

# Education Improvement Strategy

**Cabinet:**

**Date: 7<sup>th</sup> September 2016**

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Author: Cabinet Member for Children's Services  
Head of Education

Wards: All

Locality Affected: All

Parishes Affected: All

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## **1. Purpose and Reasons**

- 1.1 This report sets out the proposed Education Improvement Strategy to continue to improve education outcomes in Swindon. The strategy document outlines the legal framework and duties of the council relating to school improvement and how it proposes to carry out these duties.
- 1.2 The report is necessary to seek the approval of members for this strategy.
- 1.3 Education is one of the key priorities of the Council's Vision for Swindon. Priority 2 is focused on education and includes a number of corporate performance measures such as improving outcomes at primary and secondary level (Pledge 17).

## **2. Recommendations**

Cabinet is recommended to:

- 2.1 Agree the "Education Improvement Strategy" attached at Appendix One, and
- 2.2 Authorise the Head of Education to use the approach set out in the Education Improvement Strategy.
- 2.3 Request the Head of Education to continue to engage and work in partnership with the Regional Schools Commissioner to address the need to improve school performance

## **3. Detail**

- 3.1 The Education Improvement Strategy is a key strategy document outlining how the Council plans to implement its school improvement duties. The Council has a statutory duty to promote excellence in education and the legal framework is outlined in detail within the strategy document.
  - 3.2 The key principles set out in the strategy (as attached at Appendix One) are
    - 3.2.1 A shared responsibility by elected Members, SBC officers, Headteachers and schools to raise standards – this includes securing the progress of all children and young people so that they achieve their true potential;
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Further information on the subject of this report can be obtained from Peter Nathan, 07467 440955, pnathan@swindon.gov.uk

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- 3.2.2 Commitment and trust in schools as self-managing and improving institutions;
  - 3.2.3 The broader needs of children and families are taken into account, and there is a commitment to early intervention and thus prevention;
  - 3.2.4 A continuing commitment to leadership development with effective links to the National College for Teaching and Leadership
  - 3.2.5 The promotion of new models of leadership and a commitment to developing new leaders;
  - 3.2.6 A commitment to meeting the needs of all vulnerable or disadvantaged learners.
  - 3.2.7 A commitment to promoting collaboration across and between schools, creating sustainable futures;
  - 3.2.8 A commitment to the dissemination of best practice, 'keys to success,' and the sharing of knowledge of what works well;
  - 3.2.9 A commitment to act as the champions of children and families, listening to and acting on what children, parents and carers tell us;
  - 3.2.10 A commitment to promoting high standards;
  - 3.2.11 Ensuring children and young people are safe in every environment.
- 3.3 The strategy document focuses on how maintained schools are prioritised for intervention and support. This process is based on examination results, inspection outcomes, and also local information on schools. Interventions can involve a range of different actions such as leadership support, school reviews of practice and more direct intervention as required. A similar approach is taken with academy schools in terms of risk assessment but intervention may involve the Office of the Regional Commissioner or schools paying for intervention from the local authority or facilitated by the local authority officers. The two teaching schools are also a key part of the intervention strategy for maintained and academy schools. The table below sets out the different levels of support.

Model to differentiate support	
<b>Outstanding schools and academies</b> Graded by Ofsted as 'outstanding' for overall effectiveness, achievement and standards, and leadership. Outcomes are in the top quartile for both attainment and progression, with Free School Meal (FSM) gaps that are lower than the median. These	<i><b>It is expected that 'outstanding' schools take responsibility for their continued improvement through purchased traded service provision from any appropriate source.</b></i>  <i><b>It is also expected that 'outstanding' schools will contribute to the dissemination of good</b></i>

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schools are able to provide system leadership, support others and collaborate. School effectiveness is sustained at this level.	<i><b>practice and work in partnership school to school support.</b></i>
<p><b><u>Good schools and academies</u></b></p> <p>Graded by Ofsted as 'good' for overall effectiveness and at least 'good' for achievement and standards, and leadership. Outcomes are at or above national attainment and in the top two quartiles for progression, with FSM gaps that are lower than the median. These schools may have the potential to provide system leadership, to support others and to collaborate. They may have specific aspects of practice that are judged to be 'outstanding'. These schools have the capacity to improve further.</p>	<i><b>It is expected that 'good' schools take responsibility for their continued improvement through purchased traded service provision from any appropriate source.</b></i>
<p><b><u>Requiring improvement</u></b></p> <p>Schools and Academies that Ofsted has judged as 'requiring improvement'. The school has been judged 'satisfactory', followed by a judgement 'requiring improvement'.</p>	<p><i><b>LA maintained schools in this category will receive a core allocation of support from a School Improvement Adviser, who will facilitate additional support if required.</b></i></p> <p><i><b>Academies in this category should work with a School Improvement Adviser, from an appropriate provider, who can facilitate additional support if required.</b></i></p>
<p><b><u>Schools and academies at risk</u></b></p> <p>Schools falling below the floor standards or whose trajectory puts them at risk of falling below the floor standard and/or receiving a category of concern from Ofsted.</p> <p><b>Primary</b></p> <p>Outcomes are below the 2015 floor standards (<i>less than 65% achieve Level 4+ in reading, writing and mathematics; and the percentage making expected progress is below the median in each subject</i>) or likely to be below the 2016 floor standards.</p> <p><b>Secondary</b></p> <p>Outcomes are below the current floor standards (<i>less than 40% achieve 5+ GCSEs A*-C or equivalent, including English and mathematics; and the percentage making expected progress is below the median in each subject</i>) or below the 2016 floor standards based on Progress 8, Attainment 8 and English and mathematics outcomes.</p>	<p><i><b>LA maintained Schools in this category will receive a core allocation of School Improvement Adviser support and a negotiated programme of whole school improvement support brokered or commissioned from appropriate service providers.</b></i></p> <p><i><b>Academies in this category should work with a School Improvement Adviser (from the LA or from the RSC's office) who can negotiate a programme of whole school improvement support, brokered or commissioned from appropriate service providers.</b></i></p>
<p><b><u>Ofsted Category of Concern</u></b></p> <p>Schools that are subject to special measures or notice to improve. The LA will prepare a statement of action within ten working days of receiving the final inspection report and will work closely with the</p>	<i><b>The LA will use its Powers of Intervention with schools in an Ofsted category of concern, or if a school is at risk of going into an Ofsted category as it has done consistently in the</b></i>

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Headteacher and Governing Body of the schools; the SIA, and the Diocesan or other appointing authority if the school is a foundation or voluntary school.	<i>past.</i>
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- 3.4 The Education Improvement Strategy went out to consultation with headteachers and governors in terms 3 and 4 (the spring term). No responses were received from headteachers or governors.

## **4. Alternative Options**

- 4.1 An Education Improvement Strategy should be in place to outline how the Council is meeting its statutory duties for school improvement. Without this Strategy the Council may have difficulty meeting its statutory duties.

## **5. Implications, Diversity Impact Assessment and Risk Management**

### Financial and Procurement Implications

- 5.1 There are no new financial resource implications arising from the proposed Education Improvement Strategy

### Legal and Human Rights Implications

- 5.2 Legal and human rights implications have been taken into account in preparing this report. It is considered that the report's recommendations are compatible with Convention Rights.

### All Other Implications (including Staff, Sustainability, Health, Rural, Crime and Disorder)

- 5.3 None

### Diversity Impact Assessment

- 5.4 This shows no negative impact on any groups but is a strategy which will support the Council's Public Sector Equality Duty.

### Risk Management

- 5.5 None specific to this strategy

## **6. Consultees**

- 6.1 The Corporate Director, Resources (Section 151 Officer) and Director of Law and Democratic Services (Monitoring Officer) are consulted in respect of all reports.

## **7. Background Papers**

- 7.1 None

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## **8. Appendices**

8.1 Appendix One - Education Improvement Strategy – July 2016

## **9. Key Decision/Decision in Cabinet Work Programme and Forward Plan**

9.1 This is not a Key Decision and is included in the Cabinet Work Programme and Forward Plan for September 2016.