

SWINDON BOROUGH COUNCIL

Education Improvement Strategy

July 2016

Introduction

The purpose of this strategy is to ensure that all schools continue to improve their performance. It aims to do this by defining the context of the strategy and explaining the processes for monitoring, challenging and intervening in schools, as well as the support available to schools. It is intended for all involved in school leadership activities, Headteachers, senior leadership teams, staff teams and governing bodies. This strategy has been written in consultation with Headteacher representatives from primary, secondary and special schools.

Our Education Improvement Strategy implements key elements of Government policy. In addition, we will celebrate and share successes in our schools and settings for example with an annual schools awards event planned for July. We will signpost good practice and broker partnerships between schools, using the expertise of strong schools and settings to support those that are less effective. We will take decisive action where there is underperformance, challenging Headteachers and governors to seek solutions to bring about rapid improvements. We will work with the Headteachers' associations in Swindon to address these issues. We will work closely with the two Swindon teaching schools to drive school improvement, develop effective practice and ensure a range of training and support is provided to meet the needs of schools. We will work with the Regional School's Commissioner (RSC) to ensure that any underperformance in academies and free schools is known and addressed. The Swindon Education Strategy Board has been set up chaired by the RSC to facilitate this process and has already met four times.

Our Vision

For every child, irrespective of background, to fulfil their potential through the best education possible

- Our commitment is to work together with schools so that all schools aspire to excellence with "Every school at least a good school" and a high percentage of schools judged to be outstanding.
- Our vision is that educational achievement should be amongst the best nationally at every phase of education with all pupils equipped to be lifelong learners.

The National Context

The role of the Local Authority (LA) has changed considerably in recent years and more markedly since 2010. From Early Years and throughout the primary and secondary phases the LA has a key role in response to statutory requirements to strive to achieve excellence and equity. Swindon LA is committed to educational excellence for all pupils in whatever type of school they attend; LA maintained, free schools or academies.

We continue to monitor and facilitate school improvement and commission high quality school places. In line with our vision, we continue to champion educational excellence for all.

The LA has statutory duties in relation to promoting high standards in schools and among other providers so that children and young people achieve well and fulfil their potential as defined by section 13A of the Education Act 1996. This includes support for schools causing concern as set out in Part 4 of the Education and Inspections Act 2006. LAs are inspected under this duty and this was the case in Swindon, which was inspected in December 2014.

The general duty for LAs to promote high standards of education is set out under section 13A of the Education Act 1996, as follows:

'Duty to promote high standards and fulfilment of potential

(1) A Local Authority in England must ensure that their relevant education functions and their relevant training functions are (so far as they are capable of being so exercised) exercised by the authority with a view to—

(a) promoting high standards,

(b) ensuring fair access to opportunity for education and training, and

(c) promoting the fulfilment of learning potential by every person to whom this subsection applies.

(2) Subsection (1) applies to the following—

(a) persons under the age of 20;

(b) persons aged 20 or over but under 25 who are subject to learning difficult assessment.'

The Education and Inspections Act (2006) states that LAs have a duty to secure diversity and choice, as well as promoting higher standards, and an enhanced role in relation to schools causing concern, with a range of duties, powers and responsibilities in underperforming schools. This was reaffirmed in the 2010 Academies Act which gave LAs the duty to champion excellence and promote high standards in schools.

The Education Act (2011) gave greater autonomy to schools and settings. Schools are more accountable to their communities and professional collaboration and school to school support (often through teaching schools, NLEs and National Support Schools) is seen as the key strategy to bring about improvements. Academies and free schools are a part of the educational landscape in Swindon representing over 50% of our schools and are thus key providers of education in the Borough. The presumption is now that all new schools will be free schools and with the expanding

population in the town, it is likely that at least one new secondary free school and 14 new primary free schools will be built over the next 5 to 10 years.

Government policy in 2015 has increased the focus on the early years, with a renewed emphasis on the importance of child development and the social and economic benefits of good early years practice as well as committing to free child care for working parents. The focus for LAs is to ensure that all two, three and four-year olds, particularly the most disadvantaged, take up their entitlement to funded, high-quality, early education and that there are child care places for working parents according to their entitlement. The LA has been chosen as an “early implementer” by the DfE to pilot the increase entitlement for 3 and 4 year olds from working families with a focus on extending the hours that provisions are open including the evenings and weekends.

There have been wide ranging changes to arrangements for supporting young people with special educational needs and disabilities (SEND). The Children and Families Act received Royal Assent in March 2014 and considerable work is taking place to implement change overseen by the LA SEND Board. The LA local offer of services for disabled children and young people, and those with special educational needs will be published in 2016. Swindon has a relatively high proportion of children and young people with a statement of special educational needs or EHC (education, health and care plan) and a key focus is to ensure that the needs of these pupils are met and they make good progress in their education.

The Apprenticeships, Skills, Children and Learning Act (2009) sets out LA duties to secure suitable provision to meet the reasonable needs of all young people aged 16-19, and up to 25 for young people formally assessed with a learning difficulty. This work has been extended due to the raising of the participation for all young people age to 18.

Department for Education (DfE) guidance, *Schools Causing Concern: statutory guidance for LAs*, was updated in January 2015 and strengthens the role of the LA and its powers to intervene where schools are causing concern i.e. where one of more of the following ground are satisfied; low standards of performance; a serious breakdown in the way a school is managed or governed. (Although this may change with the new Education Bill proposed to come to parliament later this year). This statutory guidance sets out the LA’s role in relation to maintained schools that are causing concern. It sets out the importance of early intervention and of swift and robust action to tackle failure, including the use of Warning Notices and Interim Executive Boards (IEB) in maintained schools.

Government policy promotes greater diversity with the recent expansion of the academies programme and the introduction of free schools and University Technical Colleges (UTC) as a means to give parents greater choice and improve outcomes for learners. Swindon has one UTC, which has recently opened for pupils from Year 10 upwards and will have two new secondary age free schools opening from September 2018

Local Context

The focus of the strategy is capacity building and sustained improvement. This is delivered through a mixture of monitoring, challenge, intervention, support and the development of collaborative working across schools. As an LA we have a shared responsibility for supporting the development of a universal school system that responds to the needs of local communities. Whilst taking responsibility for promoting higher standards and delivering a range of services, we also have a commissioning role in relation to the delivery of some school improvement services.

The plan builds on current LA procedures and takes into account the changing context of the role of the LA, Ofsted inspections, the emphasis on school self-evaluation and the need to ensure alignment between school and LA processes.

Swindon's Education Improvement Strategy is underpinned by the direction of travel outlined in Swindon Borough Council's (SBC), "*Vision for Swindon*" priorities and pledges and the Corporate Business Plan 2015-16. The central premise of the vision involves shifting the balance of power, responsibility and resources away from public sector bodies, such as the Council, to local people. This direction of travel set out below highlights two of the priorities which link to education:

- Offer educational opportunities that lead to the right skills and the right jobs in the right places.
- Help people to help themselves while always protecting our most vulnerable children and adults.

The Skills and Employment Strategy (2014-2016), outlines priorities for learning and skills development for 16-19 year olds and adults. The priorities relating to young people are as follows:

- **Employability, Careers and Enterprise** will focus on bringing business and education closer together to raise aspirations and to ensure young people are well prepared for the world of work.
- **Employment/Apprenticeship** aims to improve routes to employment and apprenticeships, and to increase the opportunities available with employers.
- **Raising Participation Age** is focusing on ensuring all young people aged 16/17 are able to participate in learning. This includes working with schools and post-16 providers to ensure our transition processes to support progression into post-16 learning are effective.
- **Higher Education** – We have a strategic plan for the expansion of higher education, leading to the establishment of a university presence with a clear brand.

Links to strategic plans:

- Corporate Plan 2015 -16
- Economic Strategy 2013
- Skills and Employment Strategy 2014-16
- Swindon and Wiltshire Local Enterprise Partnership, Strategic Economic Plan, 2016-2020, Swindon and Wiltshire Local Enterprise, Skills Plan, 2016

Swindon Schools

In Swindon, ten secondary schools, one special school and twenty eight primary schools have converted to, or have opened as academies;

- One primary school, Hazelwood Academy, is sponsored by the Academy chain 'Academies Enterprise Trust' (AET),
- Two secondary schools, Nova Hreod and Swindon Academy are part of the United Learning chain
- An 'umbrella' academy trust of four schools in West Swindon, comprising Millbrook, Peatmoor, Shaw Ridge and Westlea Primary Schools.
- One primary school, Tadpole Farm Academy, is sponsored by the Diocese of Bristol Multi Academies Trust (DBAT).
- The White Horse Federation (WHF) is a Multi-Academy Trust including ten Swindon schools, nine primary phase; Drove Primary, Moredon Primary, Mountford Manor Primary, Tregoze Primary, Rodbourne Cheney Primary, Croft Primary, Haydon Wick Primary, Nyland Special School and one secondary phase school (The Ridgeway Secondary School and sixth form
- Ferndale Primary School has recently become a new sponsor (Blue Kite) and Ruskin Primary School will be joining this MAT on the 1st April as a new academy.
- The University Technical College opened in September 2014.

In addition, there are currently three LA maintained primary federations – Grange Infants and Junior, Oliver Tomkins Church of England Infants and Junior and Wroughton Infants and Junior.

Ofsted inspection outcomes in Swindon Schools

We have 81 schools in Swindon, of which 79 have been inspected by Ofsted. As at the end of July 2016, 84% of our inspected schools have been judged 'Good' or 'Outstanding', compared to 85% nationally and 88% in the South West. A further 15% of Swindon schools have been judged 'Requires Improvement' and 1% judged 'Inadequate' (this school will become an academy on April 1st and join a MAT with Ferndale School).

89% of Primary schools are 'Good' or 'Outstanding', compared to 75% in 2010/11 and this compares to 86% nationally and 89% in the South West. 46% of Secondary schools are 'Good' or 'Outstanding', compared to 64% in 2010/11 and this compares to 75% nationally and 81% in the South West.

Ofsted Inspection Grades Swindon (July 2016)

	1	2	3	4
Primary	18%	71%	11%	0%
Secondary	0%	46%	45%	9%
Special	17%	67%	17%	0%
EOTAS	0%	100%	0%	0%

Ofsted Inspection Grades National (February 2016)

	1	2	3	4
Primary	18%	68%	13%	1%
Secondary	22%	53%	20%	4%
Special	38%	54%	6%	2%
EOTAS	19%	67%	11%	3%

Ofsted Inspection Grades South West (February 2016)

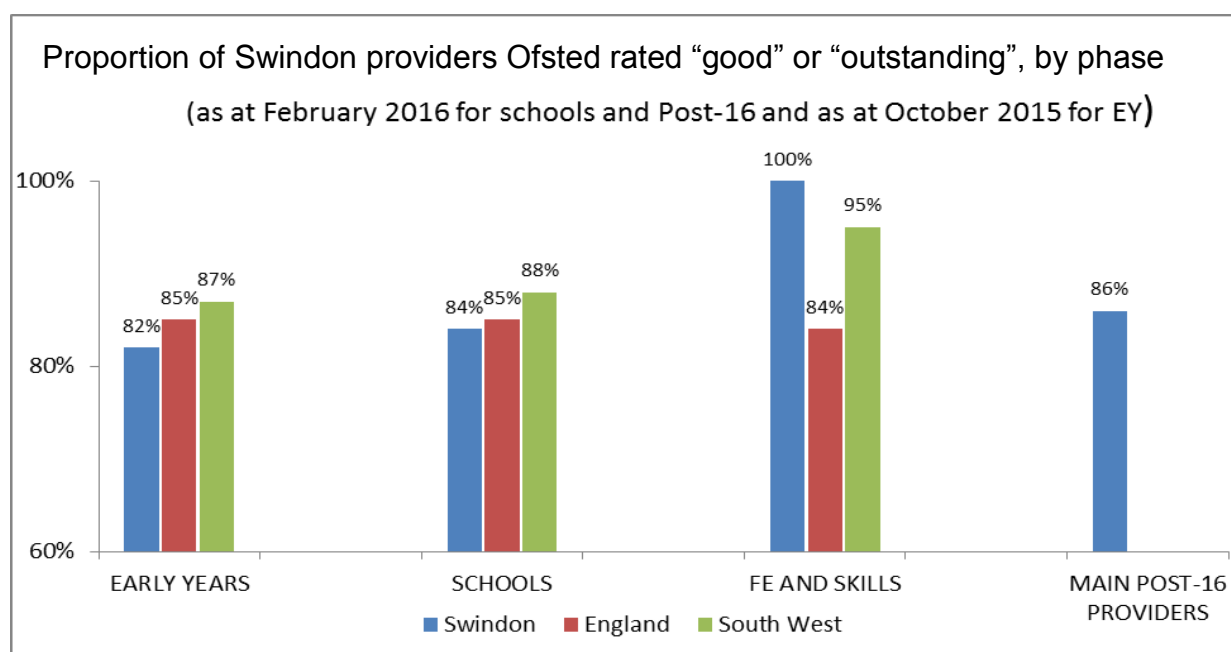
	1	2	3	4
Primary	19%	71%	10%	1%
Secondary	17%	64%	15%	4%
Special	23%	67%	10%	0%
EOTAS	16%	71%	13%	0%

Ofsted inspection outcomes across all phases of education provision

Ofsted inspects not only schools but also Early Years providers and Further Education providers. The table and graph below shows the comparison between different learning phases.

Proportion of Swindon providers Ofsted rated as “good” or “outstanding”, by phase” (last checked July 2016)

Inspection Period	Inspection Outcomes	Swindon	England	South West
As at July 2016	OFFICIAL OUTCOMES: EARLY YEARS	85%	85%	87%
	<i>of which Childminders</i>	84%	84%	86%
	<i>of which PVI settings (Nurseries etc)</i>	100%	87%	88%
As at July 2016	OFFICIAL OUTCOMES: SCHOOLS	84%	85%	88%
	<i>of which Primaries</i>	89%	86%	89%
	<i>of which Secondaries</i>	46%	75%	81%
	<i>of which Specials</i>	83%	92%	90%
As at January 2016	OFFICIAL OUTCOMES: FE AND SKILLS PROVIDERS (excluding sixth form schools)	100%	84%	95%
As at January 2016	LOCAL FIGURES: MAIN POST-16 PROVIDERS (FE colleges and Sixth form schools)	86%	n/a	n/a



Implementing our Strategy

The LA will champion the needs of all learners to ensure they have access to the very best educational provision which leads to excellent outcomes for all.

To implement our strategy we will:

- ensure provision of a sufficient number of high quality school places in diverse schools and settings so that all children can attend a good local school;
- ensure there is a fair and transparent system for the allocation of school places;
- challenge schools and settings to develop models of leadership that secure continuous and sustained improvement;
- encourage governing bodies to look at creative solutions for leadership succession planning, such as a partnership between schools, for example, federations, multi-academy trusts, amalgamation, temporary support arrangements and trusts. Where there is evidence of weak governance we will take action and appoint additional governors or apply to the Secretary of State for an IEB;
- risk assess the effectiveness of all LA maintained schools, early years settings and academies, using data and local intelligence in order to focus partnership working and intervention.
- take decisive action where any school or setting is failing, and intervene should the provision and quality of education for children and young people be compromised;
- secure the provision of information, advice and training to all early years childcare providers;
- broker links between schools, and across agencies and other partners/services to improve schools' overall effectiveness, including through Swindon's Teaching Schools Alliance (TSA);
- where appropriate, follow DfE guidance for LAs and deliver local solutions to local challenges. Where appropriate, we will implement alternative models of school provision and seek a structural solution in the best interests of the school and its community.

We expect all schools and settings to work as autonomous institutions, responsible for their performance and outcomes, delivering improvements across a range of indicators. Schools have a responsibility to meet the needs of *all* children. In order to secure the best outcomes for learners, we expect schools and settings to:

- ensure that there is strong leadership and governance, and secure systems for identifying, managing, achieving and evaluating improvement;

- prioritise the achievement and progress of all learners through high quality teaching and learning;
- create safe, secure and stimulating environments for all learners that contribute to their wellbeing and enable them to be confident, independent and self-assured. This includes clear standards and expectations for behaviour and routines to support learning;
- ensure that children have the confidence to be creative, can think independently, are fully literate and numerate, and are developing an understanding and a sense of responsibility for the world in which they live;
- collaborate across schools and settings as an important way of increasing the capacity of schools to deliver improved outcomes. Schools are encouraged to support each other to provide leadership development at all levels, a broader and more personalised curriculum, shared professional development opportunities, and shared strategies to manage exclusions and attendance, and inclusive practices.

As a result of the good work by Headteachers, teaching staff and governors, the LA has only a small number of schools or early years settings where a high level of LA intervention is required. This Education Improvement Strategy is based on the clear philosophy that all schools and settings can improve to at least 'good' and aspire to be 'outstanding', and that all children and young people should be able to achieve their potential.

School Improvement

This strategy seeks to build on current success whilst considering how the LA will address the following issues:

- Schools falling below the floor standards

*For 2015 performance, a Primary school was deemed to be below the floor standards when **all** of these criteria apply:*

- *Less than 65% of pupils achieve Level 4 or above in all of reading, writing and mathematics*
- *Less than a median percentage (94%) make expected progress in reading*
- *Less than a median percentage (97%) make expected progress in writing*
- *Less than a median percentage (93%) make expected progress in mathematics*

For 2016 performance, a national floor standard has been set not using levels.

- *Schools will be above the floor if pupils make sufficient progress across all of reading, writing and mathematics **or** if more than 65% of them achieve the national standard in reading, writing and mathematics. (although this may change due to lower outcomes in the new assessments used)*

- *Sufficient progress will be calculated using as a value-added measure from KS1 to KS2. The precise level of 'sufficient progress' will not be set until the first new KS2 tests are sat in summer 2016.*

*For 2015 performance, a Secondary school was deemed to be below the floor standards when **all** of these criteria apply:*

- *Less than 40% of pupils achieve five or more GCSEs A*-C (or equivalent), including English and mathematics*
- *Less than a median percentage (73%) make expected progress in English*
- *Less than a median percentage (68%) make expected progress in mathematics*

For 2016 performance will be based on the progress 8 measure, attainment 8 and attainment in English and mathematics. A school will be below the floor standard if its progress 8 score is below -0.5.

For 2015 performance, a post 16 provider was deemed to be underperforming when its results showed that:

- *Fewer than 45% of students achieved an average point score per entry in vocational qualifications of 194 points*
- *Fewer than 45% of students achieved an average point score per entry in academic qualifications of 174 points*
- Schools that have been judged to 'require improvement' by Ofsted
- Schools whose trajectory puts them at risk of falling below the current floor standard and/or receiving a category of concern from Ofsted, e.g., pupils overall, or particular groups of pupils, are consistently making less than expected progress given their starting points; there are wide gaps in the attainment and/or the learning and progress of different groups
- Schools in an Ofsted category of concern
- Schools and other Secondary settings where pupils make unsustained transitions into post-16 learning

Effective school improvement can only be achieved through collaboration and partnership. Schools, academies (including sponsors), free schools, the LA and other agencies involved in services to children and young people share the responsibility of the progress and well being of all learners.

Key Principles

School improvement is complex and multi-faceted, and requires a range of different strategies. SBC's Education Improvement Strategy is underpinned by the following principles:

- 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;
- Commitment and trust in schools as self-managing and improving institutions;
- The broader needs of children and families are taken into account, and there is a commitment to early intervention and thus prevention;
- A continuing commitment to leadership development with effective links to the National College for Teaching and Leadership
- The promotion of new models of leadership and a commitment to developing new leaders;
- A commitment to meeting the needs of all vulnerable or disadvantaged learners.
- A commitment to promoting collaboration across and between schools, creating sustainable futures;
- A commitment to the dissemination of best practice, 'keys to success,' and the sharing of knowledge of what works well;
- A commitment to act as the champions of children and families, listening to and acting on what children, parents and carers tell us;
- A commitment to promoting high standards;
- Ensuring children and young people are safe in every environment.

Quality Assurance of our Education Improvement Strategy

During the last academic year, the LA established an Education Strategy Board (ESB) in partnership with other key stakeholders, including representatives from the 3 Headteacher Associations, the 2 Further Education Colleges, the National College for Teaching and Leadership and the Swindon Teaching School Alliance. The ESB is chaired by Sir David Carter, the Regional School's Commissioner; and is held accountable through reports to SBC Health & Well-being Board and Children and Young People Scrutiny Committee.

The Education Strategy Board has a long-term role as an overarching body;

- taking collective responsibility for all children and young people in Swindon
- ensuring consistently high outcomes by supporting the co-ordination the work of all educational organisations in the area engaged in raising standards
- improving outcomes for children and young people;

In practice, the ESB:

- Takes a leading role to champion the implementation of improvement in school standards.
- Takes a leading role in the implementation of the framework for improvement.
- Helps oversee school-to-school support in partnership with other school improvement agencies.
- Encourages constructive conversations about the performance and health of the wider educational system.
- Oversees performance and ensures barriers to implementation including service delivery are countered.

The Model of Support for School Improvement

Schools are self-managing and autonomous, and are responsible for their own performance and improvement. However, there will be a minority of schools who will not have the capacity to make sufficient improvements without more direct intervention.

Changes within the LA have necessitated a change in the level of support we can offer schools. We have maximised levels of delegation to schools, ensuring an open and transparent allocation. We have moved away from being a provider of services in inverse proportion to success. Instead, we have refocused on coordinating, brokering or commissioning support for underperforming schools that do not demonstrate a capacity to improve on their own and are causing concern.

We will risk assess the effectiveness of all LA maintained schools and academies using data and local intelligence in order to focus partnership working and intervention.

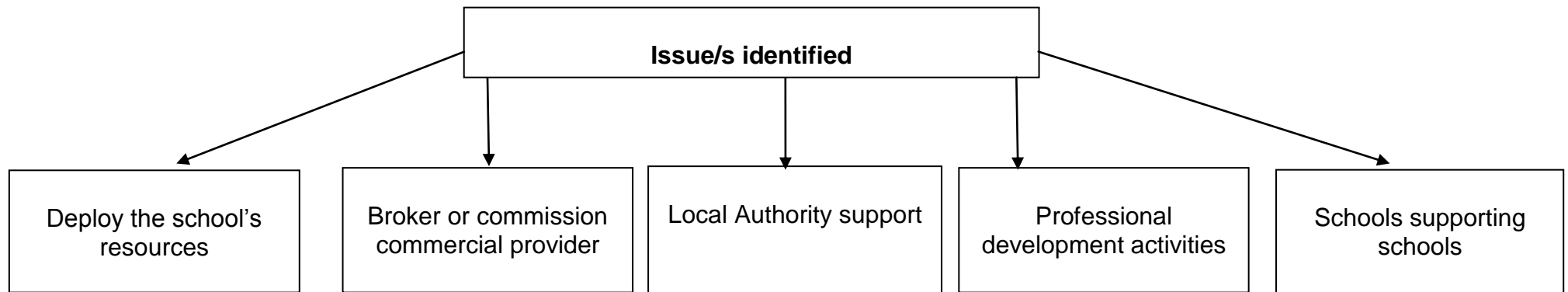
The following model to differentiate support to schools and deploy resources will be used.

Model to differentiate support	
<u>Outstanding schools and academies</u> 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 schools are able to provide system leadership, support others and collaborate. School effectiveness is sustained at this level.	<i>It is expected that 'outstanding' schools take responsibility for their continued improvement through purchased traded service provision from any appropriate source.</i> <i>It is also expected that 'outstanding' schools will contribute to the dissemination of good practice and work in partnership school to school support.</i>

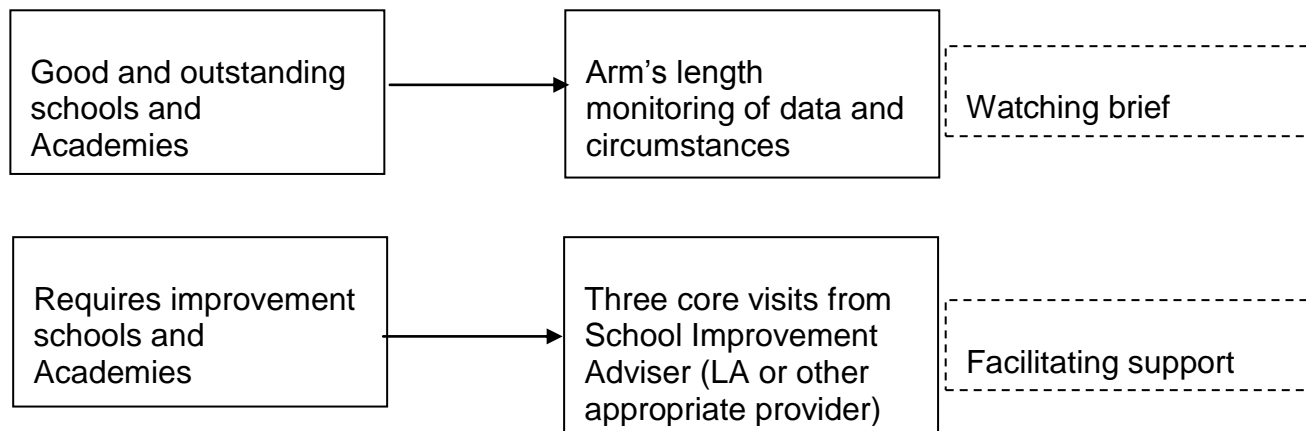
<p><u>Good schools and academies</u></p> <p>Graded by Ofsted as 'good' for overall effectiveness and at least 'good' for achievement and standards, and leadership. Outcomes are at or above national attainment and in the top two quartiles for progression, with FSM gaps that are lower than the median. 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>	<p><i>It is expected that 'good' schools take responsibility for their continued improvement through purchased traded service provision from any appropriate source.</i></p>
<p><u>Requiring improvement</u></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>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.</i></p> <p><i>Academies in this category should work with a School Improvement Adviser, from an appropriate provider, who can facilitate additional support if required.</i></p>
<p><u>Schools and academies at risk</u></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>Primary</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>Secondary</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>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.</i></p> <p><i>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.</i></p>
<p><u>Ofsted Category of Concern</u></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 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.</p>	<p><i>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 past.</i></p>

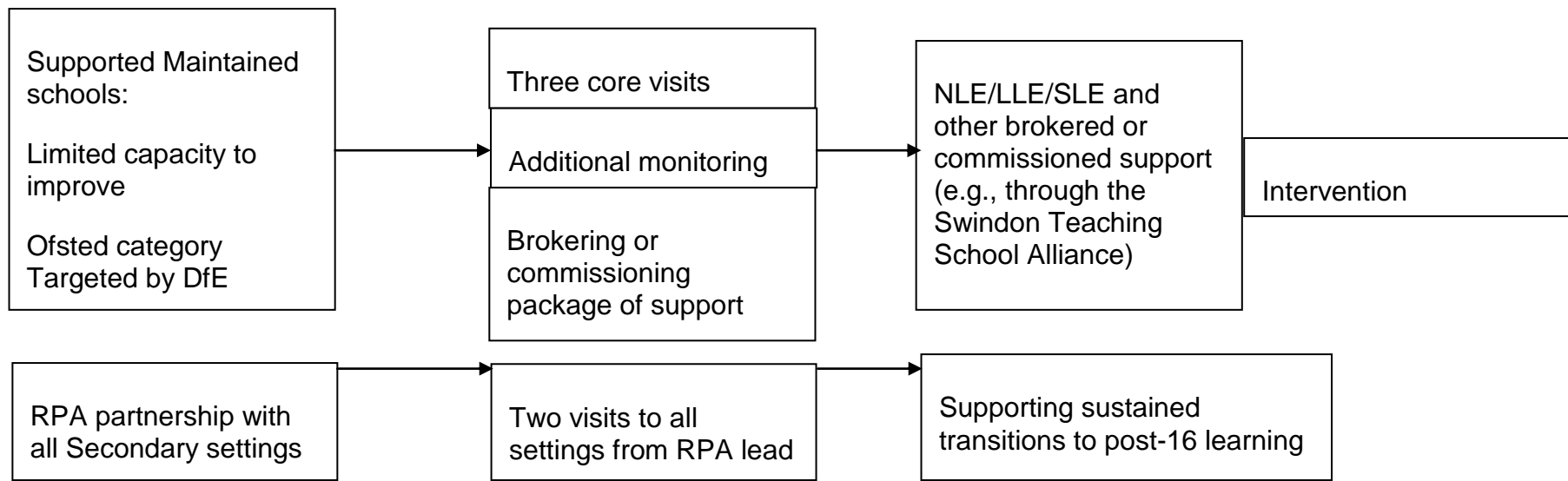
Identifying School Support

1. Routes to improving School Effectiveness (*usually a combination of options*)



2. The role of the Local Authority





Cycle of Activity and Monitoring

July – end of Term 1 (October)

- Filtering and sifting of early data indicators and local intelligence to evaluate all schools
- Early visits or contact with Headteacher/Governing Body/Academy Trust to discuss risks in schools causing concern
- Based on risk assessment, agree level of support and plan SIA visits and programme of support, if required, for targeted maintained primary schools
- Use data analyses to determine key priorities for LA forward planning, CPD and key messages for dissemination to local & regional partners

Term 1: Inform HT Associations, Swindon Teaching Schools, SW HMI, DFE link officer, Education Strategy Board (ESB) SW Schools Commissioner

Term 6

- Formal progress review against agreed actions, in targeted maintained Primary schools, focused on the impact of leadership and management on tackling underperformance, including governance. Findings reported to the Governing Body.
- Revisit success criteria and look at data.
- ‘Sign off’ schools where there has been significant and sustained improvement
- Seek structural changes if there is no evidence of improvement.
- Refer to EFA in respect of Academies where there is no evidence of improvement.
- Internal summary sent to ESB, Lead Member and DCS

Terms 2/3 (November-February)

- Initial review of impact of agreed actions on pupils’ outcomes in all targeted maintained Primary schools (Term 2) Findings reported to Governing Body.
- Complete risk assessments for Secondary schools (January)
- Internal summary sent to ESB, Lead Member and DCS
- Send risk assessments of Primary and Secondary Academies causing concern to Board of Governors and Headteachers with clear expectations and timescale for response to LA (January)
- Responses evaluated and followed up for additional information, if required (end of Term 3)

Cycle of Activity

February - March

- Formal progress review against agreed actions, in targeted maintained Primary schools, focused on the impact of teaching on tackling underperformance. Findings reported to the Governing Body.
- SW HMI, Open Academies Division, SW Schools Commissioner & Dioceses informed (as appropriate) if the LA has continued concerns following further evaluation of responses from Academies notified in Term 3
- Internal summary sent to ESB, Lead Member and DCS.

Term 5: Mid-year meeting between DCS & SW HMI

The monitoring of underperforming schools could be undertaken by the LA school improvement or other officers, Diocesan SIA, NLEs, LLEs or DfE officer.

Resources Available to Maintained Schools and Academies

Swindon LA has a Head of Education, a Commissioner for Education: Primary and a Commissioner for Education: Secondary. Two of these post-holders are Ofsted Inspectors. We have two Early Years (EY) Consultants who work predominantly, but not exclusively, in the Private Voluntary and Independent (PVI) sector. One of the Consultants is a serving Ofsted EY Inspector.

We also have an Raising Participation Strategic Group; a collaboration that includes all Secondary schools, including Academies and alternative provision, Youth Engagement Service and local colleges and training providers. All settings are supported to identify pupils who are at risk of not receiving a learning offer (the September Guarantee) or moving into a sustained learning destination post-16. These students are then targeted for additional advice and guidance in school and extra support from their intended post-16 destination, and, where necessary, are referred to Youth Engagement Workers. Effective tracking by the LA of students to age 19 and summative LA and national data is shared with all pre-16 settings to challenge them to reflect on both which pupils sustained a learning destination and the quality of those destinations.

The Employability, Careers and Enterprise Group (a subgroup of the Skills Employment Board) brings together Employability, Careers and Enterprise activities, working with the school to encourage effective employer engagement and address the identified careers and enterprise cold spots (such as work experience).

The employer/Apprenticeship Group works with local employers, schools and young people to deliver the Apprenticeship Growth Plan.

There are two Swindon Teaching Schools formed through an alliance of schools and strategic partners working in collaboration to provide support for the Swindon school community. The LA is a key strategic partner of the Teaching Schools, which can be commissioned by LA Officers or schools themselves. Their resource includes National Leaders of Education (NLE), Local Leaders of Education (LLE) and Specialist Leaders of Education (SLE). The Teaching Schools also operate a programme of continuous professional development (CPD) available to all schools and provide support for the Swindon school community in the following areas:

- Leadership and management development
- Additional professional development
- Succession planning and talent management
- School to school support
- Routes into Teaching (Initial Teacher Training)
- Behaviour support

Summary of resource available to schools

Resource	Cost to schools and Academies
LA-appointed SIA	<ul style="list-style-type: none"> • Maintained schools judged as requiring improvement/Ofsted category/causing concern - free • Academies judged as requiring improvement/Ofsted

	category/causing concern - Traded Service
NLE/LLE/SLE	<ul style="list-style-type: none"> Facilitated by the Swindon Teaching School Whilst some grants may be available, schools and academies will pay all costs
CPD	<ul style="list-style-type: none"> Facilitated by the Swindon Teaching School Schools and Academies will be charged
Raising Participation Strategy Group, Employability, Careers Enterprise, Apprenticeship growth	<ul style="list-style-type: none"> Free to all schools, academies & colleges
Governor services	<ul style="list-style-type: none"> In addition to the traded programme of support, schools may purchase a review of governance

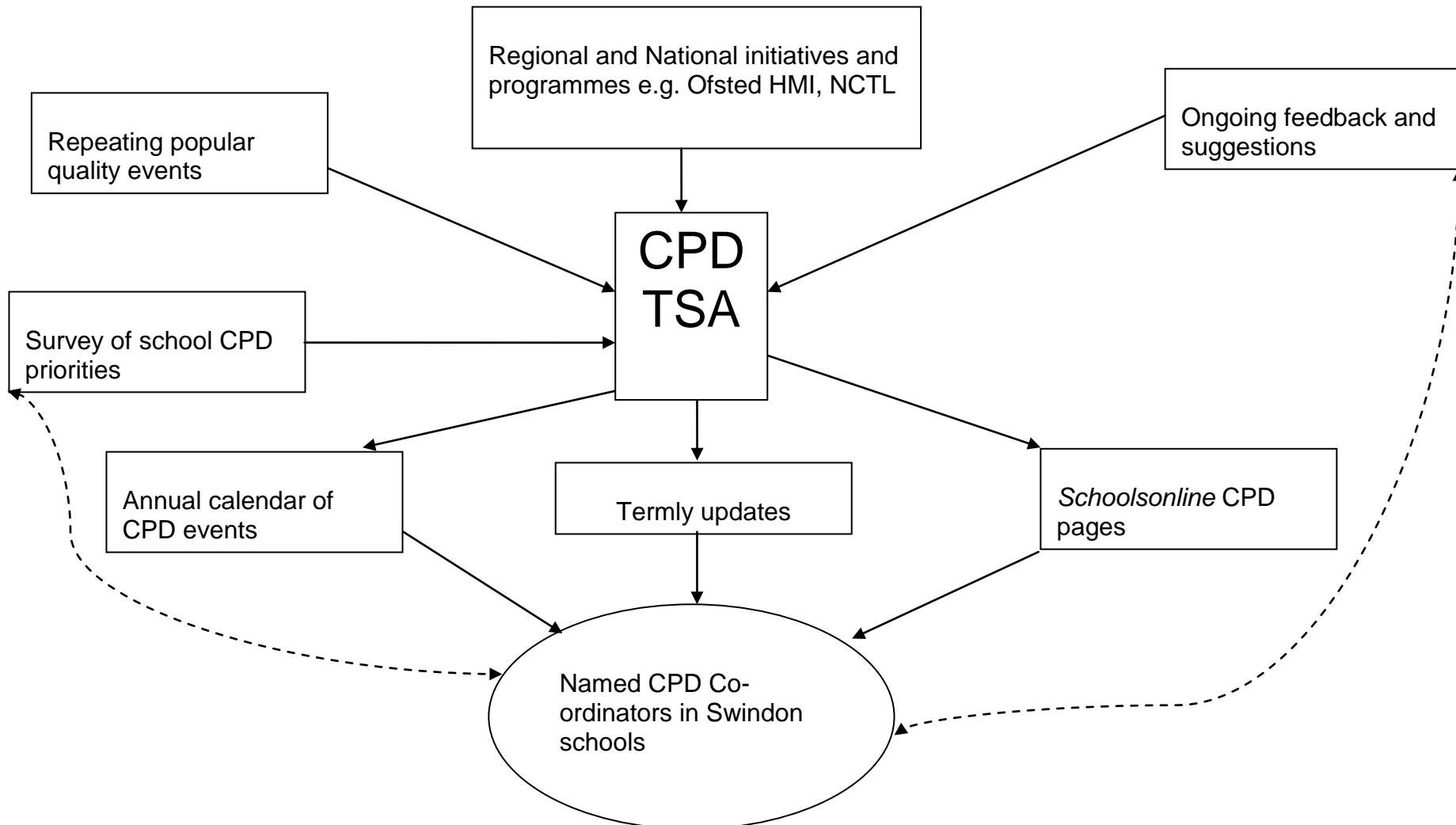
Schools at Risk

Services that could be commissioned to develop a package of support to schools causing concern are included on the following table:

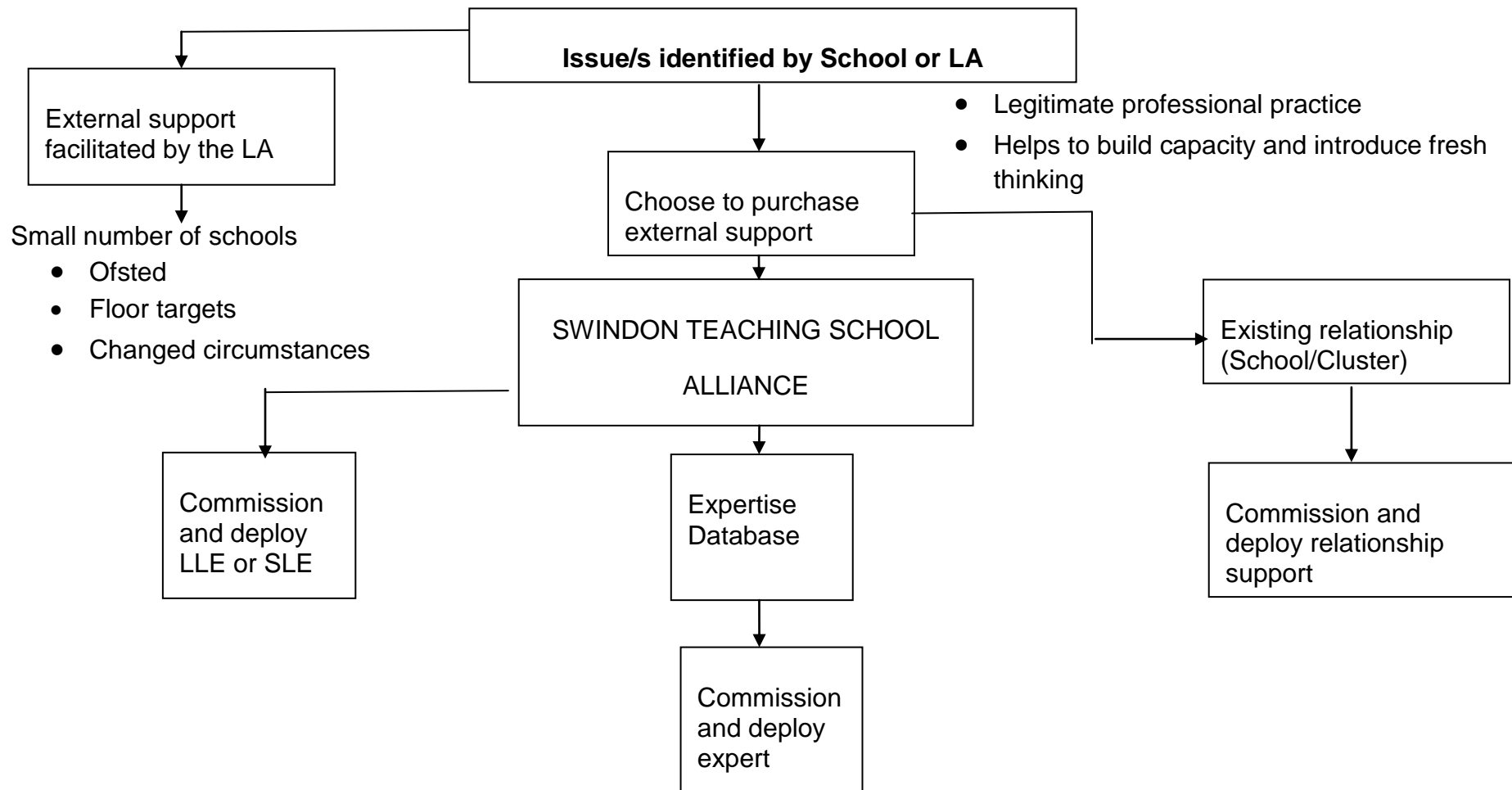
Service	Description
Finance	<ul style="list-style-type: none"> Budget setting Support if setting a deficit budget Monitoring Bursar support
HR	Recruitment, staffing issues
Governance	<ul style="list-style-type: none"> Audit of provision, review of governance Advice, support, guidance Governor training/leadership development
Early Support Services	<ul style="list-style-type: none"> Social Care EPs EWOs TaMHS Family Contact Point/TAC School Nurse
Data and Performance Team	Data Analysis, Child Level Commissioning
Child Protection Consultant	Support, advice and guidance for safeguarding, child protection
BESD Provision and outreach support	Part of the graduated response to support pupils with BESD

Appendix 1 shows locally co-ordinated CPD and school to school support

Locally co-ordinated Continuing Professional Development



Schools Supporting Schools



Glossary

AET	Academies Enterprise Trust
BESD	Behavioural, Emotional and Social Difficulties
CAF/TAC	Common Assessment Framework/Team Around the Child
CPD	Continuous Professional Development
DBAT	Diocese of Bristol Academies Trust
DCS	Director of Children Services
DfE	Department for Education
EFA	Education Funding Agency
EPS	Educational Psychology Service
ESB	Education Strategy Board
EWOS	Education Welfare Officer Service
EY	Early Years
FE	Further Education
FSM	Free School Meals
IEB	Interim Executive Board
LA	Local Authority
LLE	Local Leaders of Education
MAT	Multi- Academy Trust
NCTL	National College for Teaching and Learning
NLE	National Leaders of Education
PVI	Private Voluntary and Independent
RPA	Raising Participation Age
RSC	Regional Schools Commissioner
SBC	Swindon Borough Council
SEND	Special Educational Needs and Difficulties
SIA	School Improvement Adviser
SLE	Specialist Leaders of Education
SW HMI	South-West Her Majesty's Inspector
STS	Swindon Teaching School
TaMHS	Targeted Mental Health Service
TSA	Teaching School Alliance
WHF	White Horse Federation