

Children and Young People Overview and Scrutiny Committee

18th June 2013

**Championing the Learner - A Strategy for Change
A collaborative approach to school improvement**

Recommendation

- To note the significance of new policy drivers for school improvement
- To endorse in principle the new delivery model to support school improvement
- To recognise the resource implications to support and sustain school improvement
- To approve consultation with schools and key stakeholders to decide how the proposed new delivery model will work in practice
- To approve the submission of a further report that will set out the recommendations arising from consultation including the level of resource required.

1. Why do we need a strategy to champion the learner?

- 1.1 The purpose of the strategy is to articulate our ambition to champion the learner and to make explicit how we are responding to national and local policy drivers.

It presents a model for school improvement set in the context of political and local change.

- 1.2 This strategy recognises that schools know best about school improvement and that they need to drive it. The role of the LA is to facilitate and support school improvement.
- 1.3 The strategy will set out the relationship between the LA and schools and make clear what schools can expect from the LA in terms of support.
- 1.4 This partnership strategy aims to support collaboration and build on good practice in schools in Warwickshire whilst supporting the delivery of the Local Authority's functions in relation to school improvement. The agreed purpose of the strategy is

to prevent individual schools from falling below the floor standards or become graded as either inadequate or requires improvement by Ofsted whilst also developing good practice in all schools.

2. What is the purpose of this document?

- 2.1 The principle objective of this strategy is to make best use of resources to improve outcomes for children and young people.
- 2.2 Our vision is to 'champion the learner' wherever the learner may be; so in our ambition we are 'status blind'. In this context, the strategy presented within this paper includes all schools, whether they are maintained or academies.

This strategy will:

- Present a school-led model for school improvement
- Set out the processes and systems that underpin the model to make it work
- Identify the key stakeholders
- Clarify the roles between stakeholders
- Make clear the resource-associated costs
- Define the relationship between the LA and schools
- Demonstrate the benefits to stakeholders

3. What is the rationale for change?

- 3.1 Recent changes in legislation confirm increasing diversity of education provision and greater freedoms extended to schools and other education providers, and a continuing but very different role for the LA. Local Authorities must evolve and adapt their role to meet the needs of a more autonomous education system, with a focus on 3 core responsibilities:

- Tackling underperformance in schools and ensuring high standards
- Ensuring a sufficient supply of school places
- Supporting vulnerable children

(Action Research into the evolving role of the local authority in education, ISOS Partnership Research Report DFE-RR224, 2012)

3.2 Key legislative drivers include:

- the 2006 and 2011 Education Acts;
- the Children and Families Bill;
- the revised Ofsted inspections framework (Sept 2012)
- and the changes anticipated for children and young people with special education needs and disabilities, including funding for education providers and personalisation.

3.3 In addition, there have been reviews and policy announcements affecting:

- school admissions;
- the National Curriculum;
- school funding (including the introduction of the Pupil Premium);
- testing and assessment at key stage 2;
- vocational education for 14-19 year olds;
- the Early Years Foundation Stage;
- free entitlement to early years education for vulnerable 2 year olds;
- child poverty;
- early intervention and tackling troubled families.

3.4 With the increasing diversity of school provision including schools maintained by the LA, Faith schools, Academies, Free Schools, University Technical Colleges and Studio schools, the local authority must work in partnership with a range of providers, including early years settings, schools, colleges and other providers of education and training to ensure that children and young people access good quality universal services and are supported through effective early intervention.

3.5 The outcomes of service delivery should be clear; the provision of high quality services, including those supplied on a traded basis, should make a significant contribution to school improvement and improved outcomes for children and young people. The LA needs to ensure there is a well-defined package of high quality support provided by, bought from or brokered by the LA.

- 3.6 The new roles for LAs and education providers are built upon a premise that improvement is the responsibility of every individual provider irrespective of status and, if it is to be self-sustaining, is best led by professionals within schools sharing expertise and supporting each other as they work together to secure improvement. The LA has a role in facilitating this system change, working in partnership with headteachers to develop system led improvement. The LA retains statutory responsibility for challenging schools in relation to their capacity to narrow the gap in achievement for the most vulnerable children and young people and also retains statutory intervention powers for maintained schools and colleges causing concern. The LA is working pro-actively with the leaders of all schools to promote appropriate structures and mechanisms, and offer facilitation and quality assurance of the key elements of this new approach whilst the system is maturing. In May 2013, Ofsted will introduce a framework for the inspection of local authorities to assess the extent to which they are carrying out statutory duties in relation to promoting high standards in schools and among providers so that children and young people achieve well and fulfil their potential.
- 3.7 This strategy demonstrates how the Learning and Achievement Business Unit will deliver statutory responsibilities to champion the learner, using resources effectively to promote good outcomes and improved life chances for all children and young people, especially those who are most vulnerable.

4. What does the DfE expect from Local Authorities?

4.1 The Local Authorities' role will be to:

- Support parents and families through promoting a good supply of strong schools
- Ensure fair access to all schools for every child
- Use their democratic mandate to stand up for the interests of children and parents
- Support vulnerable pupils – including Looked After Children, those with Special Educational Needs and Disabilities and those outside mainstream education
- Support maintained schools performing below the floor standards to improve quickly or convert to Academy status with a strong sponsor. To do this by acting as broker of other strong schools and leaders to help the school rapidly improve
- Support any maintained schools who 'require improvement' by brokering appropriate support that will help the school move rapidly to good

- Support any maintained school at risk of ‘requires improvement’ or any Ofsted category, in a time limited way, by brokering appropriate support that will help the school move rapidly to good. Serve ‘warning notices’ if schools do not improve quickly enough
- Quality-assure any support brokered to ensure that the support provides value for money.

This report presents a model developed by formalising the arrangements that already exist between schools so that their ability to influence strategic commissioning and decision making is increased. The objective is to create a mechanism to support ALL schools regardless of their status.

5. Background

5.1 Until recently, while it was clear that the LA retained statutory duties to secure high quality education provision for early years and children of statutory age, there has been an assumption that LAs should withdraw to a very limited school improvement role, particularly in relation to academies.

5.2 The Government’s White Paper ‘The Importance of Teaching’, published in November 2010, was clear that

“The primary responsibility for improvement rests with schools, and the wider system should be designed so that our best schools can take a greater responsibility, leading improvement work across the system.”

This reflected the view that schools not only have to take responsibility for their own improvement but also play a role in supporting the improvement of other schools.

5.3 Funding for local authority improvement and national strategy teams has therefore been reduced and the emphasis has been placed on building capacity within schools. This has seen the development of National Leaders of Education (NLE) and Local Leaders of Education (LLE), successful headteachers accredited by the National College for School Leadership, who can be deployed to offer support to other schools.

5.4 In response to this, Warwickshire reduced its school improvement team to a very small core of officers. With the ending of funding for the National Strategies and the school improvement partner (SIP) programmes, the primary team was reduced from 39 to 3.5 and the secondary and special team from 22 to 3.0. In addition, the LA has reduced its cash intervention budget, delegating this year’s secondary phase intervention budget entirely to schools. The history of the budgets for school performance and national strategies for 2010/11 to 2013/14 is set out in **Appendix A**.

- 5.5 In September 2012, the Ofsted framework for the inspection of schools became more rigorous. Schools are now expected to be good or outstanding, and schools which were previously graded satisfactory are now graded as requiring improvement. These schools are regularly monitored by HMI to ensure they improve sufficiently rapidly with the DfE pledging to inspect all satisfactory schools by September 2014.
- 5.6 There is an expectation that the LA actively supports Ofsted inspections and HMI monitoring of LA maintained schools, presenting a considerable pressure on a team that is much reduced.
- 5.7 More recently, HMCI's Annual report 2012 drew attention to the marked inequality of access by children and young people to a good education across England.
- 5.8 In response, HMCI announced proposals to implement a new programme to inspect the remit of local authority arrangements to support school improvement, from May 2013.
- 5.9 The criteria for judging the effectiveness of local authority school improvement arrangements will focus on 9 key areas:
- The effectiveness of corporate and strategic leadership of school improvement.
 - The clarity and transparency of policy and strategy for supporting schools and other providers' improvement, including how the LA complies with its statutory obligations and powers in relation to school improvement work and how clearly the LA has defined its monitoring, challenge and intervention roles.
 - The extent to which the LA knows its schools and other providers, their performance and the standards they achieve and how effectively support is focussed on areas of greatest need.
 - The effectiveness of the local authority's identification of, and appropriate intervention in, underperforming schools and other providers
 - The impact of local authority support and challenge over time and the rate at which schools and other providers are improving
 - The extent to which the local authority brokers support for schools and other providers
 - The effectiveness of strategies to support highly effective leadership and management in schools and other providers
 - Support and challenge for school governance
 - The use of funding to effect improvement, including how it is focused on areas of greatest need.

5.10 The current situation in Warwickshire schools is set out in **Appendix B**.

6. The current delivery model

6.1 The current delivery models for primary and secondary schools are set out in detail in the **Appendices C and D**. Recognising the limited resources at the LA's disposal, they are designed to focus on the schools in greatest need, and to have limited contact with academies.

7. The proposed new delivery model

7.1 The proposed model draws from the Wigan consortia model recognised as good practice within an independent report commissioned by the DfE.

7.2 The proposal is not to adopt the model whole scale but to adapt the principles in a way that works for Warwickshire.

7.3 In essence, the model will empower schools collectively to take responsibility for the improvement of the system as a whole. The model builds on established collaborative arrangements between schools to create a number of consortia formalising the roles of the schools, nominated consortia leads and the LA.

7.4 Building on the structure of secondary collaboratives and primary Professional Learning Communities (PLCs), ten primary area consortia and three secondary consortia could be established.

- That would mean that all schools would belong to a consortium which is overseen under the remit of a School Improvement Board;
- Schools will work together to identify the strengths, and address areas for development, of all schools in the consortia;
- They share expertise with each other to address improvement in teaching and learning and leadership and management;
- They will work collaboratively to commission services that address areas for development within the consortia and will utilize the commissioning budget provided by the local authority to support improvement and develop good practice;
- The local authority and the consortia produce an agreed process of identifying schools who are vulnerable in terms of underperformance, as well as those who have good practice;
- The process is evaluated each year to ensure it provides early identification and meets the current floor standard requirements and the revised Ofsted framework;

- The School Improvement Board which oversee and evaluate the work of all the consortia is made up of two lead members from each consortia (lead members to meet the agreed lead member criteria) plus LA representation.
- 7.5 The consortia leads will be nominated by schools within the consortia and must fit a defined brief: a headteacher from an outstanding school or an NLE or LLE.
- 7.6 The consortia leads will sit on an overarching 'Improvement Board' The Improvement Board will include a Senior Officer from the School Improvement Team but crucially, the LA representative will only hold a single vote ensuring that the model is owned and driven by schools. The proposed model includes a Primary School Improvement Board and a Secondary and Special School Improvement Board but this will be determined through consultation with schools.
- 7.7 The boards will commission resources to support school improvement with the LA facilitating this process.
- 7.8 The role of the LA will be to service the consortia with business and commissioning data that enables them to proactively target resources to support and sustain school improvement.
- 7.9 The data employed will inform a transparent categorisation process that triggers resource dependent on the category.
- 7.10 Consortia will typically include schools categorised at different levels drawing down resource to fuel the resource to support school improvement.
- 7.11 The categorisation process and funding formula will be determined through consultation. The new delivery model is dependent on school engagement and so the processes applied need to be agreed with them.

Further detail is available in the **Appendices E and F**.

8. The Benefits:

- Clear governance arrangements that support swift and easy access to support services-although there are established collaborative partnerships that enable schools to work together, there are not clearly defined governance arrangements that enable schools to directly commission support and influence strategic decision making. The new delivery model will operate in a context of clearly defined roles so that the relationship between the LA, schools and support services is more streamlined and effective.
- Formalising roles and functions to support more effective processes.
- The proposed model will meet the objectives of the new Ofsted framework for Local Authorities-there will be an established mechanism for the LA to know all schools, regardless of status

- Builds capacity – the relationship between the LA and schools has changed, with more and more schools choosing to become academies, the future relationship needs to be a collaborative one based on our shared outcome to champion the learner. This represents a shift in power for the LA with schools becoming increasingly autonomous and less dependent. The proposed model builds on and sustains an on- going dialogue between the LA and all schools.
- Asset based – our ambition is large, we want Warwickshire to be recognised as a place that champions the learner by providing a world class education. The new delivery model for school improvement will build on what works and facilitate opportunities to do more of it.
- Aspirational – the increased focus on progress for vulnerable groups within the revised Ofsted framework supports an aspirational approach. Schools previously seen as satisfactory are now identified as ‘requires improvement’. The new delivery model for school improvement will support schools to make intelligent use of data so that the children who need support most are targeted early on so that we can close the gap between attainment for the highest performing and the rest.
- Cost effective – building capacity within the system creates a sustainable solution for school improvement. The consortia will be serviced with data that supports early intervention keeping costs down.
- Sustainable – though schools themselves represent a large resource, there needs to be consideration given to how a school to school model will be sustainable. The new delivery model will be underpinned by a categorisation process linked to funding. Recognising that there is no ‘new’ funding coming into the system, consideration will need to be given to how this funding is realised from current funding streams.
- Outcome focused – for a model of school to school improvement to work, there needs to be demonstrable advantages to engaging with the process. The role of the LA, therefore, will be to provide data to enable the consortia to intervene early to transform outcomes for vulnerable children. The new delivery model will be underpinned by robust systems and processes to capture what works.
- Champion the learner – the role of the LA is to champion the learner and in this ambition, we are status blind. We are operating in a mixed market economy with: academies, special schools, maintained schools, faith schools, free schools and studio schools. The common factor spanning all these schools is their ambition to provide the very best learning experience for the children and young people they support. By recognising our shared ambition, we will transform outcomes.

Risks

- The main risk is that too few schools choose to engage with the new delivery model. If this happens, the LA will need greater central resource.

- Funding is not re directed to pump prime the model resulting in non-engagement from schools. The expectation is to redirect resource already in the Learning and Achievement Business Unit to support the model, should this prove impractical, it maybe difficult to enlist support from schools.
- School engagement is mixed with fewer academies engaging in the model than maintained schools resulting in an inconsistent approach to strategic decision making. The more schools engage, the more informed strategic decision making will be.

9. Benefits to stakeholders:

- Children and young people – the new delivery model operates on our shared ambition to champion the learner focussing on supporting all children to have the education they deserve.
- Schools – the new delivery model will be shaped and driven by schools for schools.
- Governors – the new delivery model creates an effective mechanism to support governor training and support.
- LA – the new delivery model clearly defines the role and functions of the LA supporting more transparency, a clearer focus on outcomes and increased accountability.
- Parents/Carers – the new delivery model creates a mechanism to support more joined up thinking that will encourage schools and partners to work collaboratively recognising the impact on the wider community.
- Support services - EIS, Commissioning, Finance, HR-Consultation recently undertaken by the Local Authority exploring the relationship between the LA and schools revealed an increasing dissatisfaction with the ability to access support services. The new delivery model presents an opportunity to streamline support to schools by creating a mechanism for schools to directly commission services. The consortia approach enables schools to work together to directly commission support, this is happening already within some established partnerships. The intention is not to 'control 'how schools access support, rather to increase their ability to do so.

10. Resource implications

- 10.1 It is accepted that there is no new funding available within the system to support the new delivery model and so the consultation will include consideration on the redeployment of existing funding streams.
- 10.2 The report submitted in response to consultation will present options for approval to resource the new delivery model.

10.3 The definition of resource includes schools own budgets and any additional funding will be dependent on the agreed categorisation process.

11. Proposed consultation with schools

11.1 There has already been a great deal of consultation on models to support school improvement that meet the challenges presented within this report, including the reports commissioned by the Strategic Director for the Peoples Group that were presented at cabinet in February (See Reports referenced below.)

11.2 In February 2013, a representative group of head teachers with Officers from the Learning Improvement Team attended a workshop in Wigan to learn more about the Wigan consortia model for school improvement that has been recognised nationally as good practice within independent commissioned reports by the DfE

11.3 A two day conference was held on May 8 and 9 extending participation to a wider representation of Primary, Secondary and Special Schools along with other key stakeholders including:

- Governors
- Commissioning Officers
- HR
- Finance
- Early Intervention Service

11.4 The objective of this meeting will be to agree a provisional constitution and working arrangements for the school improvement panels and their associated consortia.

12. Conclusion

12.1 The feedback from consultation will inform a further report to be presented in September for approval that will detail the agreed structure, processes and resource.

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History of Budgets for School Performance & National Strategies 2010/11 to 2013/14

	2010/11 £000	2011/12 £000	2012/13 £000	Budget for 2013/14 £000
School Performance Team	1,744	1,211	1,005	906
School Intervention Cash	342	227	252	262
Primary National Strategy Team	296	50	0	0
Secondary National Strategy Team	486	0	0	0
TOTAL	2,868	1,488	1,257	1,168

CURRENT LA SUPPORT FOR PRIMARY SCHOOLS



Grade 4 (Special Measures/Serious Weaknesses)
<ul style="list-style-type: none"> • Attached HMI • SOA/LA Plan • Attached LA officer (2 weekly visits) • Broker appropriate support – NLE, LLE, SLE, outside Agency • If church school, liaise with Diocese • Half termly ‘review visits’ to check progress against milestones in Improvement Plan • Half termly ‘Review & Intervention’ meetings chaired by Service Manager • Regular Impact reports from all external partners • Termly seminars for SLT and Governors

Grade 3 (Requires Improvement) INSPECTED BY OFSTED	
RI	RI but with good leadership
<ul style="list-style-type: none"> • Attached HMI • Attached LA officer • 3 weekly visits from AO • Broker appropriate support – NLE, LLE, SLE, outside agency • Termly ‘review visits’ to check progress against milestones in Improvement Plan • Termly ‘Review & Intervention’ meetings chaired by Service Manager • Termly seminars for SLT and Governors 	<ul style="list-style-type: none"> • Attached HMI • Attached LA officer • Half termly visits • Broker support if needed • Review visit, including report to head and governors • Termly seminars to share best practice

Grade 3 (Satisfactory) STILL TO BE INSPECTED	
Satisfactory (declining)	Satisfactory (improving)
<ul style="list-style-type: none"> • Desktop exercise • Diagnostic visit • Report to head and chair • Recommendations • Broker appropriate support, if needed • Termly seminars 	<ul style="list-style-type: none"> • Desktop exercise • Termly seminars

FOR ALL SCHOOLS

- Heads and Deputies CPD – termly training programme
- Termly headteacher business meetings
- Termly PLC chair meetings
- Access to Teaching School’s CPD programme for subject leaders

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LA SUPPORT FOR PRIMARY SCHOOLS

GRADE 2
Good schools but progress below national median

GRADE 2
Good schools but declining attainment data

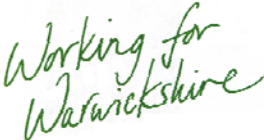
GRADE 1
Outstanding schools (incl academies) with progress below median

GRADE 1
Outstanding schools attainment dip

Analysis of data
Telephone call from LA Improvement Officer to discuss situation
Request:
Improvement Plan
SER
Termly Data
Follow up letter to Headteacher/Chair
Termly Seminar to share best practice

CORE OFFER FOR ALL SCHOOLS

- Heads and Deputies CPD – termly training programme
- Termly headteacher business meetings
- Termly PLC chair meetings
- Access to Teaching School’s CPD programme for subject leaders



The LA's Current Practice in Secondary and Special School Improvement

The secondary School Improvement Team now works to the following priorities for gathering intelligence, and for offering support and challenge:

- Fulfilling statutory duties to intervene in LA maintained schools which are in Ofsted categories of concern (special measures or serious weaknesses)
- Fulfilling HMCI's expectation that the LA should support LA maintained schools Ofsted that has deemed to require improvement.
- Working directly with LA maintained schools not in an Ofsted category but potentially of concern, brokering support as necessary
- Attending all Ofsted inspections of LA maintained schools, and scrutinising Ofsted reports and letters to all state-maintained schools and academies in Warwickshire
- Rigorous desktop analysis of the performance of all publicly funded schools in Warwickshire including academies and free schools. This involves periodic risk assessments as data becomes available throughout the year
- Visiting all state-maintained special schools in the LA (including academies) to carry out an annual review of performance
- Disseminating information about performance trends across the system, and the need for improvement where necessary, to stakeholders, including elected members
- Where there is an alert in an individual LA maintained school, giving appropriate challenge and support within available resources (see separate chart)
- Working closely with head teachers of special schools and other LAs in the sub-region to improve consistency of practice, assessment and pupil progress
- Building capacity in schools by promoting the development of system leaders, working with the teaching schools and supporting the development of strong partnerships and collaboration between schools.
- Developing relationships with a range of partners other than schools
- Discharging the LA's statutory duties in relation to early years and national curriculum assessments and tests, and acting as the appropriate body for newly qualified teachers.

The result of this more limited focus of the School Improvement Team has meant very little direct contact with individual 'good' or 'outstanding' schools, although continuing to support them as members of the various partnerships of schools. Nor is the School Improvement Team able to support directly school improvement work in Academies for whom the Authority is not responsible unless the academy is failing

Sources of data and information

Public domain and subscription data:

- Periodic performance data as reported on the DfE national performance tables website, and more detailed comparative and benchmark data provided by, for example, Fischer Family Trust, Comparison and Analysis of Special Pupil Attainment (CASPA), Ofsted's Reporting and Analysis for Improvement through school Self-Evaluation (RAISEonline), Level 3 Value Added, and Sixth Form Performance and Assessment (PANDA) Reports
- Analysis of data will use the same criteria detailed in the most recent Ofsted Inspection Framework, and the DfE's definition of under-performing schools where results are judged to be 'below the floor'¹.
- Outcomes of Ofsted inspections

Internal LA information:

- Parental or student complaints against each school, or information from the local community including from the local Elected Member
- First preferences, exclusion rates, financial or HR concerns
- Concerns raised by specialist services working with schools and academies, especially those supporting vulnerable children.

The School Improvement Team seeks to build capacity in the system by:

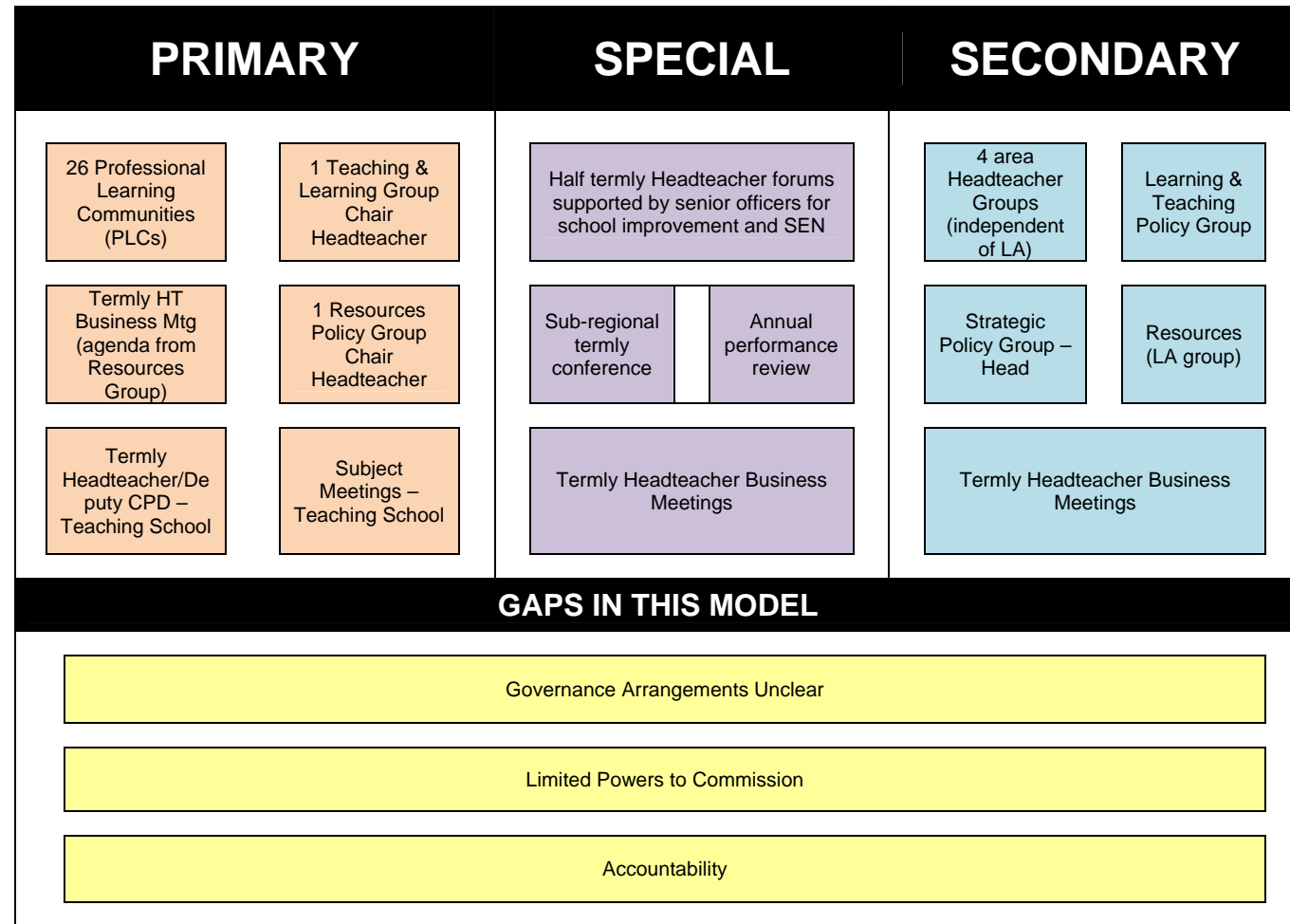
- Promoting strong partnerships between schools including informal collaboration through to formal federations of schools, and academy sponsorship.
- Supporting the work of the Associations of Secondary and of Special Heads, and the Area Behaviour Partnerships.

¹ Secondary schools were below the DfE floor targets if fewer than 40% of their pupils gained five or more GCSE grades A*-C or equivalent including English and mathematics and if progress was below the national average in English and mathematics.

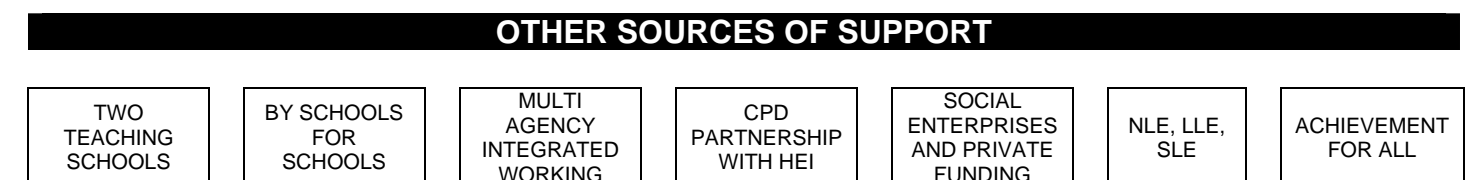
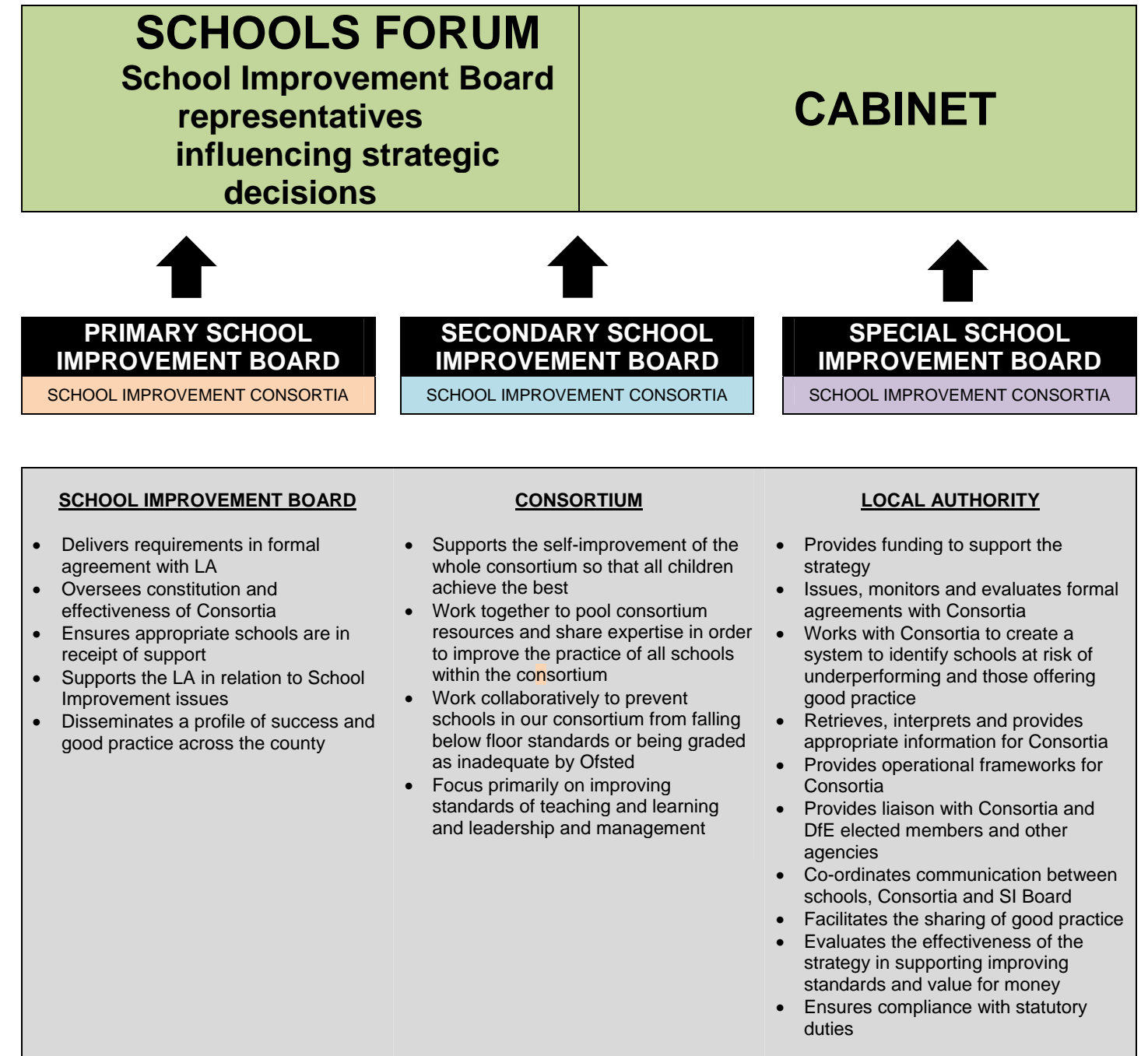
- Identifying, training and supporting national and local leaders of education, headteachers who form a cadre of skilled professionals able to offer support to leadership and management across the system;
- Working with the two teaching schools designated by Government, (Milby Primary School in Nuneaton and Lawrence Sheriff School in Rugby) to deliver continued professional development for school staff
- Promoting a system of 'peer review' for schools, reviews led by headteachers for headteachers brokered and facilitated by the School Improvement Team
- Supporting a suite of secondary phase specialist networks for leaders in key subjects and aspects such as English, mathematics, science, post 16, behaviour and attendance, personal, social and health education (PSHE), and special needs
- Promoting succession planning by working with the National College and Teaching Schools on a range of professional programmes to develop the workforce.

Shona Walton
April 2013

CURRENT STRUCTURE



NEW STRUCTURE



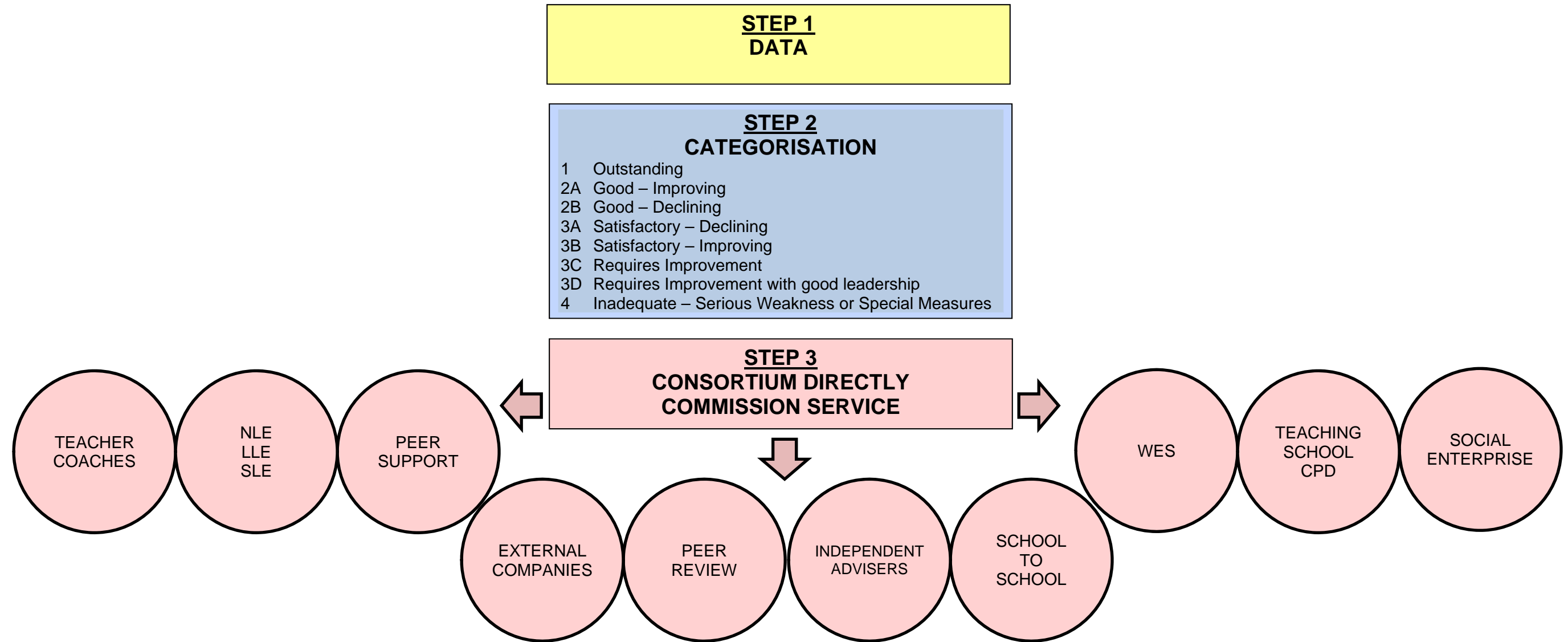
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Warwickshire*

Schools working collaboratively and in partnership

PROCESS



DRIVERS
<ul style="list-style-type: none"> • Revised Ofsted Framework for Schools • School autonomy • Budget reductions

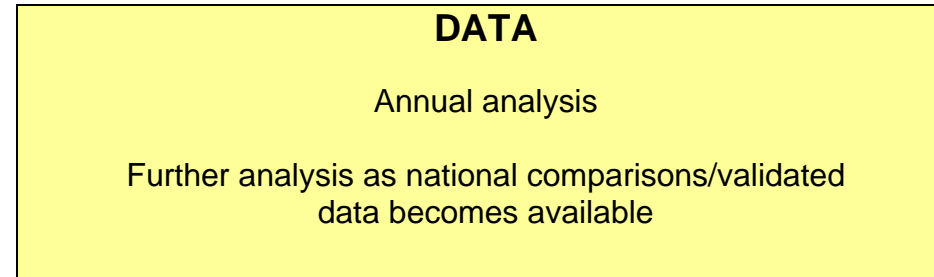
BENEFITS
<ul style="list-style-type: none"> • School led • Status blind • Increased accountability for pupil outcomes • Supports early intervention • Closes the gap • Governance structure • Collaborative • Inclusive, asset based, aspirational • Cost effective • Sustainable • Outcome focused

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PROCESS AS IT IS NOW

Step 1



Step 3

LA SUPPORT FOR LA MAINTAINED SCHOOLS

1 Core CPD Offer – No visit from an officer	
2A Core CPD Offer – No visit from an officer	
2B Core CPD Offer - which could involve a visit from an officer	
PRIMARY	SECONDARY
3A Core CPD offer – No visit from an officer	Annual Performance Review to Headteacher and Chair of Govs
3B Attached Officer/Brokered support from system leader (NLE/LLE/SLE). Regular QA visits. R & I meeting.	
3C Core offer plus. Attached officer with visits to the school. HMI attached	
3D Attached Officer/Brokered support from system leader (NLE/LLE/SLE). Regular QA visits. R & I meeting.	
4 Attached Officer/Brokered support from system leader (NLE/LLE/SLE). Regular visits. Statement of Action. LA Action Plan. Review & Intervention meeting, statutory intervention	

Step 2



Step 3

LA SUPPORT FOR ACADEMIES

1 Core CPD Offer – No visit from an officer
2 Core CPD Offer – No visit from an officer
2B Core CPD Offer – No visit from an officer
3A Core CPD Offer – No visit from an officer
3B Contact from assigned officer with offer to broker additional support
3C Core CPD Offer – No visit from an officer
3D Contact from assigned officer with offer to broker additional support
4 Close liaison with responsible body by assigned officer with additional assistance as negotiated

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Warwickshire County Council Consortium Model

Example of Possible Funding Allocation Methodology to accompany proposed delivery model

Number of schools in consortium that trigger funding (depending on categorisation)

Multiplied by 'x' amount per number of pupils in the school = £...

EXAMPLE:

Consortium:			Number of schools in consortium: 20
Category of school.			Number of schools in each category
1. Outstanding		Peer Support	5
2A. Good - Improving		S2S support	5
2B. Good - Declining			5
3A. Satisfactory - Declining	Triggers differentiated funding for consortium to make decisions on how to support schools in this consortium	Range of support available from within the consortium or from the market	3
3B. Satisfactory - Improving			2
4. Inadequate	LA responsibility working in partnership with the consortium	Attached LA officer to manage interface with DfE and HMI	0
Total: 5 schools multiplied by 'x' amount per pupil			£ xxx

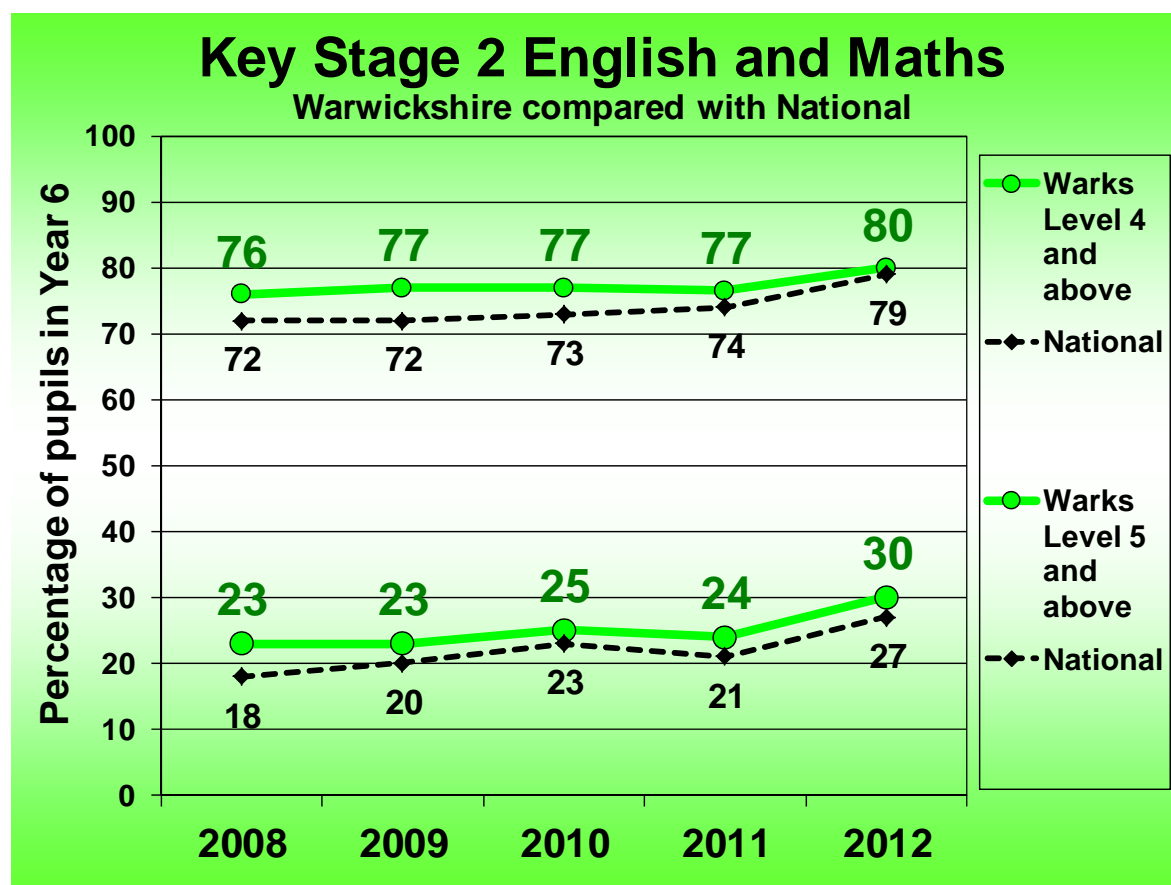
Categorisations:

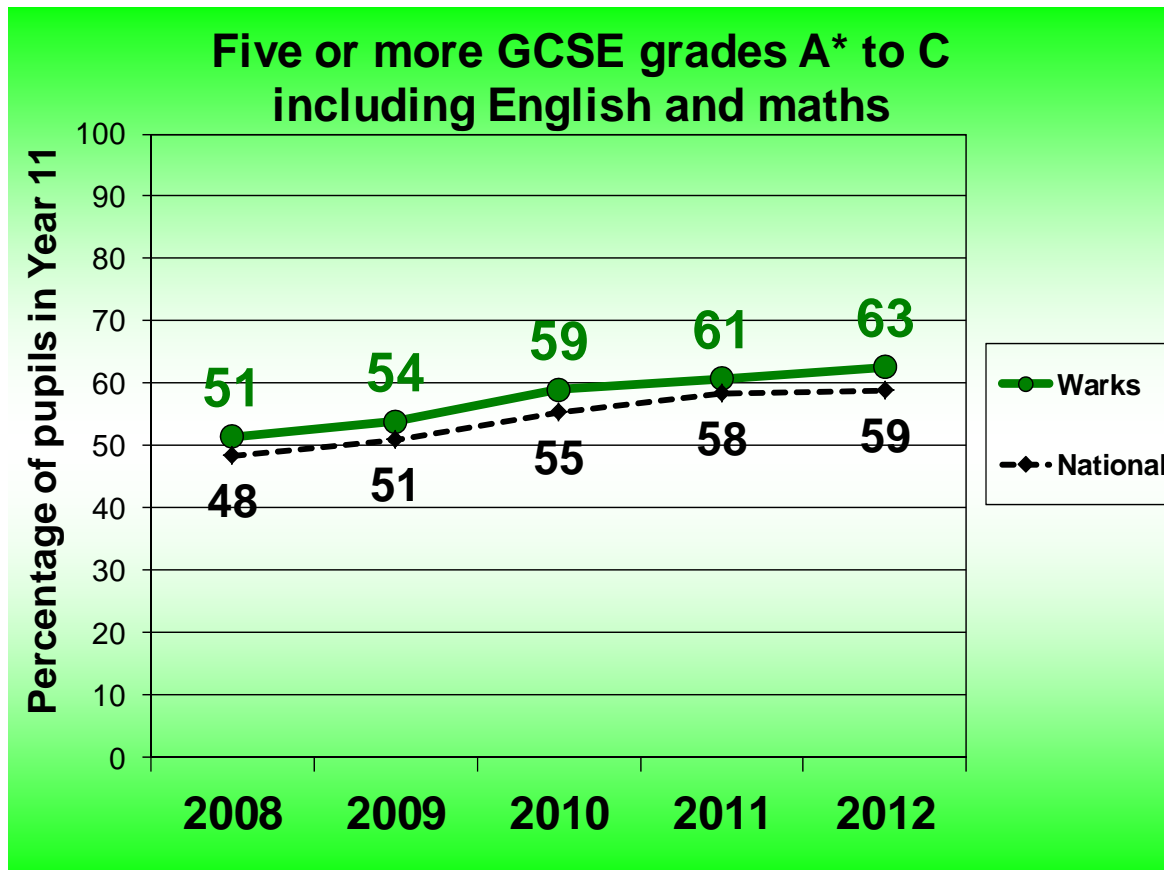
- 1 Outstanding
- 2A Good – Improving
- 2B Good – Declining
- 3A Satisfactory – Declining
- 3B Satisfactory – Improving
- 3C Requires Improvement
- 3D Requires Improvement with good leadership
- 4 Inadequate – Serious Weakness or Special Measures

What is the current situation in Warwickshire schools?

Results in National Tests and Examinations

Headline results in Warwickshire at the end of the primary and secondary phases compare favourably with national averages. In 2012, 80% of Year 6 pupils reached the national expectation of Level 4 and above in both English and mathematics compared with 79% nationally, and 63% of Year 11 pupils in Warwickshire gained five or more GCSE grades A*-C or equivalent including GCSE English and mathematics, compared with 59% nationally. Warwickshire also compares its results with its 'statistical neighbours', local authorities selected as similar demographically. The 2012 headline result for secondary schools was the highest of all our statistical neighbours.





Pupils' progress from their starting points is also generally improving, but there are signs that it is slipping in relation to other LAs. In the past, pupils have made faster progress than the national average both from Key Stage 1 to Key Stage 2, and from Key Stage 2 to Key Stage 4. Of the pupils who took Key Stage 2 tests in 2012, however, while more made expected progress than the previous year (88% compared with 84% in English, and 85% compared with 83% in maths), fewer made expected progress than the national average in both English (88% compared with 89%) and mathematics (85% compared with 87%). At Key Stage 4, the proportion making expected progress remained higher than the national average in English (71% compared with 68%), but was the same as the national average in mathematics (69%).

Outcomes of Ofsted Inspections of Schools

In November 2012, HMI (Her Majesty's Inspectorate) published its annual report on the performance of early years, schools, and learning and skills. Within the report there was a league table of LAs in relation to their primary school performance as at July 2012. The measure by which LAs were graded was 'the percentage of pupils attending good or outstanding primary schools'. On this measure the 150 LAs were split into groups of 30 according to whether pupils were most likely/likely/have a fair chance/less likely/least likely to attend a good or outstanding primary school. Warwickshire, with 66% of its pupils attending good or outstanding primary schools, just fell into the fourth of these five categories as a 'local authority area where pupils

are less likely to attend a good or outstanding primary school'. Counting within the table, Warwickshire was placed 91 out of the 150 local authorities.

Also released at the same time was similar information for secondary schools. Warwickshire was in the same category as for primary schools as a 'local authority area where pupils are less likely to attend a good or outstanding secondary school'. Counting within the table, with 63% of its pupils attending good or outstanding secondary schools, Warwickshire was placed 111th out of 150 local authorities. This is shown in the graph on the next page.

There was no analysis of special schools.

At the time of writing in April 2013, there are 192 state-maintained primary schools in Warwickshire. 9 are currently academies and 1 is a free school, and there are plans for 12 more to become academies. Not counting new academies which have not yet had their first Ofsted inspection, at their most recent inspections 24 schools were outstanding, 117 were good, 41 were satisfactory/requires improvement and 4 were inadequate. This means 76% of schools are good or better.

In the secondary phase, there are 35 state-maintained schools in Warwickshire. 23 are currently academies, and there are plans for 3 more to become academies. At their most recent Ofsted inspections 9 academies were outstanding, 6 were good, 8 were satisfactory/ requires improvement, and none were inadequate. 3 LA maintained schools were outstanding, 4 were good, 4 were satisfactory/requires improvement and 1 was inadequate. Overall, 63% of schools are good or better.

There are also 9 state-maintained special schools in Warwickshire, of which 1 is currently an academy. At their most recent Ofsted inspections, 1 was outstanding, 6 were good, 2 were satisfactory/requires improvement, and none were inadequate. Overall 78% are good or better.

Conclusions

Looking at both overall performance data and Ofsted judgments of schools together, the message is that, while results remain above national averages, progress is not consistently so, and the proportion of Warwickshire's schools that are good has been below the national average. There is therefore a need for improvement.

Percentage of pupils attending good or outstanding primary schools

Most Likely	Likely	Fair Chance	Less Likely	Least Likely
1 - 30	31 - 60	61 - 90	91 - 120	121 - 150



61st - Warwickshire

Source: Report of Her Majesty's Chief Inspector of Education, Children's Services and Skills – *Ofsted 2012*

