2015	Strategy is agreed and implemented on or before 1 st January 2015.	R A G
1.2 WSLS is informed following an audit of needs carried out by Head teachers, Chairs of Governors and School Improvement Advisers to identify aspects of school leadership in need of improvement and to develop leadership capacity.	September 2014	Senior IA	November 2014	Audit is completed by end of September 2014. Training to develop future leaders is embedded within the WSLS.	R A G

1.3	A Local Authority recruitment campaign for school governors is undertaken to identify potential strong governors.	Autumn term 2014	Governor Services	July 2015	All LA governor vacancies in schools are filled by July 2015	R A G
1.4	Identification (followed by deployment) of 'advisory governors' with significant school experience to model challenge and help develop governors by attending some of the GB/committee meetings.	Autumn 2014	Senior IA	Ongoing	Ofsted inspections of these schools indicate governance is strong.	R A G
1.5	External reviews of governance are carried out as needed with urgency and impact following any of the inspections.	Starting September 2014	Appointed NLG	Ongoing	Governor reviews are robust, identifying training needs and actions for improvement.	R A G
1.6	Robust reviews of governance in all schools judged to be RI or below are undertaken.	Starting September 2014	Governor Services / external consultant / NLG	December 2014	Governor action plans are in place to increase effectiveness of governance. Information gathered informs WSLs training provision.	R A G
1.7	Establish a register of strong governance and strong school leadership to facilitate/broker school to school support.	Starting Autumn 2014	Governor Services	April 2015	School leaders and Chairs of Governors have autonomy in selecting high quality support. A Walsall 'Governor Standard' is established and promoted	R A G
1.8	Deployment of strong governors to support weaker GB is established to model good practice and provide additional challenge and capacity in holding the school to account for improvement.	October 2014 and ongoing	Governor Services	December 2015	Chairs of weaker governing bodies feel supported and have greater awareness of how to improve their effectiveness and have an understanding of self evaluation.	R A G
1.9	Programme of Governor training to be published termly including HT performance management, data interrogation, safeguarding, etc. Compulsory new governor training.	September 2014	Governor Services / Senior IA	April 2015	Attendance at training represents over 60% schools by April 2015 and 80% schools by December 2015.	

				All new governors have attended training by July 2015. A Walsall Governor standard is established and promoted	R A G	
1.10	IEBs implemented where governance is judged to be inadequate with no capacity for improvement.	Starting September 2014	AD Access and Achievement	Ongoing	These targeted schools are judged (internally/externally) to be improving by July 2015.	R A G
1.11	All schools where leadership is identified to be less than good receive an early LA adviser visit to identify any bespoke training.	September 2014	School Improvement Advisors	Ongoing	Provision and outcomes in these schools improve over the academic year. No primary school is below floor standards for attainment and achievement at KS2. No secondary school is below the KS4 floor standards for progress and achievement. No school sixth form or college will be below floor standards for attainment. No school is below floor standards in all three measures by July 2015. By July 2016 all attainment floor standards are exceeded.	R A G
1.12	Schools/academies identified by OFSTED as category 4 engage in half termly Partnership Board meetings with the AD Access and Achievement or an appointed representative.	Starting September 2014	AD Access and Achievement	July 2015	Regular review of pupil outcomes and progress against targeted improvement planning indicates declining trend reversed.	R A G
1.13	Deployment of a range of strategies to replace persistently weak leadership. Support/action necessary including exercising statutory powers.	Starting September 2014	AD Access and Achievement	Ongoing	By July 2015 no LA maintained school will have inadequate leadership.	R A G

1.14 Robust discussions with Academy leaders, sponsors and DfE to secure good or better leadership.	Starting September 2014	AD Access and Achievement	Ongoing	By July 2015 no sponsor Academy will have inadequate leadership.	R A G
1.15 External training brokered by the Local Authority, for example HMI training for Head teachers and Chairs of Governors of RI schools, PREVENT awareness training, child protection and other specialists training as required.	Starting Autumn term	AD Access and Achievement	January 2015	Head teachers and Chairs of Governors have greater confidence in strategies for improvement, and the effectiveness of the curriculum in preparing pupils for life in a modern Britain. Safeguarding of children and young people in all schools is robust by January 2015.	R A G

Priority 1 - Evaluation of progress

Success Criteria	Date of Evaluation	Progress
An appropriate and targeted training programme for school leaders (senior leaders, middle leaders and governors) is implemented by January 2015.	October 2014	Targeted training programme being set up with HMI/Lead Inspectors/NLGs/NLEs/LLEs from outside and within the Borough.
Action taken to remove weak school leadership is decisive and robust so that by July 2015 inadequate leadership in Walsall LA maintained schools is eradicated.	October 2014	Leadership category banded for all schools and being challenged.
By July 2015 no LA maintained school or sponsor led Academy is judged to be in an Ofsted category 4.	October 2014	Positive Ofsted outcomes since inspections September 2014.
By July 2015 less than 25% of 6 th form provision will be judged to be inadequate. No Sixth form provision will be judged to be inadequate by July 2016.	October 2014	Ongoing monitoring.
No EYFS provision will be judged to be inadequate by July 2016.	October 2014	Ongoing monitoring.
Ofsted monitoring visits to schools requiring improvement, report leadership (including governance) to be improving from January 2015.	October 2014	Focusing targeted work in RI schools based on leadership, teaching and learning, use of data and governance.
Leadership is judged to be good or better in 72%+ of schools by July 2015 and 78%+ of schools by July 2016.	October 2014	Ongoing monitoring.

<p>Leadership is judged to be good or better in 72%+ of schools by July 2015 and 78%+ of schools by July 2016.</p> <ul style="list-style-type: none"> - LA maintained schools 75%+ good or better by July 2015. - Academies (sponsor led) 100%+ to be RI or better by July 2015 and the decline in proportion of good or better leadership is halted. - Academy converters secure 85% good or better leadership by July 2015 and 100% by July 2016. 	October 2014	Ongoing monitoring for all schools and academies.
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Priority 2: Ensure the LA improvement strategy is fit for purpose
Link with Walsall School Improvement Strategy priorities A, B, D, E and G
Key lead person: Lynda Poole

Success criteria

- HMI re-inspection judges the LA arrangements for school improvement are effective.
- The Walsall School Improvement Strategy (SIS) has measurable success criteria and milestones to facilitate regular evaluation of impact.
- The SIS is focused on improving outcomes for children and young people, reducing gaps in achievement between pupil groups and preparing children and young people for their next stage in education/employment as citizens of a modern Britain.
- The proportion of Walsall children and young people attending good or better schools increases by 10% in 2014/15 and by a further 5% in 2015/16. (Walsall currently at 65%; national 79.8%)
- By July 2015 no LA maintained school or sponsor led Academy is judged to be in an Ofsted category 4.
- All stakeholders have clarity on how the school improvement strategy is to be implemented and have confidence in the school improvement team.
- By July 2015 no school will be below floor standards in all three of the measures²
- By July 2016 LA average attainment in KS1, KS2 and KS4 will be at or above national average. By July 2016 LA average progress across KS2 or KS2-4 will be at or above national average.

Action	Date	Person Responsible	Monitoring date	Milestone / success criteria / progress	Evaluation and RAG
2.1 The SIS and supporting documentation is consulted on and agreed by all stakeholders. (SIS, school improvement action plan and delivery plans)	October 2014	AD Access and achievement	October 2014	Milestones for the SIS and other documents are in place and shared with all stakeholders October 2014.	R A G

² 2013 Floor standards:- KS2 <60% L4+ R,W and M combined, <91% making expected progress in reading, <95% making expected progress in writing and <92% making expected progress in maths. At KS4 <40% achieve five or more GCSEs A*-C (or equivalent) including English and Maths, <73% making expected progress in English, <73% making expected progress in Maths. The 2014 Floor standards will be published at the end of 2014.

2.2	Thorough interrogation of data, historic and current will inform measurable success criteria agreed within the school improvement strategy. (Using Data dashboard and individual school summary.) Success criteria include outcomes from OFSTED inspection, achievement data, improvement in attendance, reduction in fixed term and permanent exclusions, etc.	August/ Sept 2014	Data service	January 2015	LA targets of attainment/progress/ attendance etc for 2015 indicate the expectation of rapid improvement in all areas. Milestones are measurable and take account of a range of data pertinent to school improvement.	R A G
2.3	An Education Challenge and Improvement Board is established (council members, ADs and other LA officers, HT and Governor representation and external advisers) to meet five times per annum to monitor progress against the LA school improvement strategy.	Sept 2014	AD Access and achievement	Termly	The effectiveness of school improvement is measured against the identified success criteria. Council members have confidence in the Strategy and are able to effectively hold senior officers to account.	R A G
2.4	The milestones and success criteria within the SIS are used to hold the school improvement team members to account within robust performance management structures.	January 2015	AD Access and Achievement	April 2015	All school improvement advisers and other officers are able to evidence their impact on school improvement within the Local Authority.	R A G
2.5	Targeted support is provided especially for EYFS and Sixth form provision.	Starting Autumn 2014	EYFS/14-19 lead officers	July 2016	Rapid decline in proportion of inadequate 6 th form and EYFS provision by July 2015. An increase in the proportion of young people entering further and higher education. No inadequate 6 th form or EYFS provision by July 2016.	R A G

2.6	Schools Forum agree funding allocation taking account of the new more rigorous categorisation of schools.	Spring term 2015	Schools Forum	April 2015	Minutes of meetings indicate targeted allocation and impact of funding.	R A G
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Priority 2 - Evaluation of progress

Success Criteria	Date of Evaluation	Progress
HMI re-inspection judges the LA arrangements for school improvement are effective in Summer 2015.	October 2014	Ongoing
The LA improvement strategy has measurable success criteria and milestones to facilitate regular evaluation of impact.	October 2014	LA improvement strategy reviewed and operations handbook written. New banding criteria agreed with schools and being implemented.
The strategy is focused on improving outcomes for children and young people, reducing gaps in achievement between pupil groups and preparing children and young people for their next stage in education/employment as citizens of a modern Britain.	October 2014	Implementing strategy across all key stages with narrowing the gap a key agenda focus for schools and governors.
The proportion of Walsall children and young people attending good or better schools increases by 10% in 2014/15 and by a further 5% in 2015/16. (Walsall currently at 65%)	October 2014	Ongoing Ofsted data gathered weekly and reported.
By July 2015 no LA maintained school or sponsor led Academy is judged to be in an Ofsted category 4.	October 2014	Ongoing monitoring and work with schools and academies.
All stakeholders have clarity on how the school improvement strategy is to be implemented and have confidence in the school improvement team.	October 2014	Presentations to Headteachers, Governors, members on the strategy and Action Plan.
By July 2015 no school will be below floor standards in all three of the measures ²	October 2014	Data driven approach in schools to raising standards for those below floor standards.
By July 2016 LA average attainment in KS1, KS2 and KS4 will be at or above national average. By July 2016 LA average progress across KS2 or KS2-4 will be at or above national average.	October 2014	Progress data being collected termly analysed and reported. Used in schools to challenge/monitor progress.

Priority 3: Ensure the LA maintains an accurate and comprehensive knowledge of the performance of all schools.

Link with Walsall School Improvement Strategy priorities B, C and D

Key lead person: Karen Marcroft

Success criteria <ul style="list-style-type: none"> • The increase in exclusions indicated in HMI report is reversed and exclusions decline by 25% • A greater collaboration between school improvement and other LA departments including attendance/admissions, governor services, HR, finance and resources. • The proportion of schools graded good or better increases. • By July 2015 no LA maintained school or sponsor led Academy is judged to be in an Ofsted category 4. • No Sixth form provision will be judged to be inadequate by July 2016. • No EYFS provision will be judged to be inadequate by July 2016. • From 2015 no Walsall school will drop a category in an Ofsted inspection. 					
Action	Date	Person Responsible	Monitoring date	Milestone / success criteria / progress	Evaluation and RAG
3.1 Consultations with school leaders to develop confidence and effective strategies to gather attainment and progression data of pupils currently in EYFS, year one, two, six, ten, eleven, and sixth form for school cohorts and pupils at risk of underachievement (including pupils eligible for Pupil Premium funding).	October 2014	AD Access and Achievement / school improvement advisers	December 2014	<p>Data collection in autumn term and in spring term provides evidence for progression to targets and informs strategy for LA intervention. Schools are confident in sharing tracking data.</p> <p><u>EYFSP</u> The percentage of pupils achieving a 'Good Level of Development (GLD) within Walsall has improved by 7% from 46% in 2013 to 53% in 2014. However, national outcomes for this measure have improved by 8% this year, further widening the</p>	R A G

				<p>gap to national from 6% in 2013 to 7% in 2014. Boys perform significantly worse than girls, with just 45% achieving a GLD compared to 62% of the girls with their lowest performing area for learning being literacy.</p> <p><u>Y1 Phonics</u> The percentage of pupils passing the year 1 phonics screening test in Walsall rose by 3% from 72% to 75% in 2014. This outcome is above national, and has been since the tests inception in 2012. However, the national pass rate has risen by 5% and closed the gap to Walsall to just 1%.</p> <p><u>KS1</u> Outcomes for KS1 Level 2+ have remained the same as in 2013 with reading at 89%, writing 84% and maths 91%. Nationally results for this measure have improved by 1% across all three core subjects, and therefore a gap has emerged to national of 1% in reading and maths and widened to 2% in writing. Girls outperform boys across all three subjects.</p> <p><u>KS2</u> Outcomes for KS2 Level 4+ reading, writing and maths</p>	
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				<p>combined (RWM) improved in Walsall by 1% in 2014 rising from 71% to 72%. Reading results for Level 4+ improved by 3% rising to 86%, writing improved by 1% rising to 82% and maths results remained unchanged on 81%. Nationally outcomes for Level 4+ for RWM combined improved by 3% to 79%, widening our gap to national to 7%. Outcomes nationally for Level 4+ in reading improved by 3% to 89% writing by 2% to 85% and maths by 1% to 86%. Girls outperformed the boys across all three core subjects, and especially so in writing by 10%. Two levels progress has improved slightly for reading and writing but has declined by 2% in maths.</p> <p><u>KS4</u> This year has seen significant changes to the GCSE specification and how the results are then subsequently reported in the DfE league tables. Students' first result rather than their best result are now counted, therefore eliminating from the performance tables any improvement in grades by students re-sitting one or more of their GCSE exams. Last year Walsall closed the gap to the national for 5+ A*-C including English and mathematics with an overall average of 59%.</p>	
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				<p>This year we have seen a 7% decline in 5+ A*-C including English and mathematics with Walsall's average dropping to 52%. The amount of students making the expected 3 Levels progress has also declined in English and maths by 5% and 9% respectively.</p> <p><u>KS5</u> Over the past 5 years results for schools have shown a year on year improvement for average points per candidate (PpC) rising to 775 points in 2013. The exam day KS5 results the LA collects from schools usually under estimate the final results the schools achieve as results may have been withheld or not available to schools to collate and send to us on that day. However, comparing this year's exam day results to last year's exam day results show an improvement of 10 points to 712 PpC.</p> <hr/> <p>Milestone:</p> <ul style="list-style-type: none"> • The LA is able to target intervention appropriately to impact on rapid progression required in the identified schools. • School leaders have a greater awareness of shared 	
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				<p>responsibility for LA outcomes.</p> <ul style="list-style-type: none"> • School leaders and governors report their confidence in LA improvement strategies and feel supported. • A strategic overview of pupil outcomes and other data is held by the Local Authority across all school settings. 	
3.2	Develop an effective system to collect and collate other performance data including attendance, exclusion, retention data (for sixth form studies),	Autumn 2014	Data service	February 2015	<p>School improvement strategy from December 2014 is informed by a range of appropriate data. RONI analysis indicates a reduction in the number of young people leaving school with no job, training or further education secured.</p> <p>R A G</p>
3.3	Review the focus of school improvement advisor visits with a focus on the five aspects of the Inspection framework over the academic year.	Autumn term 2014	Senior IA	October 2014	<p>New format developed. Advisor reports are evaluative and formative in identifying strengths and areas for improvement. Advisor reports provide strategic overview of impact and are used to make modifications to the Walsall School Improvement Strategy if required.</p> <p>R A G</p>
3.4	Early LA or external (1-2 day) review of schools at risk of dropping a category in an Ofsted inspection or any school due to be inspected within the academic year to identify any required support to secure rapid improvement.	Starting Sept 2014	Senior IA	Ongoing	<p>From January 2015 no LA maintained school is downgraded in an Ofsted inspection.</p> <p>R A G</p>

3.5	LA EYFS and 14-19 adviser to carry out focused visits to schools to support school leaders in measuring against the new Ofsted framework for EYFS and sixth form provision.	Sept – Oct 2014	Named staff	November 2014	Early indications of any concerns and bespoke support to secure good or better judgements.	R A G
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Priority 3 - Evaluation of progress

Success Criteria	Date of Evaluation	Progress
The increase in exclusions indicated in HMI report is reversed and exclusions decline by 25%.	October 2014	Inclusion strategy to be developed across children's services.
A greater collaboration between school improvement and other LA departments including attendance/admissions, governor services, HR, finance and resources.	October 2014	Sharing of Action Plan across other departments and teams. Delivery plans include other departmental input. Targeted support and challenge to schools flagged as causing concern.
The proportion of schools graded good or better increases.	October 2014	Ongoing monitoring and reporting.
By July 2015 no LA maintained school or sponsor led Academy is judged to be in an Ofsted category 4.	October 2014	Ongoing monitoring and reporting.
No Sixth form provision will be judged to be inadequate by July 2016.	October 2014	Ongoing monitoring and reporting.
No EYFS provision will be judged to be inadequate by July 2016.	October 2014	Ongoing monitoring and reporting.
From 2015 no Walsall school will drop a category in an Ofsted inspection	October 2014	Targeted support and challenge to at risk schools.

Priority 4: Ensure a robust and unambiguous approach to school categorisation, intervention and support.
Link with Walsall School Improvement Strategy priorities A, B, C, D, E, F, G and H
Key lead person: TBC

Success criteria

- LA knows the schools' key strengths and areas for improvement and is able to support school improvement through a strategic and targeted approach.
- Resources are well matched to impact on improving outcomes for pupils and intervention proportional to need.
- Standards at each key stage improve and by July 2016 outcomes in at least two key stages will match or exceed national average.
- The proportion of Walsall children and young people attending good or better schools in Walsall increase by 10% in 2014-15 and by a further 5% in 2015-16 to reach 80% by summer 2016
- All schools engage with the LA in sharing data, concerns and attending appropriate training by Summer 2015.
- New robust categorisation facilitates timely support so that there is no decline in Ofsted outcomes for inspected LA maintained schools from January 2015 or any Walsall school from July 2016.

Action	Date	Person Responsible	Monitoring date	Milestone / success criteria / progress	Evaluation and RAG
4.1 Immediate review/consultation/ agreement between the LA and Head teachers on criteria for categorisation and the key aspects of the core offer and core offer plus. Expectations for sharing in-year progress and attainment data will be emphasised as being part of the core offer requirements.	September 2014	AD Access and Achievement	End of September 2014	All schools are notified of the criteria for categorisation and support available from the LA and other schools. All maintained schools are confident to share in-year data by December 2014. All Walsall schools returning termly data as requested by summer 2015	R A G
4.2 All schools to be re-categorised based on the extended range of data/leadership changes/finance/building work, etc.	Starting September 2014	Whole School Improvement team	November 2014	Robust categorisation in place by November 2014.	R A G

4.3	A clear structure (flow diagram) of the Local Authority support/intervention to be published.	September 2014	Senior IA	End of September 2014	School leaders (including governors) have clarity in the entitlement of support and intervention from the Local Authority.	R A G
4.4	All schools with senior leadership changes to receive an additional visit during the autumn term.	Autumn term	Senior IA	December 2014	New Head teachers and senior leaders receive bespoke advice/support during the autumn term.	R A G
4.5	Robust interrogation of all school data by Data team is shared with IAs through a data summary sheet for each school published by end of September/October	Starting August 2014	Head of data team	October 2014	IAs have good understanding of performance of schools from the data and can triangulate judgements through termly visits.	R A G
4.6	A School Review Board (SRB) is established to meet termly, involving all key stakeholders from the Local Authority to discuss aspects of school improvement/barriers to improvement for the school as identified in the categorisation as Schools Causing Concern (SCC).	Mid November 2014	AD Access and Achievement and other stakeholders	Termly	An improved strategic approach to school improvement across the LA. Increased efficiency between all LA departments. Rapid response to reduce barriers for improvement. Evidence of improvement through increased standards and Ofsted judgements.	R A G
4.7	A Local Authority School Monitoring Meeting (LASMM) to be held for all schools (including academies) below floor standards to establish the school's capacity and route for rapid improvement (participants: DCS, AD Access and Achievement, HT, CoG and senior IA). Meetings to be held at Council House.	During Sept./Oct	DCS	Ongoing	Immediate and unambiguous expectations shared by the DCS for rapid improvement. Statutory power of intervention invoked where appropriate. Evidence of school's improvement from IA reports. By July 2015 no Academy is judged by Ofsted to be category 4	R A G

4.8	LASMMs held for all 'significant concern schools' during Autumn term and termly (as appropriate).	Autumn term and ongoing	DCS, AD Access and Achievement, HT, CoG and senior IA	December 2014 and ongoing	Evidence of school's improvement from IA reports and improvement in standards.	R A G
4.9	Improvement reviews carried out in all schools where data or other factors indicate a concern	Sept/Oct 2014	Senior IA	November 2014	Priority areas identified for each school and appropriate action/support for improvement identified by the LA Information informs SRB discussions	R A G
4.10	Training support programme sent to all schools and COG	Termly	Senior IA	Ongoing	Schools and governors have access to high quality training programme. Attendance records show increasing participation	R A G

Priority 4 - Evaluation of progress

Success Criteria	Date of Evaluation	Progress
LA knows the schools' key strengths and areas for improvement and is able to support school improvement through a strategic and targeted approach.	October 2014	Focused introductory meetings with Headteacher in September on new ways of working based on SI strategy, operations handbook and banding.
Resources are well matched to impact on improving outcomes for pupils and intervention proportional to need.	October 2014	Focus on pupil progress data, tracking, vulnerable groups and schools causing concern.
Standards at each key stage improve and by July 2016 outcomes in at least two key stages will match or exceed national average.	October 2014	Ongoing monitoring and tracking.
The proportion of Walsall children and young people attending good or better schools increase by 10% in 2014-15 and by a further 5% in 2015-16 to reach 80% by summer 2016	October 2014	Ongoing monitoring and tracking.
All schools engage with the LA in sharing data, concerns and attending appropriate training by Summer 2015.	October 2014	All schools and academies provided with up to date data packs. Heads and Governors given information on data collection, use of analysis in September/October meetings.
New robust categorisation facilitates timely support so that there is no decline in Ofsted outcomes for inspected LA maintained schools from January 2015 or any Walsall school from July 2016.	October 2014	Categorisation in inverse proportion to school needs. Banding reflects and supports improvement agenda.

Priority 5: Ensure high quality school improvement across all sectors
Link with Walsall School Improvement Strategy priorities A, B, C, D and E
Key lead person: TBC

Success criteria

- New staffing structure and clear roles, responsibilities and accountability for all School Improvement Team (SIT) staff are linked extricably with school performance and priorities of the service.
- Schools across the LA improve so that by July 2015 no LA maintained school or sponsor led Academy is judged to be in an Ofsted category 4.
- An increase in the proportion of schools judged to be Outstanding by 5% in 2014-15 and a further 8% in 2015-16.
- By July 2016 all Academy converters are graded as good or outstanding by Ofsted.
- Improvement in schools' engagement with the LA as confidence in the quality of provision and support increases. All schools engaging fully with the LA by April 2016.
- LA targets achieved
- Profile of Ofsted judgements on Walsall schools matches that of the more successful West Midlands LAs by July 2017.
- LA strategy for improvement moves significantly to being more proactive than reactive.
- Achievement in EYFS matches national by July 2015.
- Achievement in 6th form matches or exceeds national by July 2016. All schools should be above DfE post 16 floor standards by July 2016

Action	Date	Person Responsible	Monitoring date	Milestone / success criteria / progress	Evaluation and RAG
5.1 Immediate review of School Improvement Team staffing structure, roles and responsibilities, systems for performance management and accountability.	August September 2014	AD Access and Achievement	September 2014	Proposed staffing structure matches needs of service.	R A G
5.2 Implementation of new staffing structure	Autumn term 2014	AD Access and Achievement/ HR/Senior IA	December 2014	Staffing structure agreed and implemented by November 2014.	R A G

5.3	Recruitment of new staff e.g. leader of Governance, EYFS and 14-19, etc.	August September 2014	AD Access and Achievement/ HR	October 2014	Key staff in post and working with schools by October 2014.	R A G
5.4	Establish key events to inform schools of Ofsted changes especially EYFS, 6th Form and greater focus on Curriculum and preparation for life in modern British society.	October 2014	Senior IA/EYFS/14-19 lead officers	November 2014	Training events held and well attended.	R A G
5.5	EYFS audit of strengths and areas for development in Schools and PVI's. Development of training programme and practitioner support from strong settings.	Starting September 2014 and ongoing	EYFS lead	December 2014 and ongoing	Training events held and well attended. Support to improve provision across schools and PVI's in place by April 2014.	R A G
5.6	Allocation of IA to schools.	September 2014	Senior IA	October 2014	School notified of IA by end of September. Greater rigour, professionalism and challenge in IA meetings with schools.	R A G
5.7	Implementation of strategies for Schools Causing Concern (SCC) e.g. LASMM, Partnerships boards, LA/external reviews in schools School Review Board meetings.	Starting September 2014	DCS / AD Access and Achievement	December 2014 and ongoing	Unrelenting focus on school improvement with swift action taken to address concerns including use of statutory powers.	R A G
5.8	Rigorous performance management meetings established for SIT staff.	Spring term 2014	AD Access and Achievement and Senior IA	April 2015	No underperforming staff by April 2015.	R A G
5.9	Reports to the Education and School Board termly meeting's are focused and in response to requests from board members to monitor against aspects of the School Improvement Strategy.	November 2014	Chair of ESB	Termly ongoing	Council members confident in the improvement in School improvement service delivery and impact.	R A G

5.10	Termly update to all schools informs them of key Ofsted changes, focus areas and other key information.	September 2014	Senior IA	July 2015	Schools report in the LA re-inspection that they are better informed.	R A G
5.11	Consultation with HT representatives to evaluate and if necessary modify the LA support/training programme offered to schools.	Autumn 2014	Senior IA	ongoing	Accelerated school improvement through targeted and up to date support and training and growing participation of schools.	R A G

Priority 5 - Evaluation of progress

Success Criteria	Date of Evaluation	Progress
New staffing structure and clear roles, responsibilities and accountability for all SIT staff are linked extricably with school performance and priorities of the service.	October 2014	New staffing structure to be aligned with new ways of working with schools. Focus on performance, quality and standards.
Schools across the LA improve so that by July 2015 no LA maintained school or sponsor led Academy is judged to be in an Ofsted category 4.	October 2014	Ongoing inspections schedule and monitoring.
An increase in the proportion of schools judged to be Outstanding by 5% in 2014-15 and a further 8% in 2015-16.	October 2014	Ongoing inspections schedule and monitoring.
By July 2016 all Academy converters are graded as good or outstanding by Ofsted.	October 2014	Ongoing inspections schedule and monitoring.
Improvement in schools' engagement with the LA as confidence in the quality of provision and support increases. All schools engaging fully with the LA by April 2016.	October 2014	Individual visits to schools/academies by Improvement Advisers in September/October. Consistent message and approach to working with schools and academies.
LA targets achieved	October 2014	School data tracked, monitored and reported.
Profile of Ofsted judgements on Walsall schools matches that of the more successful West Midlands LAs by July 2017.	October 2014	Ongoing benchmarking regionally and nationally.
LA strategy for improvement moves significantly to being more proactive than reactive.	October 2014	New approach to strategic regular collection of data and intelligence in order to predict results and outcomes earlier.
Achievement in EYFS matches national by July 2015.	October 2014	New approach to strategic regular collection of data and intelligence in order to predict results and outcomes earlier.
Achievement in 6 th form matches or exceeds national by July 2016. All schools should be above DfE post 16 floor standards by July 2016	October 2014	New approach to strategic regular collection of data and intelligence in order to predict results and outcomes earlier.

Priority 6: Ensure effective school to school support across the LA
Link with Walsall School Improvement Strategy priorities A, C, D, E and H
Key lead person: TBC

Success criteria

- The capacity for school improvement intervention in Walsall is increased as evidenced in Improving Ofsted outcomes.
- A trend of improvement in the proportion of good and better schools to exceed the improvement found nationally.
- The success criteria within the Walsall School Improvement Strategy are met by 2016.
- Schools have greater autonomy in selection of quality school improvement partnerships.
- School leaders have a greater shared ownership and accountability for the children and young people outcomes across Walsall.
- School to school support is recognised as a strength when the LA is re-inspected in Summer 2015.

Action	Date	Person Responsible	Monitoring date	Milestone / success criteria / progress	Evaluation and RAG
6.1 Plan established for school to school support through discussion with NLEs, LLEs, NLGs and other leaders of outstanding settings.	Autumn 2014	Senior IA	December 2014	Plan shared with all schools and other providers by December 2014.	R A G
6.2 Establish clear accountability and evaluation of impact on all school to school brokering/ commissioning of support.	Autumn 2014	Senior IA and school leaders	December 2014	Plan shared with all schools and other providers by December 2014.	R A G
6.3 Collate and publish an up to date record of high quality school to school support including: Ofsted Accredited Inspectors; Teaching School Alliance; School Systems leaders; Knowledge Hubs.	November 2014	Senior IA	January 2015	Publication by December 2014.	R A G

6.4	School to school support is brokered by IAs where appropriate.	Starting January 2015	All IAs	July 2015	School to school support is brokered in at least 20% of schools by Summer 2015.	R A G
6.5	Programme in place to ensure accreditation of more NLE, LLE and NLGs from Walsall schools	June 2015	Senior IA	July 2016	The number of accredited persons increases by at least 50% by July 2016.	R A G

Priority 6 - Evaluation of progress

Success Criteria	Date of Evaluation	Progress
The capacity for school improvement intervention in Walsall is increased as evidenced in Improving Ofsted outcomes.	October 2014	Intervention strategies including school to school support deployment of NLEs/LLEs/NLGs good practice.
A trend of improvement in the proportion of good and better schools to exceed the improvement found nationally.	October 2014	New directory to be developed of School Improvement strategy to focus on all schools getting to good or better.
The success criteria within the Walsall School Improvement Strategy are met by 2016.	October 2014	Ongoing monitoring and review of strategy to deliver improved outcomes.
Schools have greater autonomy in selection of quality school improvement partnerships.	October 2014	Quality assurance built into School Improvement Strategy and work with schools.
School leaders have a greater shared ownership and accountability for the children and young people outcomes across Walsall.	October 2014	Partnership approach across all schools and academies with commitment to high expectations and improved outcomes.
School to school support is recognised as a strength when the LA is re-inspected in Summer 2015.	October 2014	Directory of good practice to be developed with Teaching School Alliance and HTGWG. Working alongside NCSL and HMI, the LA is drawing together a comprehensive package of training and development which will include school to school support.

Appendix 1

Walsall School Improvement Strategy Success Criteria

A. Improve the quality of T&L	<ul style="list-style-type: none"> • The proportion of pupils making expected progress across KS2 and from KS2 to KS4 exceeds floor standards in all schools by 2015 • The proportion of pupils making greater than expected progress across KS2 and from KS2 to KS4 matches national in at least 50% of schools by summer 2015 • The proportion of pupils making and exceeding expected progress across KS2 and from KS2 to KS4 matches or exceeds national average in all schools by 2016 • The quality of teaching in any Walsall school is not judged to be inadequate by July 2015 • The proportion of schools with good or better teaching increases by 20% by 2016
B. Narrow the gap for those vulnerable to underachievement and potential exclusion using early intervention, nurturing and inclusion	<ul style="list-style-type: none"> • The proportion of pupils permanently excluded from LA maintained schools reduces by 20% in 2014-15 and by a further 20% in 2015-16 • The gap in achievement at all key stages is reduced between pupils eligible for FSM and those not eligible Reduce the gender attainment gap at the end of each key stage • Improve the attainment Children looked after (CLA) • Identify all children missing from education and ensure they receive good educational outcomes • Ensure appropriate and sufficient SEN places are available in Walsall schools • Maintain a focus on outcomes for SEN children and young people so that average attainment at the end of KS2 and KS4 matches that found nationally by Summer 2016
C. Improve transition to, within and from each phase of learning training through curriculum challenge and cross phase curriculum continuity and progression	<ul style="list-style-type: none"> • Opportunities for cross phase assessment/moderation/CPD are increased • Improved systems for the transfer of pupil data between schools • New curriculum is embedded in all schools • progress made by pupils across KS2-4 matches/exceeds national average in at least 50% of secondary schools by summer 2015 and all schools by summer 2016
D. Work better together to improve children's behaviour, care, safeguarding and attendance to maximise their learning by involving schools, parents and educational services and agencies	<ul style="list-style-type: none"> • Improve attendance at primary and secondary so that an increase of 0.5% is achieved by January 2015 and a total increase of 0.8% of more by July 2015 • Improve attendance at primary and secondary so that average attendance matches or exceeds national average by Summer 2016 • Reduce the number of days lost in primary and secondary school through fixed term exclusions

E. Improve schools' and pupil achievement through high quality school to school improvement support	<ul style="list-style-type: none"> Standards of achievement at the end of all key stages increases at a faster rate than national in 2015 and 2016 Overall attainment at the end of KS2 and KS4 matches/exceeds national average by July 2016 Evaluation of school to school support indicates an improvement in standards of attainment in all schools involved. Establish Knowledge hubs, a School Group on how to progress from 'good' to 'outstanding' etc
F. Strengthen school leadership and management, support new HTs and succession planning at all levels	<ul style="list-style-type: none"> A robust school leadership strategy is in place by January 2015 providing a comprehensive training programme/succession planning for SLT, Middle leaders and Governors. Attendance at LA training events indicates 80% of schools regularly attend. All new HT are supported during their first year in headship by an experienced HT from a good or outstanding school All incoming but experienced HTs are allocated a mentor who will visit them during their first month in post and will be available if needed during the academic year The decline in proportion of good or better leadership is halted (Ofsted inspection outcomes).
G. Strengthen school governance and promote succession planning for governing bodies; raise awareness in the community of the importance of school governance in order to recruit more good governors	<ul style="list-style-type: none"> All new CoG are supported during their first year in Chair role by an experienced CoG from a good or outstanding school Increase the number of GB achieving governor mark by 50% and the number registered with the National Association of Governance A register of NLGs is kept which indicates a growing number of NLGs (by 50%) in Walsall schools The vacant positions in schools for LA governors are filled by November 2015
H. Work to ensure all Walsall schools are good or outstanding and make best use of National Leaders of Education (NLEs), National Leaders of Governance (NLGs), Local Leaders of Education (LLEs) and Specialist Leaders of Education (SLEs) as important forces in driving improvement across all schools, and as leaders of sector led improvement	<ul style="list-style-type: none"> By July 2015 no LA maintained school will be in an Ofsted category and by 2016 no Walsall school will be in a category. The proportion of schools judged by Ofsted to be good or better is 72%+ by July 2015 and 78%+ of schools by July 2016 (LA maintained schools 75%+ good or better by July 2015, Academies (sponsor led) 100%+ to be RI or better July 2015 and the decline in proportion of good or better leadership is halted). An increase in the proportion of schools judged to be Outstanding by 5% in 2014-15 and a further 8% in 2015-16 Records show that in all schools supported by accredited individuals (NLE etc) there are increases in pupil attainment and progress matching or exceeding the LA average increases

Appendix 2

Data view summary update to August 2014 (published and unpublished reports)

Schools	Ofsted Judgement of overall effectiveness (%)		
	Inadequate	Good or outstanding	Outstanding
All Walsall schools	10	71	24
Primary	9	68	16
Secondary	22	56	22
LA maintained	8	72	24
Sponsor led	50	13	0
Academy converters	0	79	43

Additional key points from data over time

- An improvement in the proportion of primary schools graded good+ over past three years 56% in 2012 to 68% in 2014.
- An improvement in the proportion of LA maintained schools achieving good+ in inspections over the past three years from 61% in 2012 to 72% in 2014.
- A decline in the proportion of secondary schools graded Good+ from 65% in 2012 to 56% in 2014.
- A decline in the proportion of sponsor led academies graded good+ from 66% in 2012 to 13% in 2014.
- A slight improvement in the proportion of academy converters graded good+ over the three year 75% to 79%.

Appendix 3

Walsall Education Challenge Board

Overall Purpose: Governance for Walsall's School Improvement Strategy

Membership:

- Independent Chair
- Walsall Council:
 - Portfolio Holder for Children's Services
 - Main Party Opposition Lead Member
 - Director of Children's Services
 - Assistant Director Access and Achievement
 - Headteacher and Governor School Improvement Strategy Working Group representative
 - Walsall Nursery and Primary Schools Headteacher representative x 1
 - Walsall Special School Headteacher representative x 1
 - Walsall Secondary Headteacher representative x 1
 - Walsall Governors' Association x 2
 - Teachers x 2

Support:

- PA to Assistant Director
- QA and Performance support

Meeting Schedule:

- 5 times per year – approximately every two months in September, November, January, March/April and May/June
- Agenda to be agreed between Assistant Director in liaison with Portfolio Holder and DCS and the Independent chair

Remit:

Through its actions and communications the Walsall Education Improvement Board will monitor progress in and provide challenge for Walsall's Strategy for supporting School Improvement and its associated improvement plan. This will be achieved by:

- Monitoring the raising of standards at all key stages
- Monitoring the proportion of schools judged good and better
- Evaluating the impact of improved leadership and management
- Evaluating the impact of the council's school improvement function
- Monitoring and evaluating the progress of the post Ofsted actions to ensure they are contributing to the strategic aims of the school improvement strategy

Additionally, the Board will:

- Examine the ways in which schools can play a full role as the key universal service in the wider partnership for children
- Review the quality and impact of services available to support and challenge schools and other settings

- Evaluate the impact of sector led improvement and research in practice on school improvement

Role of the Independent Chair:

- To keep the Board focused on the key objectives of the Walsall School Improvement Strategy and associated operational plans
- To hold officers and partners to account for the delivery and impact of their programmes
- To regularly review the progress of the strategy to support school improvement in terms of outcomes
- To ensure that brokerage and commissioning is effectively driving up forward improvement activity and impact
- To represent the board to all stakeholders as appropriate.

Reporting:

To the Children and Young People's Partnership Board

Links with:

Headteacher Associations, Walsall Governor Association, JNCC and Children and the Young People Scrutiny Panel, Regional Schools Commissioner, Academy Sponsors