

Central to Ealing's strategy for school effectiveness is the belief that schools are responsible for their own improvement and will accurately identify their own improvement priorities through smart use of data. The local authority has a statutory responsibility to ensure that secure arrangements are in place for school improvement and so systems have been designed to identify the overall effectiveness of schools. Schools will be grouped according to their overall effectiveness. *(See Appendix 1 monitoring Levels)*

Aims of the Securing Good programme:

The Securing Good programme is current part of Ealing's Educational Excellence Policy and designed to work in conjunction with Link Partner visits for those schools identified as either in the Amber or Red risk categories so that specific needs and concerns are recognised, appropriate actions identified and a support plan agreed.

Schools identified for the Securing Good programme may wish to purchase bespoke support packages through the Ealing Learning Partnership when this is established or they may choose to look for support from other school improvement providers.

Identification of schools: Risk factors

Risk factors may include:

- Declining or low attainment
- Declining or low progress
- Increasing absence, increasing truancy or behaviour concerns
- Concerns over the quality of teaching and learning
- Significant concerns about leadership and management including governance
- Safeguarding concerns
- High staff turnover
- Declining parental popularity
- Financial management concerns.

(See Appendix 2 for more detail)

Declining or low attainment and progress:

Senior officers, currently with responsibility for school standards, interrogate local and national data to make an initial assessment of school performance over time and to identify any obvious risks for further exploration.

In July and September each year, schools' most recent test results will be scrutinised and any concerns in terms of attainment and progress will be identified by the Ealing data team and Link Partners. Any concerns identified will be discussed with the school early in the Autumn term and schools will be expected to engage with **Model 1** of the Link Partner programme. (see separate guidance on Link Partners' visits.)

Securing Good Monitoring Visits

Activities will be planned for the first visit of the year to support accurate school-self evaluation and inform the content of the Support Package.

Dates for Securing Good monitoring visits will be planned between the first Link Partner visit in the Autumn term and the final visit in the Summer term to maintain effective monitoring of the school's development and needs.

Timing and content on the monitoring programme.

Information from the data review early in the Autumn term and from Link Partner visits will be used to refine a shared understanding of the level of risk to the school of providing a good standard of education. The frequency of visits will depend on the level of concerns. Amber schools are likely to receive termly monitoring visits and red schools – half-termly visits.

The monitoring programme is expected to last between 12 and 18 months. It may be extended for a further 6 months ie to enable red schools to move into the amber classification and then out of the risk categories.

The local authority may request that the school has a full external review of its overall effectiveness at the start of the monitoring period particularly if there is a recent change in leadership or the school has not participated in a recent external review

After 24 months:

- If the school has demonstrated improvement and can show clearly evidence that this can be sustained to secure good performance, the school will exit the programme.
- If improvements are evident but not yet embedded and the school will continue in the programme for a further 6 months.
- If improvements are not evident then the Local Authority may implement formal intervention plans.

Securing Good Process

- After issues and concerns have been identified which indicate the school may be at risk, the lead officer will contact the school.
- An engagement letter will be sent from the Assistant Director to the headteacher and Chair of Governors outlining the process and the reasons the school has been identified.
- An engagement meeting with the Assistant Director, Principal Adviser, headteacher and Chair of Governors will be held to discuss the concerns and to agree key actions. A date for the first meeting will be arranged.
- Termly or half-termly meetings with the Headteacher and Chair of Governors will follow chaired by the lead officer and attended by the school's Link Partner. At these meetings, the school's actions to address the issues and concerns identified will be discussed. The role of the Link Partner will be to provide additional information from the Autumn visit, to identify next steps where appropriate and to minute the discussions.
- After each meeting, a record of the areas discussed will be provided with a clear statement of the actions to be taken by the school before the next meeting.

Support packages

- At any point during the Securing Good programme a support package can be identified, brokered and provided to support the school. Bespoke support packages may include:
- Bespoke consultancy from the Link Partner to follow up issues identified during the initial visit and/or the Securing Good meetings.
- Support available from the Ealing Learning Partnership including Teaching Schools
- External support for governance including reviews and training, support packages

Ealing Learning Partnership and Securing Good Programme

It is envisaged that in 2017 – 2018, elected school leaders will play a greater role in working with the council to oversee risks in schools and organise packages of support that might best match need.

At the time of writing, the council is consulting with schools on the development of an Ealing Learning Partnership governed by a partnership board. It is envisaged the board, when established, will be involved in the early identification of risks in member schools, brokerage of early support for these schools and evaluation of the impact of support provided. One of the principles behind the development of the partnership is to secure greater school-led responsibility for improvements in schools with identified risks.

In the case of community schools, the Council will retain its legal decision-making functions in relation to any formal intervention required. However, such action is rarely required and it is anticipated that the council will work, through the board, to take responsibility for identifying risks early in schools, commissioning providers, including teaching schools and other good and outstanding schools, to deliver support programmes as part of an ELP education quality assurance policy.

Any future governance model for the partnership is intended to support this model.

Appendix 1: Monitoring Levels

Appendix 2: Risk Factors (detail)