

SOUTHEND BOROUGH COUNCIL

# **Improving Learning Together Southend-on-Sea's School Improvement Strategy**

---

A three year plan for improving schools in  
partnership

**September 2011 – July 2014**

This document sets out the framework through which the Local Authority in partnership with schools will discharge its duties to address underperformance and ensure continuous improvement in all Southend's schools.

# IMPROVING LEARNING TOGETHER

## Contents

---

Introduction.....	3
A Three Year Plan.....	4
Our Principles.....	5
Annual Cycle of Review, Evaluation, Support and Challenge .....	6
Dataset to inform categorisation.....	8
Criteria for categorisation.....	9
Models of Support.....	17
Consideration of structural solutions.....	18
Sustainable Solutions.....	19
Different Players, Complementary Roles.....	20



# IMPROVING LEARNING TOGETHER

## Introduction

---

School Improvement is about making sure that high quality learning is pupils' consistent experience. Schools are responsible for school improvement and the LA School Improvement Service, in partnership with other teams across Children and Learning, is the team that fulfils the Council's statutory school improvement duties. These are:

- 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.

Under the proposed 2011 Legislation, (The Education Bill), there is no intention to change these duties. However, there is an expectation that schools themselves will play a greater role in school improvement, with '*school to school support*' being the preferred model. A strong start has already been made to implement this model of school support and networking in partnership with the Southend Education Trust, (SET).

**Improving Learning Together** provides the Framework for this new partnership approach, designed to draw on the best of Southend School Practice in order to secure continuous improvement for all Southend's schools.



# IMPROVING LEARNING TOGETHER

## Improving Learning Together: A Three Year Plan

---

By July 2014 we aim to achieve:

1. an overall improvement against the following measures:
  - At least a score of 78 with 6+ in CLLD & PSED for the Early Years Foundation Stage (EYFS)
  - At least 2 levels of progress from KS1 to KS2
  - At least 3 levels of progress KS2 to KS4
2. no schools below the national floor standards (currently 60% Primary, 35% Secondary combined with at least median progress in English and maths)
3. overall attainment of Southend's primary schools to above the national average and to top quartile performance
4. overall attainment of Southend's secondary schools to consistently above the national average and to top ten performance
5. a three year trend of good progress from 2011 baselines for special school pupils
6. a three year trend of good progress from 2011 baselines for PRU pupils, which continues on re-entry to school and/or alternative education
7. 100% of sixth form provision judged as good or outstanding
8. a narrowing of the attainment gap for pupils at each key stage and particularly in the following groups
  - Free School Meals
  - Looked After Children
  - SEN
9. an increase in the proportion of schools judged as good and outstanding with no schools in an Ofsted category
10. a school system which performs above the national average on all performance measures



# IMPROVING LEARNING TOGETHER

## Improving Learning Together: Our Principles

---

We use an evidence based approach, drawing on both the performance data and our knowledge of each school in order to identify which schools are underperforming and which are vulnerable

We use the categorisation process to support not impede improvement

We plan for improvement in an open and transparent way in partnership with headteachers and chairs of governors

We re-evaluate all schools each term so that no school is left unsupported, and no school is categorised inappropriately and improvements are acknowledged and celebrated



# IMPROVING LEARNING TOGETHER

## Improving Learning Together: Annual cycle of review, evaluation, support and challenge

---

### Autumn Term

#### September: School Review Group Meeting 1

Main purpose:

To accurately assess each school's end of year performance, taking account of the school's Self Evaluation and performance data, using this information to place each school in one of four categories. To agree the main elements of a Raising Achievement Plan (RAP), for each school in category 3(b) (vulnerable) and 4 (underperforming).

#### October and November: School Visit 1

##### Visit focus: The Achievement of Pupils

Main purpose:

- For schools in categories 1 – 3(a), focus on the achievement of specific groups and/or cohorts
- For schools in categories 3(b) and 4, review progress against the targets set in the Raising Achievement Plan (RAP)
- For all schools, gathering information and assessing any changes in relation to risk.

***Outcomes of SV1 for 3b and 4 schools reported to Children and Learning DMT in October and November. Summary report for all schools submitted to Children and Learning DMT in December and to the School Review Group in January.***

### Spring Term

#### January: School Review Group Meeting 2

Main purpose:

To accurately review risk in relation to schools in category 3(b) and 4, taking account of progress reported against the targets set in the Raising Achievement Plan (RAP); to note any changes for schools in categories 1 – 3(a), recommending support where required and adjusting categorisation if deemed necessary.

***Cabinet Annual Report on School Standards and Quality - January***



# IMPROVING LEARNING TOGETHER

## February and March School Visit 2

### Visit Focus: Quality of Teaching, Behaviour and Attendance

Main purpose:

For schools in categories 1 – 3(a), focus on teaching, behaviour and attendance. For schools in categories 3(b) and 4, review progress against the targets set in the Raising Achievement Plan (RAP). For all schools, gathering information and assessing any changes in relation to risk.

***Outcomes of SV2 for 3b and 4 schools reported to Children and Learning DMT in February and March. Summary report for all schools submitted to Children and Learning DMT in April and to the School Review Group also in April.***

## Summer Term

### April: School Review Group Meeting 3

Main purpose:

To accurately review risk in relation to schools in category 3(b) and 4, taking account of progress reported against the targets set in the Raising Achievement Plan (RAP); to note any changes for schools in categories 1 – 3(a), recommending support where required and adjusting categorisation if deemed necessary.

### May and June School Visit 3

#### Visit Focus: Leadership, Management and Governance

Main purpose:

For schools in categories 1 – 3(a), focus on leadership, management and governance. For schools in categories 3(b) and 4, review progress against the targets set in the Raising Achievement Plan (RAP). For all schools, gathering information and assessing any changes in relation to risk.

***Outcomes of SV3 for 3b and 4 schools reported to Children and Learning DMT in May and June. Summary report for all schools submitted to Children and Learning DMT in July and to the School Review Group also in July.***

### July: School Review Group Meeting 4

Main purpose:

To accurately review risk in relation to schools in category 3(b) and 4, taking account of progress reported against the targets set in the Raising Achievement Plan (RAP); to note any changes for schools in categories 1 – 3(a), recommending support where required and adjusting categorisation if deemed necessary.

### August: Analysis of results, preparation of School Data Profiles



# IMPROVING LEARNING TOGETHER

## Improving Learning Together: Dataset to inform the categorisation of schools

---

### The Dataset will include:

- Ofsted Inspection outcomes
- Attainment
- Attendance
- EYFSP (where applicable)
- Progress for two and three levels at KS2 and KS4 respectively
- Attainment and progress of vulnerable groups – FSM, LAC, SEN

### The Data for each school will be compared with the performance of:

- All LA schools
- Those with similar contexts
- National

This data will then form an overall LA Profile which together with each school's self-evaluation will be used to support school performance review and categorisation





# IMPROVING LEARNING TOGETHER

## Improving Learning Together: Criteria for Categorisation

Of all the elements of **Improving Learning Together**, this section: Criteria for Categorisation, has caused the most debate. It is easy to see why; no school falls neatly into a single category, the larger the school the greater the likelihood of ‘shades of grey’ when making judgements of different aspects such as the quality of teaching.

Categorisation is intended to support not impede school improvement. The judgements schools make through their own self-evaluation should be the starting point for this process. The categorisation statements should then be used to facilitate discussion about where a school places itself and where appropriate to seek the evidence to substantiate this.

Why categorise? Schools are expected to self-evaluate to inform themselves about how well they are doing. The categorisation process will provide:

1. **External validation** of that self-evaluation from an experienced professional School Support Partner
2. An opportunity to **celebrate strengths** and use those areas of strength to further improvement in-house as well as for support to other schools
3. A **termly review of concerns and risks** for schools to act on and where appropriate for the Local Authority and other schools to work in partnership to address (as will automatically be the case with schools assessed as being in categories 3b and 4)
4. **External termly audit** of each school’s improvement journey
5. A strong indication of how each school will be judged through the **Ofsted inspection process**

## Categorisation statements for Special Schools

Category	Characteristics
<b>Outstanding (1)</b>	<ul style="list-style-type: none"><li>• Pupil progress from known baselines, is <b>consistently good</b> given their special educational needs</li><li>• Teaching quality <b>at least 30% outstanding</b>, with no unsatisfactory teaching</li><li>• Partnerships/outreach in place with <b>demonstrable impact</b> on pupil outcomes</li><li>• Behaviour/attendance <b>at least good</b> given emotional and behavioural needs</li><li>• Extended services widely available and taken up with <b>demonstrable impact</b> on pupil outcomes</li></ul>



# IMPROVING LEARNING TOGETHER

<p><b>Good (2a)</b></p>	<ul style="list-style-type: none"> <li>• Pupil progress from known baselines, is <b>mostly good</b> given their special educational needs</li> <li>• Teaching quality <b>at least 70% good or better</b>, with no unsatisfactory teaching</li> <li>• Partnerships/outreach in place with <b>demonstrable impact</b> on pupil outcomes</li> <li>• Behaviour/attendance <b>at least good</b> given emotional and behavioural needs</li> <li>• Extended services available with <b>demonstrable impact</b> on pupil outcomes</li> </ul>
<p><b>(2b)</b></p>	<ul style="list-style-type: none"> <li>• Pupil progress from known baselines, is <b>sometimes good</b> given their special educational needs</li> <li>• Teaching <b>70% good or better</b>, some teaching not consistently good but positive trend</li> <li>• Partnerships/outreach in place with <b>demonstrable impact</b> on pupil outcomes</li> <li>• Behaviour/attendance <b>mostly good</b> given emotional and behavioural needs</li> <li>• Extended services available with <b>demonstrable impact</b> on pupil outcomes</li> </ul>
<p><b>Satisfactory (3a)</b></p>	<ul style="list-style-type: none"> <li>• Pupil progress from known baselines, is <b>at least satisfactory</b></li> <li>• Teaching <b>90% satisfactory or better</b> with <b>at least 20% good</b> teaching</li> <li>• Partnerships in place with <b>demonstrable impact</b> on pupil outcomes</li> <li>• Behaviour/attendance is <b>satisfactory</b> given emotional and behavioural needs</li> <li>• Some extended services available with <b>demonstrable impact</b> on pupil outcomes</li> </ul>
<p><b>Vulnerable (3b)</b></p>	<ul style="list-style-type: none"> <li>• Pupil progress from known baselines is <b>mostly satisfactory</b></li> <li>• Teaching <b>85% satisfactory or better</b></li> <li>• Partnerships &amp; extended services are under-developed with <b>little impact</b> on pupil outcomes</li> <li>• Behaviour/attendance <b>insecure</b> but with <b>some evidence</b> of an improving trend</li> <li>• The school is subject to <b>Notice to Improve</b></li> <li>• The school is subject to <b>Special Measures</b></li> </ul>
<p><b>Underperforming (4)</b></p>	<ul style="list-style-type: none"> <li>• Pupil progress from known baselines is <b>inadequate</b></li> <li>• Teaching <b>80% satisfactory or better</b></li> <li>• Partnerships and extended services are under-developed with <b>little impact</b> on pupil outcomes</li> <li>• Behaviour/attendance <b>insecure</b> with <b>little evidence</b> of an improving trend</li> <li>• The school is subject to <b>Notice to Improve</b></li> <li>• The school is subject to <b>Special Measures</b></li> </ul>



# IMPROVING LEARNING TOGETHER

A school may also be categorised as vulnerable if characteristics such as the following are present:

- New and / or inexperienced headteacher
- Significant staff changes at senior level
- Budget deficit
- Falling roll over a period of three years
- Building(s) in poor condition
- Performance has only recently shown improvement

## Categorisation statements for Primary Schools

### Infant Schools

Category	Characteristics
<b>Outstanding (1)</b>	<ul style="list-style-type: none"> <li>• Attainment at Key Stage 1 is consistently <b>above the national average</b> (combined English and mathematics)</li> <li>• Progress from Reception to Year 2 (EYFS – Key Stage 1), <b>exceeds</b> established benchmarks</li> <li>• Teaching quality <b>at least 30% outstanding</b>, with no unsatisfactory teaching</li> <li>• Partnerships/outreach in place with <b>demonstrable impact</b> on pupil outcomes</li> <li>• Behaviour/attendance <b>at least good</b></li> <li>• Extended services widely available and taken up with <b>demonstrable impact</b> on pupil outcomes</li> </ul>
<b>Good (2a)</b>	<ul style="list-style-type: none"> <li>• Attainment at Key Stage 1 is <b>above the LA target and the national average</b> (combined English and mathematics)</li> <li>• Progress from Reception to Year 2 (EYFS – Key Stage 1), <b>exceeds</b> established benchmarks</li> <li>• Teaching quality <b>at least 70% good or better</b>, with no unsatisfactory teaching</li> <li>• Partnerships/outreach in place with <b>demonstrable impact</b> on pupil outcomes</li> <li>• Behaviour/attendance <b>at least good</b></li> <li>• Extended services available with <b>demonstrable impact</b> on pupil outcomes</li> </ul>
<b>Good (2b)</b>	<ul style="list-style-type: none"> <li>• Attainment at Key Stage 1 is <b>above the LA target</b></li> <li>• Progress from Reception to Year 2 (EYFS – Key Stage 1), <b>exceeds</b> established benchmarks</li> <li>• Teaching <b>70% good or better</b>, some teaching <b>not consistently good but positive trend</b></li> <li>• Partnerships/outreach in place with <b>demonstrable impact</b> on pupil outcomes</li> <li>• Behaviour/attendance <b>mostly good</b></li> <li>• Extended services available with <b>demonstrable impact</b> on pupil outcomes</li> </ul>



# IMPROVING LEARNING TOGETHER

<p><b>Satisfactory (3a)</b></p>	<ul style="list-style-type: none"> <li>• Attainment at Key Stage 1 is <b>above the LA target</b> (combined English and mathematics)</li> </ul> <p><b>but</b></p> <ul style="list-style-type: none"> <li>• Progress from Reception to Year 2 (EYFS – Key Stage 1) is <b>below</b> established benchmarks</li> </ul> <p><b>or</b></p> <ul style="list-style-type: none"> <li>• Attainment at Key Stage 1 is <b>below the LA target</b></li> </ul> <p><b>but</b></p> <ul style="list-style-type: none"> <li>• Progress from Reception to Year 2 (EYFS – Key Stage 1) is <b>at or above</b> established benchmarks</li> <li>• Teaching <b>90% satisfactory or better</b> with at least <b>20% good</b> teaching</li> <li>• Partnerships in place with <b>demonstrable impact</b> on pupil outcomes</li> <li>• Behaviour/attendance is <b>at least satisfactory</b></li> <li>• Some extended services available with <b>demonstrable impact</b> on pupil outcomes</li> </ul>
<p><b>Vulnerable (3b)</b></p>	<ul style="list-style-type: none"> <li>• Attainment at Key Stage 1 is <b>below the LA target</b> (combined English and mathematics)</li> </ul> <p><b>and</b></p> <ul style="list-style-type: none"> <li>• Progress from Reception to Year 2 (EYFS – Key Stage 1) is <b>below</b> established benchmarks for <b>either</b> English <b>or</b> mathematics</li> <li>• Teaching <b>85% satisfactory or better</b></li> <li>• Partnerships &amp; extended services are under-developed with <b>little impact</b> on pupil outcomes</li> <li>• Behaviour/attendance <b>insecure</b> though with <b>some evidence of an improving trend</b></li> <li>• The school is subject to <b>Notice to Improve</b></li> <li>• The school is subject to <b>Special Measures</b></li> </ul>
<p><b>Underperforming (4)</b></p>	<ul style="list-style-type: none"> <li>• Attainment at Key Stage 1 is <b>below the LA target</b> (combined English and mathematics)</li> </ul> <p><b>and</b></p> <ul style="list-style-type: none"> <li>• Progress from Reception to Year 2 (EYFS – Key Stage 1) is <b>below established benchmarks</b> for <b>both</b> English and mathematics</li> <li>• Teaching <b>80% satisfactory or better</b></li> <li>• Partnerships and extended services are under-developed with <b>little impact</b> on pupil outcomes</li> <li>• Behaviour/attendance <b>insecure</b> with <b>little evidence of an improving trend</b></li> <li>• The school is subject to <b>Notice to Improve</b></li> </ul> <p>The school is subject to <b>Special Measures</b></p>

A school may also be categorised as vulnerable if characteristics such as the following are present:

- New and / or inexperienced headteacher
- Significant staff changes at senior level
- Budget deficit



# IMPROVING LEARNING TOGETHER

- Falling roll over a period of three years
- Building(s) in poor condition
- Performance has only recently shown improvement

## Junior Schools

Category	Characteristics
Outstanding (1)	<ul style="list-style-type: none"> <li>• Attainment is consistently (3 years) <b>above national average</b> for combined Level 4, English and mathematics, (74% 2010)</li> </ul> <p><b>and</b></p> <ul style="list-style-type: none"> <li>• <b>consistently</b> (3 years) <b>above average</b> 2 levels progress KS1-2 in English (median 87% 2010) <b>and</b> mathematics (median 86% 2010)</li> <li>• Teaching quality <b>at least 30% outstanding</b>, with no unsatisfactory teaching</li> <li>• Partnerships/outreach in place with <b>demonstrable impact</b> on pupil outcomes</li> <li>• Behaviour/attendance <b>at least good</b></li> <li>• Extended services widely available and taken up with <b>demonstrable impact</b> on pupil outcomes</li> </ul>
Good (2a)	<ul style="list-style-type: none"> <li>• Attainment is above floor (currently 60% combined Level 4 English and mathematics)</li> </ul> <p><b>but</b></p> <ul style="list-style-type: none"> <li>• <b>below national average</b> attainment</li> </ul> <p><b>and</b></p> <ul style="list-style-type: none"> <li>• <b>at or above average</b> 2 levels progress KS1-2 English <b>and</b> mathematics</li> <li>• Teaching quality <b>at least 70% good or better</b>, with no unsatisfactory teaching</li> <li>• Partnerships/outreach in place with <b>demonstrable impact</b> on pupil outcomes</li> <li>• Behaviour/attendance <b>at least good</b></li> <li>• Extended services available with <b>demonstrable impact</b> on pupil outcomes</li> </ul>
(2b)	<ul style="list-style-type: none"> <li>• Attainment is above floor (currently 60% combined Level 4 English and mathematics)</li> </ul> <p><b>but</b></p> <ul style="list-style-type: none"> <li>• <b>below average</b> 2 levels progress KS1-2 in either English <b>or</b> mathematics (median 86% 2010)</li> <li>• Teaching <b>70% good or better</b>, some teaching <b>not consistently good but positive trend</b></li> <li>• Partnerships/outreach in place with <b>demonstrable impact</b> on pupil outcomes</li> <li>• Behaviour/attendance <b>mostly good</b></li> <li>• Extended services available with <b>demonstrable impact</b> on pupil outcomes</li> </ul>
Satisfactory (3a)	<ul style="list-style-type: none"> <li>• Attainment is above floor (currently 60% combined Level 4 English and mathematics)</li> </ul> <p><b>but</b></p>



# IMPROVING LEARNING TOGETHER

	<ul style="list-style-type: none"> <li>• <b>below average</b> 2 levels progress KS1-2 English <b>and</b> mathematics (median 86% 2010)</li> </ul> <p><b>or</b></p> <ul style="list-style-type: none"> <li>• Attainment is below floor L4+ E&amp;M</li> </ul> <p><b>but</b></p> <ul style="list-style-type: none"> <li>• <b>at or above average</b> 2 levels progress KS1-2 English <b>and</b> mathematics</li> <li>• Teaching <b>90% satisfactory or better</b> with at least <b>20% good teaching</b></li> <li>• Partnerships in place with <b>demonstrable impact</b> on pupil outcomes</li> <li>• Behaviour/attendance is <b>at least satisfactory</b></li> <li>• Some extended services available with <b>demonstrable impact</b> on pupil outcomes</li> </ul>
Vulnerable (3b)	<ul style="list-style-type: none"> <li>• Attainment is below floor L4+ E&amp;M</li> </ul> <p><b>and</b></p> <ul style="list-style-type: none"> <li>• <b>below average</b> 2 levels progress KS1-2 English <b>and/or</b></li> <li>• <b>below average</b> 2 levels progress KS1-2 mathematics</li> <li>• Teaching <b>85% satisfactory or better</b></li> <li>• Partnerships &amp; extended services are <b>under-developed</b> with <b>little impact</b> on pupil outcomes</li> <li>• Behaviour/attendance <b>insecure</b> but with <b>some</b> evidence of <b>an improving trend</b></li> <li>• The school is subject to <b>Notice to Improve</b></li> <li>• The school is subject to <b>Special Measures</b></li> </ul>
Underperforming (4)	<ul style="list-style-type: none"> <li>• Attainment is below floor L4+ E&amp;M</li> </ul> <p><b>and</b></p> <ul style="list-style-type: none"> <li>• <b>below average</b> 2 levels progress KS1-2 English <b>and</b></li> <li>• <b>below average</b> 2 levels progress KS1-2 mathematics</li> <li>• Teaching <b>80% satisfactory or better</b></li> <li>• Partnerships &amp; extended services are <b>under-developed</b> with <b>little impact</b> on pupil outcomes</li> <li>• Behaviour/attendance <b>insecure</b> with <b>little</b> evidence of <b>an improving trend</b></li> <li>• The school is subject to <b>Notice to Improve</b></li> <li>• The school is subject to <b>Special Measures</b></li> </ul>

A school may also be categorised as vulnerable if characteristics such as the following are present:

- New and / or inexperienced headteacher
- Significant staff changes at senior level
- Budget deficit
- Falling roll over a period of three years
- Building(s) in poor condition
- Performance has only recently shown improvement

**For Primary Schools both sets of criteria will apply (Infant and Junior)**



# IMPROVING LEARNING TOGETHER

## Categorisation statements for Secondary Schools

Category	Characteristics
Outstanding (1)	<ul style="list-style-type: none"> <li>Attainment is <b>consistently (3 years) at or above national average</b> for 5 A*-C including English and mathematics</li> </ul> <p>and</p> <ul style="list-style-type: none"> <li><b>consistently above average</b> for 3 levels progress KS2-4 in English <b>and</b> mathematics</li> <li>Teaching quality <b>at least 30% outstanding</b>, with no unsatisfactory teaching</li> <li>Partnerships/outreach in place with <b>demonstrable impact</b> on pupil outcomes</li> <li>Behaviour/attendance <b>at least good</b></li> <li>Extended services widely available and taken up with <b>demonstrable impact</b> on pupil outcomes</li> </ul>
Good (2a)	<ul style="list-style-type: none"> <li>Attainment is <b>above floor</b></li> </ul> <p>but</p> <ul style="list-style-type: none"> <li><b>below national average</b></li> </ul> <p>and</p> <ul style="list-style-type: none"> <li><b>at or above average</b> for 3 levels progress KS2-4 English <b>and</b> mathematics</li> <li>Teaching quality <b>at least 70% good or better</b>, with no unsatisfactory teaching</li> <li>Partnerships/outreach in place with <b>demonstrable impact</b> on pupil outcomes</li> <li>Behaviour/attendance <b>at least good</b> given emotional and behavioural needs</li> <li>Extended services available with <b>demonstrable impact</b> on pupil outcomes</li> </ul>
(2b)	<ul style="list-style-type: none"> <li>Attainment is <b>above floor</b></li> </ul> <p>but</p> <ul style="list-style-type: none"> <li><b>below national average</b> 3 levels progress KS2-4 in either English <b>or</b> mathematics</li> <li>Teaching <b>70% good or better</b>, some teaching <b>not consistently good but positive trend</b></li> <li>Partnerships/outreach in place with <b>demonstrable impact</b> on pupil outcomes</li> <li>Behaviour/attendance <b>mostly good</b></li> <li>Extended services available with <b>demonstrable impact</b> on pupil outcomes</li> </ul>
Satisfactory (3a)	<ul style="list-style-type: none"> <li>Attainment is <b>above floor</b></li> </ul> <p>but</p> <ul style="list-style-type: none"> <li><b>below national average</b> 3 levels progress KS2-4 English <b>and</b> mathematics</li> </ul> <p>or</p> <ul style="list-style-type: none"> <li>Attainment is <b>below floor</b></li> </ul> <p>but</p>



# IMPROVING LEARNING TOGETHER

	<ul style="list-style-type: none"> <li>• <b>at or above national average</b> 3 levels progress KS2-4 English <b>and</b> mathematics</li> <li>• Teaching <b>90% satisfactory or better</b> with <b>at least 20% good teaching</b></li> <li>• Partnerships in place with <b>demonstrable impact</b> on pupil outcomes</li> <li>• Behaviour/attendance <b>is at least satisfactory</b></li> <li>• Some extended services available with <b>demonstrable impact</b> on pupil outcomes</li> </ul>
Vulnerable (3b)	<ul style="list-style-type: none"> <li>• Attainment is <b>below floor</b></li> </ul> <p><b>and</b></p> <ul style="list-style-type: none"> <li>• <b>below national average</b> 3 levels progress KS2-4 English <b>and/or</b></li> <li>• <b>below national average</b> 3 levels progress KS2-4 mathematics</li> <li>• Teaching <b>85% satisfactory or better</b></li> <li>• Partnerships &amp; extended services are under-developed with <b>little impact</b> on pupil outcomes</li> <li>• Behaviour/attendance <b>insecure</b> with <b>some evidence of an improving trend</b></li> <li>• The school is subject to <b>Notice to Improve</b></li> <li>• The school is subject to <b>Special Measures</b></li> </ul>
Underperforming (4)	<ul style="list-style-type: none"> <li>• Attainment is <b>below floor</b></li> </ul> <p><b>and</b></p> <ul style="list-style-type: none"> <li>• <b>below national average</b> 3 levels progress KS2-4 English <b>and</b></li> <li>• <b>below national average</b> 3 levels progress KS2-4 mathematics</li> <li>• Teaching <b>80% satisfactory or better</b></li> <li>• Partnerships &amp; extended services are under-developed with <b>little impact</b> on pupil outcomes</li> <li>• Behaviour/attendance <b>insecure</b> with <b>little evidence of an improving trend</b></li> <li>• The school is subject to <b>Notice to Improve</b></li> <li>• The school is subject to <b>Special Measures</b></li> </ul>

A school may also be categorised as vulnerable if characteristics such as the following are present:

- New and / or inexperienced headteacher
- Significant staff changes at senior level
- Budget deficit
- Falling roll over a period of three years
- Building(s) in poor condition
- Performance has only recently shown improvement





# IMPROVING LEARNING TOGETHER

## Improving Learning Together: Models of Support

Category	Support model
Outstanding (1)	<ul style="list-style-type: none"> <li>• Potential partner school for schools in all categories</li> <li>• Potential NLE/LLE for schools in all categories</li> <li>• Lead school for specific areas needing improvement</li> <li>• Network hub</li> <li>• SET initiated outreach</li> </ul>
Good (2)	<ul style="list-style-type: none"> <li>• School to school support for specific areas of strength</li> <li>• Potential LLE provision for schools in all categories</li> <li>• Lead school for specific areas</li> <li>• Network hub</li> <li>• SET initiated outreach</li> </ul>
Satisfactory (3a)	<ul style="list-style-type: none"> <li>• LLE for specific areas needing improvement</li> <li>• School to school support for specific areas of strength (SET initiated outreach or inreach)</li> <li>• Lead teacher support</li> </ul>
Vulnerable (3b)	<p><b>Raising Achievement Plan</b></p> <ul style="list-style-type: none"> <li>• Partner school</li> <li>• NLE/LLE for specific areas needing improvement</li> <li>• LA co-ordination/support and challenge</li> <li>• School Improvement Partnership Board (SIPB)</li> </ul>
Underperforming (4)	<p><b>Raising Achievement Plan</b></p> <ul style="list-style-type: none"> <li>• Partner school</li> <li>• NLE/LLE for specific areas needing improvement</li> <li>• LA co-ordination/support and challenge</li> <li>• School Improvement Partnership Board (SIPB)</li> </ul>



# IMPROVING LEARNING TOGETHER

## Improving Learning Together: Consideration of Structural Solutions

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. Building on our successful track record of implementing structural solutions, we have devised a framework within which dialogue takes place.

Structural solutions	Factors to consider
Securing improvement through formal school to school partnership agreement	<ul style="list-style-type: none"> <li>• Identification of partner school</li> <li>• Appointment of executive headteacher (headteacher of partner school)</li> <li>• Clarification and agreement of activities supported by the partnership</li> <li>• Roles and responsibilities for the RAP</li> <li>• Clarification of accountabilities in respect of each school's governing body</li> </ul>
Securing improvement through a hard federation	<ul style="list-style-type: none"> <li>• Identification of federation partner</li> <li>• Appointment of executive headteacher (headteacher of partner school)</li> <li>• Clarification and agreement of activities supported through the federation</li> <li>• Roles and responsibilities for the RAP</li> <li>• Management and oversight of the legal process for federation</li> </ul>
Securing improvement through conversion to Trust or Academy status	<ul style="list-style-type: none"> <li>• Identification of Trust partners or Academy sponsor</li> <li>• Confirmation of existing leadership or appointment of executive headteacher</li> <li>• Clarification and agreement of aims and objectives of proposed</li> </ul>



# IMPROVING LEARNING TOGETHER

	<p>new status</p> <ul style="list-style-type: none"> <li>• Roles and responsibilities for the RAP</li> <li>• Clarification of accountabilities for governance</li> <li>• Management and oversight of legal processes for conversion</li> </ul>
Invoking the power to establish an Interim Executive Board (IEB)	<ul style="list-style-type: none"> <li>• Evaluation of overall effectiveness of school's governing body (including external verification)</li> <li>• Management and oversight of legal process for removal of governing body and transfer of accountable body status to the LA</li> </ul>

## Improving Learning Together: Sustainable Solutions

---

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

- 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
- A thriving NQT programme and good track record for recruitment and retention of strong senior school leaders
- A commitment to the use of data to inform school improvement conversations achieving comparator information locally and nationally



# IMPROVING LEARNING TOGETHER

## Improving Learning Together: Different Players, Complementary Roles

---

### The responsibilities of different partnership groups

1. School Review Group
2. Southend Secondary Headteachers' Association
3. Southend Primary Headteachers' Association
4. Southend Special School Headteachers' Group
5. Local Leaders of Education

#### **School Review Group**

##### Responsibilities

- Annual categorisation of all schools
- Risk assessment for all schools
- Accurately assessing the performance of all schools
- In-depth assessment of the performance of category 3b and 4 schools with reference to their Raising Achievement Plans (RAPs)

#### **Southend Secondary Headteachers' Association (SOSHA)**

##### Responsibilities

- Consideration of the performance of all Southend Secondary Schools
- Support for individual and common areas for development across all schools
- Contribute to support for category 3b and 4 schools in relation to their Raising Achievement Plans (RAPs)
- Responding to local and national consultation requests on matters relating to school improvement

#### **Southend Primary Headteachers' Association (SOPHA)**

##### Responsibilities

- Consideration of the performance of all Southend Primary Schools
- Support for individual and common areas for development across all schools
- Contribute to support for category 3b and 4 schools in relation to their Raising Achievement Plans (RAPs)
- Responding to local and national consultation requests on matters relating to school improvement



# IMPROVING LEARNING TOGETHER

## **Southend Special School Headteachers' Group (SSSHG)**

### Responsibilities

- Consideration of the performance of all Southend Special Schools
- Support for individual and common areas for development across all schools
- Contribute to support for category 3b and 4 schools in relation to their Raising Achievement Plans (RAPs)
- Responding to local and national consultation requests on matters relating to school improvement

## **Local Leaders of Education (LLEs)**

### Responsibilities

- Support for all headteachers to assist in securing improvement or in developing a fresh perspective on issues presenting considerable challenge
- Contribute to the support for the headteachers of category 3b and 4 schools in relation to their Raising Achievement Plans (RAPs)
- As NCSL Professional Partners mentoring for new headteachers to assist during the transition period

