

School Performance and Intervention Strategy 2017-19



This document sets out Southend-On-Sea Borough Council's evolving process of support and intervention for schools.





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INTRODUCTION

Ensuring our children get the very best education that they can and have the opportunity to attend a good or outstanding school is a key ambition and priority for Southend-on-Sea Borough Council. We recognise the successes of many of our schools and continually strive to be one of the highest performing local authority areas. This document sets out how we will work closely with our partners to ensure the best possible outcomes and opportunities for Southend pupils. We are operating at a time of continual change in terms of national policy and OFSTED frameworks, within an environment of economic constraints. Therefore, we must spend wisely and use all resources within the authority effectively to stay ahead of national developments as they unfold. There have been a number of significant changes to the education system in recent years. These include:

- the expansion of the academies and free schools programme
- the creation of university technical colleges and studio schools
- development of increased school to school support including teaching schools
- national/local and specialist leaders of education and national leaders of governance
- raised OFSTED expectations of schools, settings and local authorities.

These changes are developing an increasingly autonomous and diverse school system, a differing role for the Local Authority (LA), and an even greater need for the LA and schools to work together, through a range of partnership and alliance arrangements. The strategy is intended as an evolving and enabling document, which provides a framework for Southend-on-Sea Borough Council's process for supporting school improvement, in particular through the Southend Education Board. At the time of writing this document, the 52 Southend-on-Sea schools (not including independent schools) can be categorised into the following types of school:

- 34 infant /junior or Primary schools of which 17 form part of Multi Academy trusts and 17 are Local Authority Maintained.
- 12 secondary schools comprising of 8 Non-selective secondary schools and 4 Grammar schools of which 5 are single academy trusts, 6 form part of multi academy trusts (including 2 faith schools) and 1 is Local Authority maintained.
- 6 Special schools which all form part of multi academy trusts.



THE ROLE OF THE LOCAL AUTHORITY

The introduction of the Department of Education's White Paper: *Educational excellence everywhere* (March 2016) and the green paper *Schools that work for everyone* (September 2016), have resulted in a new role for local authorities being defined. The White Paper gives local authorities three core functions:

- Ensuring the needs of vulnerable pupils are met: including identifying, assessing and making provision for children with special educational needs and disability, and looked after children.
- Ensuring every child has a school place: including that there are sufficient school, special school and alternative provision places to meet demand.
- Acting as champions for all parents and families: including listening to and promoting the needs of parents, children and the local community; championing high standards locally for all pupils; and, where necessary, calling for action from the Regional Schools Commissioner.

This document defines a key role for the Local Authority in leading the development of good and better schools through its duties in championing high standards, namely:

- to promote early action to tackle school underperformance, so that it does not become entrenched and lead to formal school failure
- to ensure that effective support and challenge is provided immediately when an unacceptable standard of education is identified, so that improvements can be made quickly
- to secure decisive action if a school in special measures fails to make sufficient improvements, so that the education and life chances of pupils are protected.

These duties are reflected in the Council's document *Our ambitions for your child's education in Southend* which is our 'compact' with parents and families.



LOCAL AUTHORITY FRAMEWORK FOR IMPLEMENTING CORE FUNCTIONS

Cabinet and People
Scrutiny

- Direction
- Governance
- Scrutiny of policy

SBC corporate plans
and priorities

- Key performance indicators
- Performance management

Our ambitions for
your child's education
in Southend

- Education "policy" for
Southend Borough Council

Education Board

- Implementation and
operations for **all** schools
- Reports to Cabinet and
Scrutiny

School Performance
Sub Group

- Commissioning of
intervention challenge and
support

School Performance
Strategy

- Intervention criteria and
categorisation



Education Board Draft Terms of Reference

Principles:

- discharge statutory functions of the Schools Forum (SF)
- single, overarching consultation and engagement body
- membership elected from constituent groups/stakeholders
- non-political, not part of Southend-on-Sea Borough Council formal constitution
- engagement of key professionals in consultation, development and review of education policy, performance and strategy

Remit:

- retain current Schools Forum specific statutory decisions
- advise/recommend to Council on education matters
- monitor agreed education priorities, performance, plans, resourcing and outcomes
- commission support where required
- consult on policy and strategy

School Performance Sub Group:

- to advise Council/Cabinet and subsequently own a school performance strategy for Southend
- to implement the strategy, alongside the Regional Commissioner, in order to improve education performance in all schools and settings
- to work with schools and settings to periodically collect and analyse performance data (subject to data sharing protocol and agreement on high level data dashboard KPIs)
- to advise Council/Cabinet on the appropriateness of future priorities, targets and measures used to determine progress
- to commission appropriate support where required including both generic core programmes and specific targeted interventions, where required (phase specific)
- to commission, as and when appropriate, relevant research on targeted School Improvement initiatives
- to be accountable to the Board for the effectiveness of commissioning work, budget and due process
- to ensure effective impact and value for money for school improvement commissioned function

Vulnerable Learners Sub Group (terms of reference are currently being reviewed by VLSG):

- to oversee the implementation and effectiveness of the over-arching three year strategy for SEND in Southend
- in particular, the VLSG should offer a degree of challenge and assurance that area SEND provision is fit for purpose, reporting up to both the Education Board, and the SEND strategic Board (both ultimately to Success for All)
- to oversee preparations for the SEND area inspection
- to examine ways in which the Council and its partners can ensure that all children (including those who are vulnerable) have access to high quality education provision and outcomes



- to recommend ways in which the Council and its partners can celebrate diversity and ensure that we are inclusive and supportive to all children
- to review how information is shared between early years providers, primary and secondary schools to achieve good quality transitions for vulnerable children and their families
- to explore how vulnerable children can be identified earlier in the education system so that they have access to the support that they need and prevent problems escalating
- to develop a constructive dialogue between council departments
- in addition, to broaden this dialogue externally to the voluntary sector and partner organisation to streamline processes and join up services for children and their families
- to review, evaluate and monitor the effective delivery of SEND related strategic documents, including the *Children Looked After and Care Leaver's Strategy*, *SEND Reforms*, *Early Help*, *SEND Strategy*, relevant sections of the *CYPP* and the *Quality Improvement Plan (QIP)*, ensuring that the links are made and that they make a difference to outcomes for children
- to maintain a strategic overview of national and local developments, initiatives, plans and policies that impact on services for vulnerable children

Specific remit for each sub group:

- to advise and recommend to Board on all matters relating to school finance and funding, including annual budget setting arrangements
- specifically to prepare first draft of school budget criteria for the National Funding Formula revisions
- to work with officers to support them in drawing up and recommending to Cabinet annual budget models
- to retain robust oversight of the blocks of funding, and to recommend where required mitigation actions
- to advise on receipt and usage of any additional funding streams coming on line.
- to advise officers with regard to specific school budget issues
- to scrutinise ahead of time any budget papers going to board, all be it remotely.
- to undertake specific task and finish activity, such as the SEND HNB funding resolution
- to consider implications on schools of any funding decisions relating to Council budget intentions

SCHOOL PERFORMANCE PRIORITIES/TARGETS 2017-19

- Increase the number of good and outstanding schools
- Ensure no schools will be below their respective floor target
- Through the School Performance Sub Group, to monitor, challenge and support all schools to improve their overall effectiveness and raise standards
- Accelerate the progress of pupils so that more make good progress between key stages
- Ensure that NEET is reduced by earlier identification of appropriate learning pathways for learners at risk of becoming NEET



- Ensure the achievement gap between those in receipt of free school meals and those not, and for Looked After Children (LAC) and non LAC and Special Education Needs and disabilities (SEND) and non-SEND, will close to be smaller than that found nationally
- Ensure initiatives introduced to support these targets are reviewed and evaluated, and are recognised by education stakeholders to have contributed positively to the improvements in performance.

OUR PRINCIPLES

- The overarching responsibility for improving the performance of schools rests with the school leaders and governing body
- Categorisation is a means, and is an open, evidence based process that involves individual schools as well as School Performance Sub Group, whose powers have been delegated by the Education Board; Any emerging judgement formed of school performance must be shared with the Headteacher and Chair of Governors/Trust
- Under the remit of Education Board, the suite of school performance opportunities and support applies equally to all schools regardless of status.

We use an evidence-based approach, drawing on the school's self-evaluation, the performance data and our knowledge of each school in order to identify which schools are underperforming and which are vulnerable. We make use of the OFSTED framework to evaluate on each of the key judgements. This is a process designed to support and not impede improvement. We plan for improvement in an open and transparent way through the Education Board. Support and intervention is brokered primarily through South Essex Teaching School Alliance (SETSA) and additional personnel where relevant.

HOW THE SCHOOL PERFORMANCE STRATEGY RELATES TO OTHER PLANS

The Local Authority provides a strategic framework of plans and policies that take account of any legislation and statutory requirements.

This strategy is also linked the following documents:

- Annual Education Report 2015-2016 (Appendix A)
- Learning Service Plan 2017-2018
- Our ambitions for your child's education in Southend document (Appendix B)
- Early Years Service Plan
- Special Educational Needs Strategy.



SOUTHEND'S FRAMEWORK FOR SCHOOL IMPROVEMENT

The Local Authority has a statutory responsibility to ensure that arrangements are in place to support school improvement in both maintained schools and academies, although responsibility for intervention in academies and free schools rests with DFE and the Education Funding Agency (EFA). The Local Authority has ultimate accountability for effectiveness of strategy, performance of all schools and budget. The LA is accountable for monitoring impact within individual schools. The Regional Schools Commissioner has parallel accountability for academies, as well as intervention in LA maintained schools if determined appropriate. The Head of Learning meets with Her Majesty's Senior Regional inspector and the Regional schools Commissioner on a termly basis which ensures that information is shared regularly and that the Local Authority is held to account with regard to its' statutory roles and responsibilities.

Southend-on-Sea Borough Council's framework for fulfilling this responsibility is structured around four functions: monitoring, challenge, intervention and support. Intervention and support are decided through the School Performance Sub Group, whose responsibility for the categorisation of schools has been delegated by Education Board.

Monitoring

All schools

The Local Authority examines evidence from attainment, progress and cohort data and intelligence gained from across children's services as well as information provided through Education Board and School Performance Sub Group. Following the initial data review, a provisional categorisation of schools is presented to the School Performance Sub Group for further discussion. Following confirmation of categorisation by SPSG, an 'annual review' visit is offered to all schools regardless of their designation. This visit is undertaken by a Local Authority officer or Local/National Leader of Education. (The template for annual visits is included in the appendices of this document.) The visits, which take place during the autumn term for all primary and secondary schools, will focus on:

- pupil outcomes
- school priorities
- support/training required by the school
- areas of strength and opportunities to share good practice
- current arrangements for school to school support
- categorisation

A LA data summary sheet is provided to the allocated officer and Headteacher as part of the annual visit.

For maintained schools

The Local Authority carries out direct monitoring either by Local Authority officers or brokered through SETSA using Local or National Leaders in Education who have been approved by the Education Board. The 'annual visit' is usually the first visit of the academic year and following discussions/categorisation will determine the programme for additional visits. Additional visits for monitoring may include lesson observation, work scrutiny, discussion with senior leaders, governors or parents in schools where performance is a



concern. The information gleaned during monitoring visits is used to guide the nature of challenge, intervention and support.

For academies

The Local Authority has no power to carry out direct monitoring in academies. This is the responsibility of the Trust. The Regional Schools Commissioner will arrange for an educational adviser to visit a school where there are concerns. Monthly meetings between the Local Authority Director of Learning, LA Group Manager for School Performance and Improvement and the DFE, ensure that both the Local Authority and departments are aware of any concerns at a local level. Academies will be offered an 'annual visit' as part of the Local Authority monitoring arrangements for all schools (outlined above).

Intervention and Challenge

All schools

The Local Authority will always endeavour to celebrate success of all schools for example congratulatory letters for outstanding performance or for success in OFSTED inspections. Eligible Headteachers are encouraged to become Local or National Leaders of Education and join our team of local leaders through our teaching school Alliance.

For maintained schools

Schools categorised as red (schools requiring rapid improvement and intensive support) will receive half termly visits.

For academies

The Local Authority will raise concerns with the DFE the monthly information sharing meetings held between DFE and Local Authority. The LA will also contact the academies Headteacher and/or the Academy or Multi Academy Trust's (MAT's) CEO to arrange a meeting to discuss concerns and the action for the Academy/Trust is taking. Further concerns will be escalated by the Local Authority with the Regional Commissioner for Schools where concerns remain or where the Trust cannot assure the LA that the improvements will be timely and sufficient.

Support

All schools

The Local Authority offers a wide range of services to both maintained schools and academies through our services to schools. Details of available services can be found on the Southend learning network. Services can be fully funded through the Local Authority school support funding, 'matched' or traded dependent on the categorisation and needs of the individual schools. The Local Authority preferred approach to provide schools with support is through 'school to school support' which will be brokered through our teaching school alliance (SETSA).

For maintained schools

Schools categorised as red (schools requiring rapid improvement and intensive support) will receive half termly visits which will be undertaken by Local Authority officers, external consultants or the preferred method of school to school support provided by Local and National Leaders of Education brokered through SETSA. Details concerning the nature of



the support provided for each category school is indicated in the table within the 'categorisation' section of this document.

For academies

It is the responsibility of the Multi-Academy Trust and/or sponsoring Academy to provide support for academies. In addition, the Regional Schools Commissioner may allocate an educational adviser to visit the school.

Academies will receive first-line critical incident support from the Local Authority at no charge. In addition, with the approval of the School Performance Sub Group, additional support will be provided by the LA (provided through SETSA and/or external consultants) and funded through the Local Authority school support funding, if and where appropriate.

CATEGORISATION AND SUPPORT FOR SOUTHEND SCHOOLS

At the start of the Autumn term the School Performance Sub Group (SPSG) will meet to confirm categories, for schools which will have been provisionally categorised by the Director of learning and Group Manager for School Performance and Improvement. They will have been categorised based on the dataset outlined within this document and any other intelligence known about the school. In addition to the dataset, any of the following factors may be considered a 'flag' in determining a schools categorisation and/ or provision of additional support:

- new Head teacher
- school approaching an imminent inspection
- school currently on an existing OFSTED, 'requires improvement' judgement
- school performance below government floor targets
- school formally identified at risk of coasting or below the floor target
- uncharacteristic drop in performance
- any other identified specific concerns e.g. financial concerns, high number of parental complaints, high turnover of staff etc.

Once the SPSG has approved categorisation of a school, this will be shared with the school. Following the Autumn visit, categorisation information will be sent to the Headteacher / Chair of Governor or other appropriate leader such as the Executive Headteacher of an Academy or CEO of a Multi Academy Trust. The school will be asked to agree categorisation and any discrepancies between the schools and the SPSG approved Category will be recorded.

During the year there may be occasions where additional information is received about a school. This may be as a result of a change of circumstances e.g. new Headteacher, a serious incident, external inspections including OFSTED or complaints from parents. This may trigger a change of category which will be decided by the Group Manager for School Performance and Director of Learning and presented to SPSG for approval before being discussed with the Headteacher/Chair of Governors (or other relevant senior leader) of the schools concerned.



SUMMARY OF SUPPORT OFFERED FOR SBC 'CATEGORIES'

Categorisation (best fit)	School performance support
<p>Green - Self improving schools</p> <ul style="list-style-type: none"> Schools likely to be judged good/outstanding by OFSTED 	<p>Universal offer for all schools:</p> <ul style="list-style-type: none"> annual visit to review school performance and discuss the schools' needs core services such as Southend learning network (SLN); Southend Borough Council briefings (directors briefing, Gov services briefing etc); SBC documentation outputs from Education Board /School Performance Sub Group service level agreements commissioned or brokered activity* participation as a donor/recipients in school to school support (S2S)* data and intelligence benchmarking critical incident support access to Local Authority officer if required
<p>Amber - Vulnerable school</p> <ul style="list-style-type: none"> OFSTED/SBC requires improvement or schools not on track to maintain or achieve good or outstanding. School identified on track to be a coasting school. 	<p>In addition for vulnerable schools:</p> <ul style="list-style-type: none"> termly school performance review meeting access to data and intelligence dashboard access to targeted commissioned programmes access to targeted support for specific concerns # access to targeted relevant reviews # termly consideration and representation at school performance review meeting
<p>Red - Schools requiring rapid improvement which require monitoring, challenge/support to improve or in order to prevent need for formal intervention;</p> <ul style="list-style-type: none"> schools in special measures or with serious weaknesses schools in receipt of a warning notice, but are making progress schools with two RI ratings inconsistent results/declining trend/below floor standards on benchmark measures coasting school 	<p>In addition for rapid improvement schools:</p> <ul style="list-style-type: none"> half termly school performance review progress check targeted school to school support# access to leadership/governance support*/#



<p>Blue - (Formal intervention):</p> <ul style="list-style-type: none"> schools which failed to demonstrate sufficient progress towards improvement in a timely manner standards of performance at the school are unacceptably low, and are likely to remain so unless the local authority exercises its statutory intervention powers there has been a serious breakdown in management or governance which is prejudicing, or likely to prejudice, standards of performance the safety of pupils or staff at the school is threatened (whether by a breakdown in discipline or otherwise) 	<p>See details in formal intervention section: Actions may include:</p> <ul style="list-style-type: none"> the issuing of a warning notice the appointment of additional governors the appointment of an Interim Executive Board (IEB) the suspension of delegated authority for the governing body to manage a school's budget. <p>Warning notices should only be used where there is evidence to justify both the local authority's concerns and the school's reluctance to address these concerns through a professional dialogue within a reasonable timeframe.</p>
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*at a cost # expected matched funding or from school to school support fund

FORMAL INTERVENTION FOR SCHOOLS WHICH FAIL TO DEMONSTRATE TIMELY IMPROVEMENT

In May 2013, the Department for Education (DfE) published new guidance on schools causing concern. This guidance requires Local Authorities to take action in respect of maintained schools in accordance with the 2006 Education and Inspections Act. The Local Authority continues to hold a democratic accountability for securing good outcomes for all children and young people in the local area (including those children in academies and free schools), and a statutory duty in exercising their education and training functions with a view to promote high standards and promote the fulfilment of learning potential.

- The Local Authority will deploy its formal powers of intervention promptly and decisively where a school has been placed in an OFSTED category or is considered by the SPSG to be underperforming in one or more of the key OFSTED judgement areas.
- The progress of schools causing concern will be kept under review by the Schools Performance Sub Group (SPSG), chaired by an elected member of the group. Robust action will be taken where progress is judged to be insufficient and/or where schools have met the threshold for intervention.



- For those schools whose results show performance below the floor levels the Director for Learning and/or Group Manager for School Performance and Improvement will meet with the Headteacher and Chair of Governors to challenge and review the situation in more detail, taking account of any new evidence to determine whether the intervention threshold has been met. Details from this meeting will be shared with SPSG.

The Director for Learning will make the final decision regarding intervention which may involve:

- the issuing of a pre-warning notice
- the issuing of a warning notice
- the appointment of additional governors
- the appointment of an Interim Executive Board (IEB)
- the suspension of delegated authority for the governing body to manage a school's budget.

The Director will meet with the Head and Chair of Governors to inform them of his decision and record the decision in writing. The improvement plan will be monitored by the Group Manager for School Performance and Improvement. The timescale for improvement will be no more than two full academic terms and the Director of Learning will sign off any de-escalation once he is assured that the necessary actions have taken place and the impact is being felt.

STRUCTURAL SOLUTIONS TO FORMAL INTERVENTION

Our approach to the consideration of structural solutions is underpinned by our principles of:

- an evidence based approach
- support for improvement
- openness and transparency
- continuous review.

Structural solutions are considered as a matter of course for both vulnerable and underperforming schools.



School Performance Data

The following data sets will form the basis of the initial proposals for categorisation to the Education Board's School Performance Sub Group. The principles of the data selection are as follows:

- Existing headline, and local and national benchmark data will be used as a proxy of school performance.
- A narrow but focused set of evidence based indicators will be used to lead to a judgement on school performance.
- A data set and intelligence which will be confidential to the sub group, but will be shared with the individual school and the allocated officer / Local leader of Education for the purpose of annual visits to schools.
- The data set will be coded in relation to above or below a threshold (5%+ and -) against the national.
- Where intervention is required, this will require additional depth of materials.
- Data will be updated and reviewed after each published validation of results.

The data sets which will be collated on the Local Authority 'Risk Registers' are as follows:

Early years:

- the percentage of children achieving a good level of development or better. Comparison to local and national data. Trend over previous three years

Key Stage One:

- the percentage of children achieving expected level or above in reading, writing and mathematics in comparison to local and national data (trend data will not be displayed on the Local Authority risk registers but will be considered within individual school profiles)

Key Stage Two:

- the percentage of children achieving expected level or above in reading, writing and mathematics and combined reading, writing and mathematics, against local and national data (trend data will not be displayed on the Local Authority risk registers but will be considered within individual school profiles)*
- progress scores in reading, writing and mathematics (including statistical significance in comparison to local and national data)

*The percentage of children achieving against higher expected outcomes will be considered within the school profile data sets for individual schools but will not be displayed within the Local Authority risk register.



Key Stage Four:

- progress 8 data against both national and Local Authority data sets (including statistical significance in comparison to national)
- attainment 8 data against both national and Local Authority data sets
- percentage of children achieving 4-9/5-9 in English and mathematics combined
- EBAC entry percentage
- EBAC achievement

Gaps in performance for vulnerable learners:

- cohort size for disadvantaged and non-disadvantaged learners
- percentage of children achieving relevant outcomes, against both national and Local Authority data sets for KS1 & KS2.
- SEN support / EHC cohort size
- progress from KS1–KS2 for SEN support/EHC

LAC attainment and progress will be analysed in conjunction with the Virtual school.

The additional contextual evidence is as follows:

OFSTED:

- previous OFSTED judgement
- date of previous OFSTED

Contextual evidence:

- attendance percentage against local/national for persistence absence
- attendance percentage overall attendance against local/national
- percentage fixed term exclusion against local/national
- percentage permanent exclusion against local/national.

Additional information such as safeguarding concerns / high volume of parental complaints or “open” concerns regarding HR/finance will also be considered but not recorded on the Local Authority risk register.



Indicative estimates of performance:

For each school, indicative estimates of future performance will be considered by the SPSPG and shared with individual schools. They will only be used in the first year as a pilot. As a result, all schools will be asked to report back on progress against these indicative estimates. It is recognised that this is a crude measure, but it will be worked on over the first year of the sub group.

Primary age range

Key Stage Two: percentage of children reaching age related expectations or above

Secondary age range: attainment 8 score

The indicative estimates will be as follows, drawn from the FFT national data set available:

If a school has yet to reach FFT 50 then that will be the estimate.

Or

If a school has reached FFT 50 but not yet reached FFT20 then that will be the estimate.

Or

If a school has reached FFT 20 but not yet reached FFT5 then that will be the estimate.

Projected outcomes will be requested from the schools by the end of January.

SUSTAINABLE SOLUTIONS

We are committed to finding sustainable solutions to securing school improvement and we are achieving this through the following approaches.

Working in collaboration with the South Essex Teaching School Alliance, we are:

- building a culture of zero tolerance for long held assumptions linking social disadvantage with underachievement
- brokering school-to-school collaboration wherever and whenever possible
- building headteacher skills and expertise through positive engagement with the LLE and NLE programmes
- promoting and supporting partnerships across phases and geographical localities
- delivering a thriving NQT programme and good track record for recruitment and retention of strong senior school leaders
- remaining committed to the use and sharing of data to inform school improvement conversations and achieving comparator information locally and nationally.



APPENDIX I - CATEGORISATION RATIONALE

Green (Self-improving school)	<p>The majority of the following apply:</p> <ul style="list-style-type: none"> • The school was judged good or outstanding by OFSTED at the last inspection. • The school was judged securely good or outstanding by both the school and the LA and is likely to be judged so at the school's next OFSTED inspection. • School leaders and managers are accurate in their self-evaluation, identifying both strengths and areas for development. School predictions and actual outcomes match closely. • Across all year groups and in a wide range of subjects, including in English and mathematics, current pupils make consistently strong progress considering their different starting points. • From different starting points, the percentage of pupils making or exceeding expected progress in English and mathematics is close to, or above the national figures. The progress of the vast majority of disadvantaged pupils is similar to or improving in relation to other pupils nationally. • The attainment of almost all groups of pupils is broadly in line with national averages, or if below these, is improving rapidly. • Almost all teaching over time is good or better, with a small proportion requiring improvement. No inadequate teaching is evident (if there is a very small proportion, this is being addressed effectively). • Behaviour is managed consistently well. Pupils conduct themselves well throughout the day. Derogatory or aggressive language, bullying and prejudiced behaviour are challenged quickly. Pupils are safe and feel safe. Equality of opportunity and diversity are promoted well. • Pupils attend regularly, are punctual and prepared for lessons, take a pride in their work, show respect for each other and there are no or very few exclusions. • Provision for safeguarding is effective and meets requirements. Leaders work hard to protect pupils from radicalisation and extremism. • Leaders and managers at all levels particularly senior leaders, middle managers and governors, consistently demonstrate effective processes and structures which have a good impact on pupils' achievement and behaviour. They set high expectations of pupils and staff and are ambitious for all pupils. Leaders consistently promote fundamental British values and pupils' spiritual, moral, social and cultural development. • The school has highly successful strategies for engaging with parents and carers. There are very few well founded concerns expressed by parents and carers. • Pupils are well prepared for the next stage of their education, training or employment and have attained relevant qualifications. The proportion of pupils progressing to higher and further education establishments, apprenticeships, employment or training is close to or above average. • Risk factors such as a newly appointed headteacher, high turnover of staff, a high number of newly qualified teachers (NQTs) and exceptional circumstances are considered.
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<p>Amber</p> <p>(Vulnerable School)</p> <p>This category could include schools that have previously been judged good or outstanding at their last OFSTED inspection</p>	<p>The majority of the following apply:</p> <ul style="list-style-type: none"> • The school was judged as requiring improvement overall by OFSTED with leadership and management either judged to be demonstrating good capacity to improve or Leadership and management judged as requiring improvement. • The school and LA has identified areas of fragility within attainment and progress in specific subjects, with particular groups or in identified year groups. The school's predictions are too varied and wide of actual outcomes. • The school is at risk of being classified as a coasting school. • Aspects of leadership and management, teaching and learning or behaviour and safety require improvement because they are not yet good. • Achievement is variable. • Pupil attainment is close to or meets the government's floor standards. • Pupil progress for English and mathematics is not consistently above the national standards over the last three years. • The quality of teaching is not yet consistently good or better across the school. There may be some elements of inadequate teaching. • Behaviour is managed suitably or well; most groups of pupils attend regularly. The majority of pupils conduct themselves well throughout the day. Derogatory or aggressive language, bullying and prejudiced behaviour are challenged. Pupils are safe and generally feel safe. Equality of opportunity and diversity are promoted appropriately. • The majority of pupils are punctual and prepared for lessons, take a pride in their work, show respect for each other and there are few or a reducing number of exclusions. • Leaders and managers at all levels do not yet consistently demonstrate effective processes and structures, or accuracy in their self-evaluation. Expectations of pupils and staff are variable. They do not demonstrate sufficient ambition for all pupils. The promotion of fundamental British values and pupils' spiritual, moral, social and cultural development is generally appropriate, but inconsistent. • The provision for safeguarding is effective and meets requirements. • The school has appropriate strategies for engaging with parents and carers. There are few well founded concerns expressed by parents and carers. • Pupils are mostly prepared for the next stage of their education, training or employment and have most attained relevant qualifications. The proportion of pupils progressing to higher and further education establishments, apprenticeships, employment or training is around average. Outward facing links are developing. School leaders are beginning to take the opportunity to work with other schools in the network and beyond. • Risk factors such as a newly appointed headteacher, high turnover of staff, a high number of NQTs and exceptional circumstances are considered.
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<p>Red</p> <p>Schools requiring rapid improvement which require monitoring, challenge/support to improve or in order to prevent need for formal intervention</p>	<p>The majority of the following apply:</p> <ul style="list-style-type: none"> • The school was judged as having serious weakness or requiring special measures by OFSTED. • The school is a coasting school. • Overall the School and LA judges that the quality of education to be inadequate because there are key aspects that require significant improvement. • Self-evaluation is weak and not accurate. The curriculum is too narrow. • Leaders and managers are not doing enough to tackle poor teaching. Teaching is poorly planned and weak assessment practice means that teachers fail to meet pupils' needs. • Pupil's behaviour is not managed effectively. Teachers do not promote equality of opportunity or understanding of diversity effectively. Pupil's lack of engagement, persistent low level and/high-level disruption contributes to reduced learning and/ or disorderly classrooms. • Progress in any key subject or any key stage indicates that pupils are underachieving considerably. From their different starting points, the proportion of pupils in different year groups making or exceeding expected progress are consistently low and show little or no improvement. The school's performance regularly falls below the government's floor standards. Pupils have not attained the qualifications appropriate for them to progress on to the next stage of education, training or employment. • Safeguarding is ineffective. The school's arrangements for safeguarding do not meet statutory requirements. Pupils or particular groups of pupils are not safe or do not feel safe at school and/or at alternative placements. The number of exclusions is high, or rising. • Leaders and managers are not taking sufficiently effective steps towards securing good behaviour. Attendance is consistently low for all pupils or groups of pupils and shows little sign of improvement. • The capacity for securing further improvement is poor and the improvements leaders and governors have made are unsustainable. • Strategies for engaging parents and carers are weak and parents express little confidence in the school. • The school does not engage effectively in outward facing links with other partners to contribute to or support their school improvement process. • There are concerns regarding forward financial planning.
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<p>Blue</p> <p>Formal Intervention</p>	<p>Any of the following may apply:</p> <ul style="list-style-type: none"> • Following its first inspection a school needs to address urgently significant areas for improvement and is not demonstrating capacity to make necessary improvements • A school reported as 'having important areas for improvement' at its first inspection and is subsequently found to 'need to address urgently significant areas for improvement' following its first follow-up inspection and is not demonstrating capacity to make necessary improvementsFollowing its second follow-up inspection a school remains with 'important areas for improvement'. The school would have been reported as having 'important areas for improvement' at its first inspection and first follow-up inspection, i.e. the school has remained at this performance level for three consecutive inspections and is not demonstrating capacity to make necessary improvements • Failure to recover from 'coasting school' definition in a timely manner • The standards of performance of pupils at the school are unacceptably low, and are likely to remain so unless the authority exercise their powers in this part • There has been a serious breakdown in the way the school is managed or governed which is prejudicing, or likely to prejudice, standards of performance • The safety of pupils or staff of the school is threatened (whether by a breakdown of discipline or otherwise) • There are serious concerns about financial management
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APPENDIX II - CLARIFICATION OF CATEGORISATION AGAINST OFSTED REQUIREMENTS

	Self-sustaining	Vulnerable	Requiring Rapid Improvement	Formal intervention
Standards and attainment	The attainment of almost all groups of pupils is broadly in line with national averages, or if below these, is improving rapidly.	Achievement is variable. Pupil attainment is close to or just meets the government's floor standards.	The school's performance regularly falls below the government's floor standards. Pupils have not attained the qualifications appropriate for them to progress on to the next stage of education, training or employment.	The school's performance consistently falls below the floor standards. Any improvement is insufficient, fragile or inconsistent.
Progress	Across all year groups and in a wide range of subjects, including in English and mathematics, current pupils make consistently strong progress considering their different starting points.	Pupil progress in English and mathematics is not consistently above the national standards over the last three years.	Progress from different starting points, the progress of pupils in different year groups in English or mathematics is consistently well below that of other pupils nationally and shows little or no improvement.	Progress of pupils at the school is unacceptably low and are likely to remain so unless the LA exercise its power of formal intervention.
Gaps in performance	In a wide range of subjects the progress of disadvantaged pupils and pupils who have special educational needs and/or disabilities currently on roll is close to or is improving towards that of other pupils with the same	For disadvantaged pupils, the progress from their different starting points in English or mathematics is consistently below that of their peers and other pupils nationally.	Progress of disadvantaged pupils and pupils who have special educational needs and/or disabilities in any key subject or any key stage is consistently well below their peers and other pupils nationally. In some subjects or key stages the gap is widening.	There are wide differences in the progress and/or attainment of different groups from similar starting points and these are not improving. The gap between the progress made by the disadvantaged pupils and pupils with special educational needs and/or

	starting points.			disabilities is widening across the board.
Performance trend	Through out each year group and across the curriculum, including in English and mathematics, current pupils make substantial and sustained progress.	Across almost all year groups and in a wide range of subjects, including English and mathematics, current pupils progress is variable. There is a risk of the school being classified as a coasting school.	Overall the school and the LA judges that the quality of education to be inadequate. There are no clear strategies to address underperformance. Self-evaluation is weak and not accurate.	The school has failed to recover from “coasting school” definitions and the performance has been declining over a period of time.
Relationship to national benchmarks	Overall performance consistently above 75 th percentile.	Overall performance in the middle percentile.	Overall performance in the lower quartile.	Overall performance consistently in the bottom quartile.
Particular contextual vulnerabilities	Behaviour is managed consistently well. Pupils conduct themselves well throughout the day. Derogatory or aggressive language, bullying and prejudiced behaviour are challenged quickly. Pupils are safe and feel safe. Equality of opportunity and diversity are promoted well. Pupils attend regularly, are punctual and prepared for lessons, take pride in their work,	Behaviour is managed suitably or well; most groups of pupils attend regularly. The majority of pupils conduct themselves well throughout the day. Derogatory or aggressive language, bullying and prejudiced behaviour are challenged. Pupils are safe and generally feel safe. Equality of opportunity and diversity are promoted appropriately. The majority of pupils are	Pupils’ behaviour is not managed effectively. Teachers do not promote equality of opportunity or understanding of diversity effectively. Pupil’s lack of engagement, persistent low-level and/high-level disruption contributes to reduced learning and/ or disorderly classrooms. Strategies for engaging parents and carers are weak and parents express little confidence in the	There has been a serious breakdown of discipline. The safety of pupils or staff of the school is threatened. Serious concerns about financial management.

	<p>show respect for each other and there are no or very few exclusions.</p> <p>The school has highly successful strategies for engaging with parents and carers.</p> <p>There are very few well-founded concerns expressed by parents and carers.</p> <p>Pupils are well prepared for the next stage of their education, training or employment and have attained relevant qualifications. The proportion of pupils progressing to higher and further education establishments, apprenticeships, employment or training is close to or above average.</p> <p>Risk factors such as a newly appointed headteacher, high turnover of staff, a high number</p>	<p>punctual and prepared for lessons, take a pride in their work, show respect for each other and there are few or a reducing number of exclusions.</p> <p>The school has appropriate strategies for engaging with parents and carers. There are few well-founded concerns expressed by parents and carers.</p> <p>Pupils are mostly prepared for the next stage of their education, training or employment and have most attained relevant qualifications. The proportion of pupils progressing to higher and further education establishments, apprenticeships, employment or training is around average. Outward facing links are developing. School leaders are beginning to take the opportunity to work with other schools in the network and beyond.</p>	<p>school.</p> <p>The school does not engage effectively in outward facing links with other partners to contribute to or support their school improvement process.</p> <p>There are concerns regarding forward financial planning.</p>	
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	of newly qualified teachers (NQTs) and exceptional circumstances are considered.			
Overall OFSTED judgement	<p>The school was judged good or outstanding by OFSTED at the last inspection.</p> <p>Judged securely good or outstanding by both the school and the LA and likely to be judged so at the school's next OFSTED inspection.</p>	<p>The school was judged as requiring improvement overall by OFSTED with leadership and management either judged to be demonstrating good capacity to improve or Leadership and management judged as requiring improvement.</p>	<p>The school was judged as having serious weakness or requiring special measures by Ofsted.</p> <p>Overall the School and LA judges that the quality of education to be inadequate because there are key aspects that require significant improvement.</p>	<p>A school reported as having one or more of the key judgements as inadequate at its previous inspection and is subsequently found to need to address urgently the same inadequate areas following its first follow up inspection, i.e. the school has remained at the same performance level for three consecutive inspections.</p>
Quality of leadership and governance	<p>Leaders and managers at all levels particularly senior leaders, middle managers and governors, consistently demonstrate effective processes and structures, which have a good impact on pupils' achievement and behaviour. They set high expectations of pupils and staff and are ambitious for all pupils. Leaders consistently promote fundamental British values and pupils' spiritual, moral, social and cultural development.</p>	<p>Leaders and managers at all levels do not yet consistently demonstrate effective processes and structures, or accuracy in their self-evaluation. Expectations of pupils and staff are variable. They do not demonstrate sufficient ambition for all pupils. The promotion of fundamental British values and pupils' spiritual, moral, social and cultural development is generally appropriate, but inconsistent.</p>	<p>Leaders and managers are not taking sufficiently effective steps towards securing good behaviour. Attendance is consistently low for all pupils or groups of pupils and shows little sign of improvement.</p> <p>The capacity for securing further improvement is insecure and the improvements leaders and governors have made are unsustainable.</p>	<p>The persons responsible for leading, managing or governing are not demonstrating the capacity to secure the necessary improvement in the school.</p>

<p>Quality of provision</p>	<p>The school's open culture actively promotes all aspects of pupils' welfare. Pupils are safe and feel safe at all times.</p> <p>The school's behaviour policies and procedures are applied consistently and effectively when required so that there is no significant or sustained disruption to learning</p> <p>The pace of learning is optimised or good throughout the lesson as no time is wasted. In the best lessons, the teacher uses the time to the best effect The teacher provides support for groups as appropriate and they do not have to wait for such input</p>	<p>Pupils' personal development and welfare are not yet good and/or behaviour in the school is not yet good. Pupils are safe and they feel safe.</p> <p>Too much time is spent managing behaviour at the expense of promoting learning</p> <p>Pupils make steady progress throughout the lesson because the work is reasonably challenging. Pupils may have to wait with their hands up for support</p>	<p>Pupils have little confidence in the school's ability to tackle bullying successfully.</p> <p>There is no need for any overt discipline as pupils are engrossed in their work. At worst, only the briefest of reminder is required to refocus any pupils whose attention may have wandered</p> <p>The pace of learning is slow because pupils are held back by having to wait for the teacher or other members of the class</p>	<p>Pupils' lack of engagement, persistent low level and/or high-level wilful, disruption, contributes to reduced learning and/or disorderly classrooms.</p> <p>The school's behaviour policies and procedures are applied consistently and effectively when required so that there is no significant or sustained disruption to learning</p> <p>The pace of learning is inadequate.</p>
<p>Safeguarding</p>	<p>Safeguarding is effective.</p>	<p>Safeguarding is effective.</p>	<p>Safeguarding is ineffective. The school's arrangements for safeguarding pupils do not meet statutory requirements.</p>	<p>Leaders and governors are not protecting pupils from radicalisation and extremist views when pupils are vulnerable to these. Policy and practice are poor, which means pupils are at risk.</p>

APPENDIX IV LOCAL AUTHORITY RISK REGISTER SECONDARY BLANK TEMPLATE

Southend Borough Council Secondary School Risk Register - KS4 Autumn 2017

School name	Cohort	Progress 8 Overall			Attainment 8 Score	English & Maths		EBACC		Coasting School 2015-2017	Below Floor Standard 2017
		Progress 8 Overall	Progress 8 Lower Confidence Interval	Progress 8 Upper Confidence Interval		% 9 - 4	% 9 - 5	EBACC entry %	EBACC achievement (9-5)		
Local Authority	2105	0.07 (-0.01)	0.02	0.13	50.3 (53.5)	70.6%	53.9%	38.4%	30.0%		
National (state-funded schools)	528959	-0.03 (-0.03)			46 (49.9)	63.3%	42.2%	38.1%	21.1%		

Progress 8 score significantly above national average

Progress 8 score significantly below national average

* School failed threshold for coasting measure but was exempt due to closing

Figures in brackets denote last year's outcomes

Southend Borough Council Secondary School Risk Register - KS4 Autumn 2017

School name	Ofsted		KS4 Disadvantaged Progress 2017					Attendance 15/16		Exclusions 15/16		SBC Contextual Information					
	Overall Judgement	Date of previous Judgement	Disadvantaged Cohort	Progress 8 Avg. Score	Non Disadvantaged Cohort	Progress 8 Avg. Score	Gap	Overall Absence %	Persistent Absence	Permanent Exclusions Rate	Fixed Exclusions Rate	New Head	Academy	Imminent Inspection	Causing Concern	SBC Judgement	Trajectory
Local Authority	-	-	494	-0.5	1499	0.26	-0.76	4.8	10.6	0.0	11.5						
National (state-funded schools)	-	-	N/A	N/A	N/A	N/A	N/A	5.2	13.1	0.2	8.46						

Progress 8 score significantly above national average

Progress 8 score significantly below national average

x : Data suppressed due to low numbers
Source: DfE Checking Data (October 2017)
Operational Performance & Intelligence Team

APPENDIX V LOCAL AUTHORITY RISK REGISTER PRIMARY BLANK TEMPLATE

Southend Borough Council School Risk Register - Autumn 2017																		
School name	Early Years				Key Stage One				Key Stage Two Attainment					Key Stage One-Two Progress*			Failed Attainment Element of Floor (< 65% in RWM)	On track to be classified as Coasting School 2015-2017
	Cohort	% Good level of Development			Cohort	Expected d + in	Expected d + in	Expected d + in	Cohort	Expected + in RWM	Expected + in	Expected + in	Expected + in	Reading	Writing	Maths		
2017	2017	2017	2017	2017	2017	2017	2017	2017	2017	2017	2017	2017	2017	2017	2017	2017		
Local Authority	2159	68.5	71.2	74.3	2216	78.2 (76.5)	71.2 (68.7)	76.9 (74.0)	2005	65.0	73.7 (67.0)	78.4 (79.0)	76.4 (71.0)	0.3 (-0.3)	0.3 (0.5)	0.3 (-0.2)	-	
National State-Fund		66.3	69.3	70.7		75.6 (74.0)	68.2 (65.5)	75.1 (74.0)		61.0	71.0 (66.0)	76.0 (74.0)	75 (70.0)	0.0 (-0.1)	0.0 (-0.1)	0.0 (-0.1)	-	

Source: 2016: NCER & DfE Performance Tables (Revised), 2017: NCER Provisional

* Progress data is currently provisional

Figures in brackets denote 2016 outcomes

Operational Performance & Intelligence Team

The coasting definition for 2017 will be confirmed later in the autumn but has been assumed to be the same as 2016

	Southend Borough Council School Risk Register - Autumn 2017																					
School name	Ofsted			KS1 Disadvantaged Attainment 2017					KS2 Disadvantaged Attainment 2017					Attendance 15/16		Exclusions 15/16		SBC Contextual Information				
	Overall Judgement	Date of previous Judgement	Date of Academy Conversion	Non D'vantaged Cohort	RWM % Exs+	D'vantaged Cohort	RWM % Exs+	Gap	Non D'vantaged Cohort	RWM % Exs+	D'vantaged Cohort	RWM % Exs+	Gap	Overall Absence %	Persistant Absence	Permanent Exclusions %	Fixed Exclusion s %	New Head	Academy	MAT	Imminent inspection	SPSG judgement
Local Authority				1716	71.1	500	510	-20.1	1344	72.8	661	49.3	23.4	3.8	7.7	x	0.6					
National					67.3		50.2	-17.1		66.3		47.5	18.8	4.0	8.2	0.0	1.2					

Source: 2016: NCER & DfE Performance Tables (Revised), 2017: NCER Provisional

Schools marked with an 'x' had their data suppressed on the Statistical First Release due to low pupil numbers

Operational Performance & Intelligence Team

MAT Abbreviations

LIHT - Learning in Harri PAT - Portico Academy Trust

EPAT - Eastwood Park SEEAT - South East Essex Academy Trust

SECAT - Southend East TCMAT - The Challenger Multi Academy Trust

LAT - Legra Academy Trust

SBC judgement provisional until confirmation from SPSG

Formal intervention
School requiring rapid improvement
Vulnerable school
Self-improving school

APPENDIX VI – ANNUAL VISIT TEMPLATE



Annual School Visit



School			
Head Teacher		Date of Visit	
LLE /Officer		Ofsted Category	

Outcomes 2016-17

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School Improvement Priorities 2017-18

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Support or training required (school to school / SETSA / external consultant)

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Areas of Strength (opportunities to share good practice?)

Current arrangements for school to school support

AOB

Categorisation

School's overall SEF judgement under the current framework

Outstanding	Good	Requires Improvement	Inadequate

School's Categorisation by SPSG

Self-improving	Vulnerable	Requiring rapid improvement	Formal intervention

Please note any further comments about the judgements

