A photograph of two young boys in school uniforms walking in a hallway. The boy in the foreground is wearing a white polo shirt and dark trousers, looking slightly to the right. The boy behind him is also in a white shirt and dark trousers, looking towards the camera. The hallway has wood-paneled walls and a window with a view of the outdoors. There are some papers and decorations on the walls.

Achieving Excellence Together

Ealing local authority and Ealing schools

2015 - 2018

January 2017

DRAFT UPDATE

Children's services

Foreword



“Firstly, I would like to thank you all for your contribution in shaping the success of Ealing’s schools. Not only have we seen considerable improvements in recent years, but also an improvement in the quality of collaboration between Ealing Council and schools within the borough.

It is very clear that school leaders are striving to achieve the very highest expectations for all their pupils. I am immensely proud that so many of our schools also continue to add such value to pupils from disadvantaged backgrounds or with low starting points.

‘Achieving Excellence Together’ is a working document that will provide us with the flexibility to respond to changing circumstances but more importantly, it sets out our collective aspirations and ambitions that I hope will inspire you to work together to further reduce the variation in pupil outcomes. We want to be up amongst the highest achieving London boroughs and we believe that the way to achieve this is through high quality partnership working and through using collective resources to promote innovation and share best practice.

I very much hope that all schools will sign up to the vision, aims and key principles of the ‘Achieving Excellence Together’ document so that we can build on what is working well and create endless opportunities for innovation through partnership working. We want to do this by attracting the very best recruits to teach in our schools and retaining the most talented leaders through the expansion of development opportunities and pathways.

Having been through the school system in Ealing myself and having seen both my children go through it as well, I know and very much appreciate the role you all play in shaping individual lives and the future success of this borough.

I look forward to your support in years to come.”

A handwritten signature in black ink that reads "Binda Rai". The signature is written in a cursive, flowing style.

Cllr Binda Rai

Cabinet Member: Children and Young People

Contents

Introduction and vision 1

Part one: developing strategy with schools

National and local context for working with schools	2
Working with schools as partners to sustain continuous improvement – key principles	3/4
Leadership and governance	3
Partnerships overview	5
Current picture in Ealing	6
Priorities for improvement	9

Part two: policy

Educational excellence policy	10
Role of link officers	10
Link officer visits	10
Monitoring and evaluation of maintained schools and academies	11
Monitoring levels and risk factors	12/13
Challenge and support to maintained schools	14/17
Challenge and support to academies and free schools	18
Regional school commissioners	18
Escalation procedure for schools with identified risks	18/19
Warning notices and formal powers of intervention	20

Part three: links to supporting strategies and plans (EGfL) 21

- School effectiveness overarching plan 2015-18
- Primary improvement strategy 2015-18
- Secondary improvement strategy 2015-18 including 16-19 strategy
- SEN and inclusion strategy 2015-18
- Extended services plan 2015-17
- Gypsy Roma Traveller achievement plan 2015-17
- Ealing music partnership business plan 2015-18
- CYPP 2014-18
- Early years strategy
- Anti-poverty strategy
- Health improvement in schools plan
- Virtual school for LAC
- Behaviour and attendance
- Services for schools

Introduction

Ealing's educational vision and aims for children and young people

- 1. Our aspiration is that every school in Ealing will be good or outstanding by 2018 – there will be minimal variation in the quality of education provided**
- 2. Every school will have the highest expectations for the well-being, progress and achievement of all its learners - significantly reducing the achievement gaps between groups of children and their peers**
- 3. Every school and provider will address the gaps in the quality of provision and progression pathways for children and young people with SEND to secure the very best inclusive practices**
- 4. Ealing will be a recognised as a leading local authority in promoting educational excellence through providing, brokering and commissioning high quality educational services, innovation and high quality leadership in partnership with its schools**

Ealing school effectiveness strategy 2015-18 sets out the vision, priorities and policy that will drive partnership working to achieve ambitious goals for all children and young people so that “Ealing is a great place for all children and young people to learn, live and grow up”.

Ealing school effectiveness service is currently providing excellent support and challenge to its schools in contributing to their overall improvement and effectiveness. Significantly, levels of investment from schools in purchasing services have increased every year since 2011. Our goals for 2015-18 are ambitious and set high expectations for schools and for those providing services to schools to accelerate improvement.

Michael Wilshaw's annual HMCI report published in December 2013, *The Unlucky Child*, forces us to consider the persistent variation that exists across the school system and the role the local authority should play in reducing the element of luck in children's educational prospects. As a service we continue to place high value on: knowing our schools well; investing in our school leaders and creating opportunities for new leaders to emerge; challenging leaders about rates of pupil progress; supporting our governors to recruit the best leaders; creating opportunities for schools to provide support and challenge to each other; identifying risks early so that we can work with schools to address issues quickly; developing the skills of governors in holding leaders to account; ensuring that all schools are using data smartly to drive focused initiatives and promoting the highest expectations within communities for children's well-being and educational aspirations.

Ealing Local Authority will continue to play a central role in driving ambition at individual school level and across the borough to sustain recent improvements in the primary phase and secondary phase, reduce variation across schools and match the pupil progress outcomes of our highest performing London neighbours.

This strategy document, produced in consultation with schools, aims to clarify:

- The role and responsibilities of Ealing Local Authority in relation to its schools
- The educational priorities shaping Ealing's service/partnership offer to schools 2015-18
- Ealing's quality assurance processes and procedures in relation to schools with identified risks.

Part one: developing strategy with schools

National context

- Increased autonomy and diversity of school provision
- Expectation that every school will provide at least a good standard of education
- Local authorities retain the statutory duty to “promote high standards so that children and young people achieve well and fulfil their potential”
- Local authority arrangements for school improvement subject to Ofsted inspection (from 2013).

Local context

- A strong commitment to evaluating the impact of services has led to increasing levels of investment by schools in both primary and secondary phase
- Ealing is now a strong provider and broker of school improvement services and wider services designed to strengthen social capital in some of our most deprived wards
- Ealing is now well placed to develop strategic partnerships that will increase opportunities for leadership development, specialist training, cross-phase networks and 14-19 reform
- Robust quality assurance processes combined with high quality support offer
- Additional services designed to improve parental engagement, health, well-being and social cohesion.

Working with schools as partners to sustain continuous improvement - key principles

- It is in everybody's interests to be part of a high performing system in which schools are, for the most part, driving their own improvement and contributing to wider aspirations to exceed national standards. Strong schools will increasingly cultivate system-leaders and contribute to improving the quality of educational provision across the borough
- The local authority, working with Teaching School Alliances and partners, will harness the collective expertise of schools for the benefit of all Ealing's children and young people – seeking out, promoting and creating the conditions for reciprocal learning within and across educational phases
- Collaborative resources will be used to drive essential activities that are most likely to benefit schools and to support innovation. Activities will have a well-researched evidence base and will be informed by current thinking and government policy. Increasingly, schools and clusters of schools will be commissioned to deliver support services for the benefit of local schools.
- The local authority will work directly with representative groups of headteachers to design and shape strategy, monitor and evaluate the impact of delivery and make decisions about how resources are spent to achieve the aims set out in this document
- Except in circumstances that demand robust intervention, Local authority leadership is focused on promoting educational excellence through influence and building strong partnerships. Solutions are developed with schools as informed partners and not imposed upon them.

Leadership and governance

By 2018, we would expect to have an integrated school improvement strategy group in place comprising headteachers from each phase, governors and local authority LA leaders with shared responsibility for implementing a collaborative strategy for continuous improvement. In moving towards such a model we want to increase the influence and direct contribution of secondary, primary and special school headteachers in 2015-16 and secure the contribution of system-leaders to shaping strategy and implementing change.

In 2015-16, we will be encouraging cross-phase representation on key steering and strategy groups including the primary and secondary teaching school alliances.

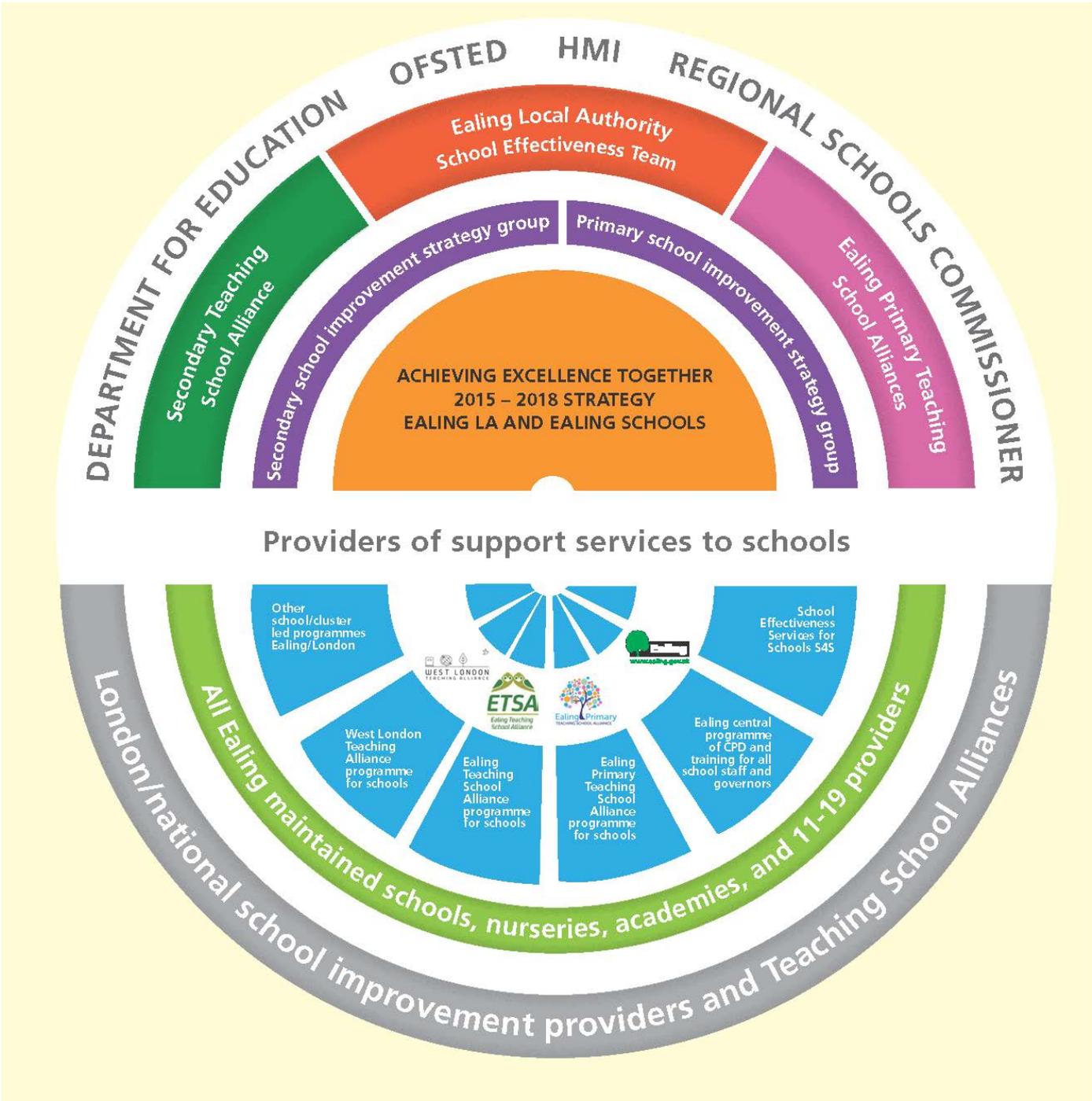
Working with primary and special schools

- In 2015, local authority leaders will work directly with a new school improvement strategy group comprising headteachers and governors. Membership will be drawn from each geographical area and members will make a direct contribution to developing and evaluating strategy. Members will play an increasingly important role in securing the contribution of schools to activities designed to improve area-wide outcomes
- The school improvement strategy group will meet half-termly and will report back to all schools through the primary and special school headteacher briefings. Designated members of the group will provide regular inputs at the secondary heads group
- Leaders of the primary teaching school alliance will work in partnership with the new school improvement strategy group on delivering agreed priorities
- An annual report will be generated for schools and external stakeholders once a year.

Working with secondary schools

- In the secondary phase, the local authority works in partnership with the Ealing teaching school alliance (ETSA) to deliver key strands of activity to achieve common goals
- The secondary headteacher school improvement group will develop a strategy to build sustainable improvement in Ealing secondary schools through greater transparency, building leadership capacity, developing collaborative partnerships, including a peer review model and engaging collectively in more outward facing links
- The developments will be monitored and reviewed through the half termly LA headteacher school improvement group and the termly ETSA steering group. Designated members will provide regular inputs to the primary strategy group
- An annual report is generated for schools and external stakeholders once a year

The following diagram shows Ealing’s 2015-18 strategy ‘Achieving Excellence Together’ partnerships overview



Current picture in Ealing – benchmarked against our educational vision and aims

JANUARY 2017 UPDATE

Aim 1: Our aspiration is that every school in Ealing will be good or outstanding by 2018	RAG
96% Primary schools judged good or outstanding – quartile A (increase from 66% 2011)	
100% Secondary schools judged good or outstanding - quartile A (increase from 77% 2011)	
100% Special schools judged good or outstanding – quartile A (increase from 67% 2011)	
<i>Rate of improvement of schools subject to local monitoring and intensive support – primary is good</i>	
<i>Rate of improvement of schools subject to local monitoring and intensive support – secondary is good</i>	
Aim 2: Every school will have the highest expectations for the progress and achievement of all its learners - significantly reducing the achievement gaps between groups of children and their peers	
a) Progress and outcomes in each educational phase are well above the national average (NA)	RAG
Standards at end of EYFS remained at same level as 2015, in line with NA but declining against national picture (Quartile C)	
Standards at end of KS1 in R, W and M below NA (quartile D for R&M, quartile C for M))	
Standards at end of KS2 in RWM in line with NA (quartile C)	
Progress score in reading KS1 to KS2 is in line with NA (quartile B)	
Progress score in writing KS1 to KS2 is in line with NA (quartile C)	
Progress score in maths KS1 to KS2 is sig + NA (quartile A)	
Standards at end of KS4 (in terms of proportion of children achieving A*-C in English and Mathematics) are above NA but below London average (quartile B)	
Attainment 8 score above NA and London average (quartile B)	
Progress 8 score (provisionally) sig + above NA (quartile A)	
<i>Level 3 qualifications by 19 are in top quartile (quartile A) and improving over time</i>	
<i>16 and 17 year olds in education and training is above NA (quartile A) but declining</i>	
<i>English and mathematics GCSE A*-C by 19 is above NA but ranked 7/11 statistical neighbours.</i>	
b) Specific groups of pupils are making better progress in Ealing schools than they are doing nationally	RAG
Disadvantaged pupils have closed the gap on their peers by 19 at Level 2 and Level 3 to within quartile A	
% Pupils with SEN statements achieving A*-C in E&M is below the NA (8% vs 10%)	
% Pupils with SEN statements achieving KS2 RWM EX+ is below NA (quartile D)	
Low attainers' progress score is above NA and in En & ma and % achieving A*-C exceeds NA by 9.9% points	
Middle attainers' progress score is above NA and in En & ma and % achieving A*-C exceeds NA by 8.5% points	
High attainers' progress score is above NA and in En & ma and % achieving A*-C exceeds NA slightly by 1.1% points	

c) All key ethnic groups are doing better in Ealing schools than they are doing nationally (comparative groups)

	Key stage 1**		Key stage 2		GCSE*	
White British	Above NA in R, W and M EXS+		Progress: R is Sig+, W & M both in line with national		Progress 8 in line with national	
White other	Below NA in R & W and broadly in line with NA in M EXS+		Progress: R & M both Sig+, W is in line with national		Progress 8 Sig + national and in top 10%	
White and black Caribbean	Broadly in line with NA in R, W & M EXS+		Progress: R, W & M all in line with national		Progress 8 in line with national	
Indian	Below NA in R, broadly in line with NA in W & M EXS+		Progress: R is Sig-, W is in line, M is Sig + national		Progress 8 Sig + national and in top 10%	
Pakistani	Below NA in R, broadly in line with NA in W & M EXS+		Progress: R is Sig-, W & M both in line with national		Progress 8 Sig + national	
Asian other	Broadly in line with NA in R & M, below NA in W EXS+		Progress: R is Sig-, W is in line, M is Sig + national		Progress 8 Sig + national	
Black Caribbean	Below NA in R, W & M EXS+		Progress: R * M both Sig-, W is in line with national		Progress 8 in line with national	
Black African	Below NA in R, W & M EXS+		Progress: R & w both in line, M is Sig+ national		Progress 8 Sig + national	
Other ethnic group	Below NA in R, W & M EXS+		Progress: R is in line, W & M both Sig+ national		Progress 8 Sig + national and in top 10%	

Key ethnic groups (with ~100 or more children per year group)

*significance is not published for any measure other than progress 8 in provisional 2016 data, this data was sourced from RAISEonline and so remains provisional at this stage

**broadly in line is within -3% pts and +3% pts of the national average, above more than 3% pts above, below more than 3% pts below..

Aim 3: Every school and provider will address the gaps in the quality of provision and progression pathways for children and young people with SEND to secure the very best inclusive practices*	
32% of pupils with SEN support achieve a good level of development in EYFS (9 points above NA)	
The amount of progress made by pupils with SEN from EYFS to KS1 and from KS1 to KS2 is inconsistent across primary schools. (25/61 schools show a positive progress score KS2 APS)	
53% of pupils on SEN support achieved L4+ in reading, writing and mathematics (7 points above NA)	
The amount of progress made by pupils with SEN from KS2 to KS4 is inconsistent across secondary schools (6/13 schools achieved a positive progress score for Attainment 8)	
26% of pupils on SEN support achieved %A*-C including English and mathematics (3 points above the NA) and a higher percentage of pupils achieved the English Baccalaureate	
In 4 secondary schools more than 5% of pupils did not achieve 5A*-G by 16	
The achievement gap between disadvantaged pupils with SEN and their peers is smaller than the national gap by 16	
90% of KS4 pupils with SEN support were in education, employment and training at 17 (5 points above NA)	
40% of 19 year olds with SEN support qualified to level 2 including English and maths (5 points above NA)	
45% of 19 year olds with SEN support qualified to level 3 (14 points above NA)	
Attendance rates of pupils with SEND are lower than their peers in both primary and secondary phase and persistent absences have increased	
The quality, range and breadth of technical pathways for learners not able to access level 3 academic routes is an area for improvement in the borough	

Aim 4: Ealing will be a recognised as a leading Local Authority in promoting educational excellence	RAG
<i>School survey ratings of service quality, value for money, communications and impact have been consistently good or outstanding in 2013, 2014 and 2015</i>	
<i>The strategic aims of the secondary teaching school alliance are now linked to a coherent collaborative plan for secondary school improvement with buy-in from 12 schools including two academies</i>	
<i>The strategic aims of the new primary teaching school alliance (EPTSA) will be linked to a coherent collaborative plan for primary and special school improvement</i>	
<i>A growing number of leaders in primary and special schools are contributing to highly effective partnerships for area-wide improvement</i>	
<i>The number of outstanding schools on track to sustain their outstanding status and contribute to improvement in other schools is lower than other high performing boroughs but developing</i>	
<i>Systems to recruit, retain and develop high quality leaders and governors are now well developed</i>	
<i>Capacity to identify, promote, scale-up, celebrate and share innovative practices is developing</i>	

Achieving Excellence Together – Ealing local authority will work in partnership with its schools to:

1. **Deepen knowledge of schools:** Secure excellent knowledge of schools to promote high standards, assess risks early, direct support and promote new partnerships
2. **Set high expectations:** Reduce school to school variation in learner achievement and progress to achieve ambitions in line with high performing authorities and academy chains
3. **Collaborate and innovate for improvement:** Promote and invest in schools as partners in driving collaborative improvement, innovation and peer review– drawing on outstanding practices within and beyond Ealing
4. **Develop high quality leaderships within and across organisations:** Support the recruitment, well-being, retention and development of high quality leaders across schools and educational providers to drive ambition, support effective transition and inclusion
5. **Improve governance:** Ensure that all governing bodies are functioning effectively to set strategic direction, vision and values; hold leaders to account and ensure that money is well spent
6. **Invest in communities:** Support schools in investing in and maximising the power of parental engagement, increasing access to family learning and wider services to promote achievement, well-being and aspirations
7. **Secure first class business systems and communications:** Maintain and develop the highest quality communications and business systems to promote high expectations and sustainability across all services

Part two: policy

Ealing educational excellence policy (for consultation spring/summer 2015) quality assurance of maintained schools and academies

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. Senior officers 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 Ealing, this desk-top analysis is enriched by the programme of work carried out by link officers with their attached schools. Every school, regardless of its status, has access to the link officer programme and this is made possible through the contribution of schools forum (maintained primary and special schools) or by collaborative school funding agreements (secondary schools and academies).

Role of link officers

Link officers are highly experienced, credible school improvement professionals commissioned by the local authority to provide high quality challenge, guidance and support to schools in working towards priorities that will secure the very best outcomes for children.

Link officers have a duty to get to know and work alongside leaders to support their priorities, identify any risks that may lead to declining standards or overall effectiveness of schools and to share their views of such risks with school leaders in the first instance to inform early actions and any support requirements. Link officers will actively provide or broker support through an annual collaboration survey and seek to maintain their link with each school for up to three years. They will also play a key role in identifying areas of outstanding practice and in developing the confidence and scope of schools to provide support and challenge to other schools. Link officers are asked to share their analysis of each school's strengths and, where necessary, any risks with senior officers. The frequency of feedback helps to ensure that link officers are aware of outstanding practices across schools and that those with identified risks receive early and timely support and guidance. In schools identified for Ealing's securing good programmes, the link officer's contact with their school increases in conjunction with need (see below)

Link officer visits: universal offer to all Ealing schools

- Quality assurance of the school's data, self-evaluation and school development plan
- Support and challenge on school priorities so they impact on pupil outcomes
- Bespoke activities to quality assure and add value to the school's quality assurance of teaching, leadership and governance
- Celebrate what is working well and what can be shared beyond the school
- Suggest new approaches to driving improvement
- Recommend networks, links with other schools, teaching schools and other organisations

- Signpost local and wider training for leaders and for governors
- Support planning for next steps
- Provide succinct and evaluative reports to be agreed by the headteacher and shared with the governing body.

Link officer visits: “Securing Good” partnership programmes*

As above and to include some or all of the following:

- Support on the analysis of school performance,
- Support the school on the development of an action plan to ensure accelerated progress
- Quality assurance of teaching and the scrutiny of work
- Broker timely and manageable support from good and outstanding schools
- Consider support from other services for example governance, SEN and finance
- As appropriate, support the school in the brokerage of a review of pupil premium and of the governing body
- Contribute to the monitoring and evaluation of impact
- Meet with HMI to discuss progress if appropriate.

**The securing good partnership programmes replace Ealing challenge from 2015*

Monitoring and evaluation of maintained schools and academies

Arrangements for monitoring and evaluating the effectiveness of schools are supported by detailed desk-top analysis of data and analysis of other management information including budget control reports, governing body minutes, attendance and exclusions figures. The local authority will maintain data on all schools and academies, and for comparable schools elsewhere, and use that to inform judgements about schools and academies. The following sources of information on school performance are used in Ealing: RAISEonline; Ofsted dashboards; FFT; PANDA; ALPS; NCER data analysis; London Councils comparative analysis; DfE LA data matrix and locally produced analysis and reports. The school effectiveness team works in close partnership with the research and statistics team to support strategy development and local collaborative projects to support school improvement.

Schools are grouped in five broad levels for the purposes of monitoring. These groupings are reviewed in depth at the end of the summer term and revisited every half-term in proportion to identified risks. Where schools actively engage in the link officer programme, the local authority is able to validate ongoing self-evaluation, identify best practices and any areas of risk. Where this works well, support can be quickly provided, brokered or commissioned linked to priorities identified. The local authority’s assessment of risk will be discussed carefully with school leaders and monitoring and support arrangements put in place in proportion to risks identified and the school’s capacity to address these.

Monitoring levels:

GREEN* Exceptional schools sustaining outstanding provision for pupils and providing high quality and significant support to other schools to support rapid improvement

GREEN Schools performing well and on track to provide a good or outstanding education provision for pupils

AMBER Schools judged to require improvement by Ofsted OR by the local authority because of a number of risks (schools at this level may include those with current Ofsted judgements of good or outstanding)

RED Schools judged by the local authority to be at risk of providing an inadequate education for pupils

BLUE Schools judged inadequate by Ofsted and subject to DfE intervention (serious weaknesses and special measures)

Risk factors to be considered when deciding on monitoring levels:

Standards and progress

- Declining or low pupil outcome trends
- Declining or low pupil progress trends
- Standards below the floor (attainment or progress)
- Low standards achieved by disadvantaged pupils including a sudden drop in performance
- Performance of a school not meeting the expected standards of comparable schools – outcomes for the least and most able to be considered
- Concerns about the quality of teaching.

Leadership and management

- Leadership and management capacity issues; slow pace of improvement; unrealistic view of provision; equalities issues; breakdown of relationships
- High staff turnover
- Declining popularity
- Financial management concerns
- Increasing absence or truancy rates
- Concerns about behaviour and safety
- Governance; effectiveness issues; high governor turnover; unexplained change to constitution; excessive involvement in day-to-day running of school; breakdown of relationships.

Safeguarding concerns

- Delay in referring child protection concerns that reach threshold for statutory intervention
- Delay in reporting serious allegations against professionals to LADO
- Reluctance to follow statutory “working together” guidance and London child protection procedures
- Volume of safeguarding work is impacting on school standards
- Volume and pattern of complaints suggests leadership issue
- Leaders do not deal effectively with complaints and procedures are not followed.

The following table summarises local authority support and challenge linked to each monitoring level. (Please note that this is not an exhaustive list of support available but an indicative guide)

Challenge and support – primary and special maintained schools

LA/S/SF denotes how service is funded - LA is local authority; S is school; SF is schools' forum

Other acronyms: LO is link officer, SLT is senior leadership team, ELG is Ealing leaders of governance, SI is school improvement, AD is assistant director, LLE Local Leader Education; NLE is National Leader

Education: SLE is Specialist Leader Education

Monitoring Level	Monitoring activity	Support and challenge
<p>Exceptional schools sustaining outstanding provision for pupils and providing high quality support to other schools</p>	<p>Desktop analysis of data supported by LO visit autumn term (LA/SF).</p> <p>Evaluation of impact of support to other schools and on succession planning as part of LO visit and report.</p>	<p>In addition to the offer below:</p> <ul style="list-style-type: none"> • Ealing research fellows • Outstanding schools network • Executive coaching as system leaders across schools • System leaders' network.
<p>Schools performing well and on track to retain their good or outstanding judgement</p> <p><i>*denotes support services available to all schools</i></p>	<p>Desktop analysis of data supported by LO visit autumn term (LA/SF).</p>	<ul style="list-style-type: none"> • LO (SF) • ELG support* (LA) • Outstanding schools' network (LA) • Good to outstanding network* (LA) • Primary teaching school alliance offer* • Support with contracting support to other schools* (LA) • Bespoke SI offer* (S) • Signposting to other schools/providers* (SF) • Opportunity to bid for the innovations fund* (LA) • Leadership networks* (SF) • Training and support for governing bodies* (S) • Brokerage of professional coaches* (S) • Conference programme* (S) • Access to all other universal services for schools - services for schools brochure*.
<p>Schools judged to require improvement by Ofsted or by the LA because of a number of risks</p>	<p>Securing good partnership programme Amber (LA).</p> <p>Termly meeting between the principal adviser and school SLT to:</p> <ul style="list-style-type: none"> • Review the impact of the action plan and ensure accelerated progress • Review the impact of support on priorities • Recommend further support as appropriate including LLE/NLE, 	<p>Securing good partnership programme Amber:</p> <ul style="list-style-type: none"> • LO (SF) • LO additional support (S) • Targeted collaborative networks (TBC) • Brokerage of school to school support and development of contracting agreement (LA) • Governing body bespoke support ELG (LA).

Monitoring Level	Monitoring activity	Support and challenge
	<p>ELG, partner school, executive headship</p> <ul style="list-style-type: none"> • Report following termly meeting with progress against priorities and updates to be shared with SLT and governors • Commissioning of an external review of progress. 	<p>Other:</p> <ul style="list-style-type: none"> • Leadership networks/briefings (SF) • Bespoke offer (S) • Signposting to other schools/providers (SF) • Support for statutory testing and moderation (TBC) • Programme of conferences (S) • Programme of leadership networks (SF) • Brokerage of professional coaches (S) • Access to all other universal services for schools - services for schools brochure.
<p>Schools judged by the LA to be at risk of being judged inadequate</p>	<p>Securing good programme partnership Red (LA)</p> <ul style="list-style-type: none"> • Half-termly meeting between the principal adviser and school SLT to <ul style="list-style-type: none"> - review the impact of the action plan and ensure accelerated progress - review the impact of support on priorities - recommend further support as appropriate including NLE/LLE support, ELG, partner school, executive headship. • Report to follow termly meeting with progress against priorities and updates to be shared with SLT and governors • Commissioning of an external review of progress. 	<p>Securing good partnership programme Red</p> <ul style="list-style-type: none"> • LO (SF) • LO additional (S) • Collaborative network (TBC) • Brokerage of school to school support and contracting including NLE and outreach headteachers (LA) • Governing body support (ELG) (LA) • Children's services team around the school support (LA). <p>Other:</p> <ul style="list-style-type: none"> • Leadership networks /briefings (SF) • Bespoke offer SI (S) • Signposting to other schools/providers (LA) • Support for statutory testing and moderation TBC • Professional coaches (S) • Access to all other universal services for schools -services for schools brochure.
<p>Schools judged inadequate by Ofsted</p>	<p>LA statement of action setting out proposed recovery plan, intervention, monitoring and support arrangements.</p> <p>As above – but in conjunction with DfE approval and any transition plans.</p>	<p>Developed as above in accordance with statement of action and DfE approval.</p> <p>Where schools are subject to an academy order, transition support packages will be developed with sponsor.</p>

Challenge and support – secondary maintained schools

LA monitoring level	LA monitoring activity	Support and challenge offer
<p>Exceptional schools sustaining outstanding provision for pupils and providing high quality support to other schools</p>	<p>Desktop analysis of data supported by LO visit autumn term.</p> <p>Evaluation of impact of support to other schools and on succession planning as part of LO visit and report.</p>	<p>In addition to the offer below</p> <ul style="list-style-type: none"> • Ealing research fellows (commissioned to undertake research on behalf of partnership) • Outstanding schools network • Executive coaching as system leaders across schools • System leaders network (across LAs TBC).
<p>Schools performing well and on track to retain their good or outstanding judgement</p>	<p>Desktop analysis of data supported by LO visit autumn term.</p>	<ul style="list-style-type: none"> • LO • Bespoke SI offer including headteacher appraisal • Ealing teaching school alliance strands: ITT, Ealing PLC, cross school CPD, subject networks, SLE, school to school support, research projects, leadership development programmes • Support with contracting support to other schools • Leadership networks and conference programme • ELG support and training and support for governing bodies • Opportunity to bid for the Innovations fund • Brokerage of professional coaches • Regular updates on local and national developments.
<p>Schools judged to require improvement by Ofsted or by the LA because of a number of risks</p>	<p>Securing good partnership programme Amber (LA)</p> <p>Termly meeting between the AD school effectiveness and principal adviser and the headteacher and chair of governors to:</p> <ul style="list-style-type: none"> - Review the impact of school actions to accelerate progress - Review the impact of support on priorities - Recommend further support as appropriate including LLE/NLE, ELG, partner school, executive headship. <p>Report following termly meeting with progress against priorities and</p>	<p>Securing good partnership programme Amber</p> <p>As above and in addition:</p> <ul style="list-style-type: none"> • Brokerage of additional capacity for the school including school to school support • Review of governance and pupil premium as required.

LA monitoring level	LA monitoring activity	Support and challenge offer
	<p>updates to be shared with SLT and governors.</p> <p>In school review of progress / commissioning of an external review with report.</p>	
<p>Schools judged by the LA to be at risk of being judged inadequate</p>	<p>Securing good programme partnership Red (LA)</p> <p>Half-termly meeting with AD school effectiveness, the principal adviser, chair of governor and school SLT to</p> <ul style="list-style-type: none"> • Review the impact of school actions to accelerate progress • Review the impact of support on priorities • Recommend further support as appropriate including LLE/NLE, ELG, partner school, executive headship. <p>In school review of progress / commissioning of an external review with report.</p>	<p>Securing good partnership programme Red</p> <ul style="list-style-type: none"> • Brokerage of school to school support including secondments • Review of governance and pupil premium as required.
<p>Schools judged inadequate by Ofsted</p>	<p>LA statement of action setting out proposed recovery plan, intervention, monitoring and support arrangements.</p> <p>As above – but in conjunction with DfE approval and any transition plans.</p>	<p>Developed as above in accordance with statement of action and DfE approval</p> <p>Where schools are subject to an academy order, transition support packages will be developed with sponsor.</p>

Challenge and support – academies and free schools

Academies, including free schools, are monitored according to the statutory duties of local authorities described above. In addition, the new Regional Schools Commissioners (RSCs) have new responsibilities for overseeing standards in academies judged to *require improvement* or to be *inadequate*. Where academies were judged good or outstanding in their last inspection but now present risks to maintaining a good standard of education, governors will be asked to agree to local monitoring and challenge to support improvements. Academies will be offered packages of support in the same way as maintained schools. These are charged at different rates for academies. Where academies are judged by Ofsted to require improvement or to be inadequate, the local authority will alert the RSC and ensure that appropriate, proportionate and immediate actions are taken by RSC board to secure improvement.

RSC (academies and free schools)

RSCs are responsible for making important decisions about the academies and free schools in their area on behalf of the Secretary of State for Education.

Their main responsibilities are to:

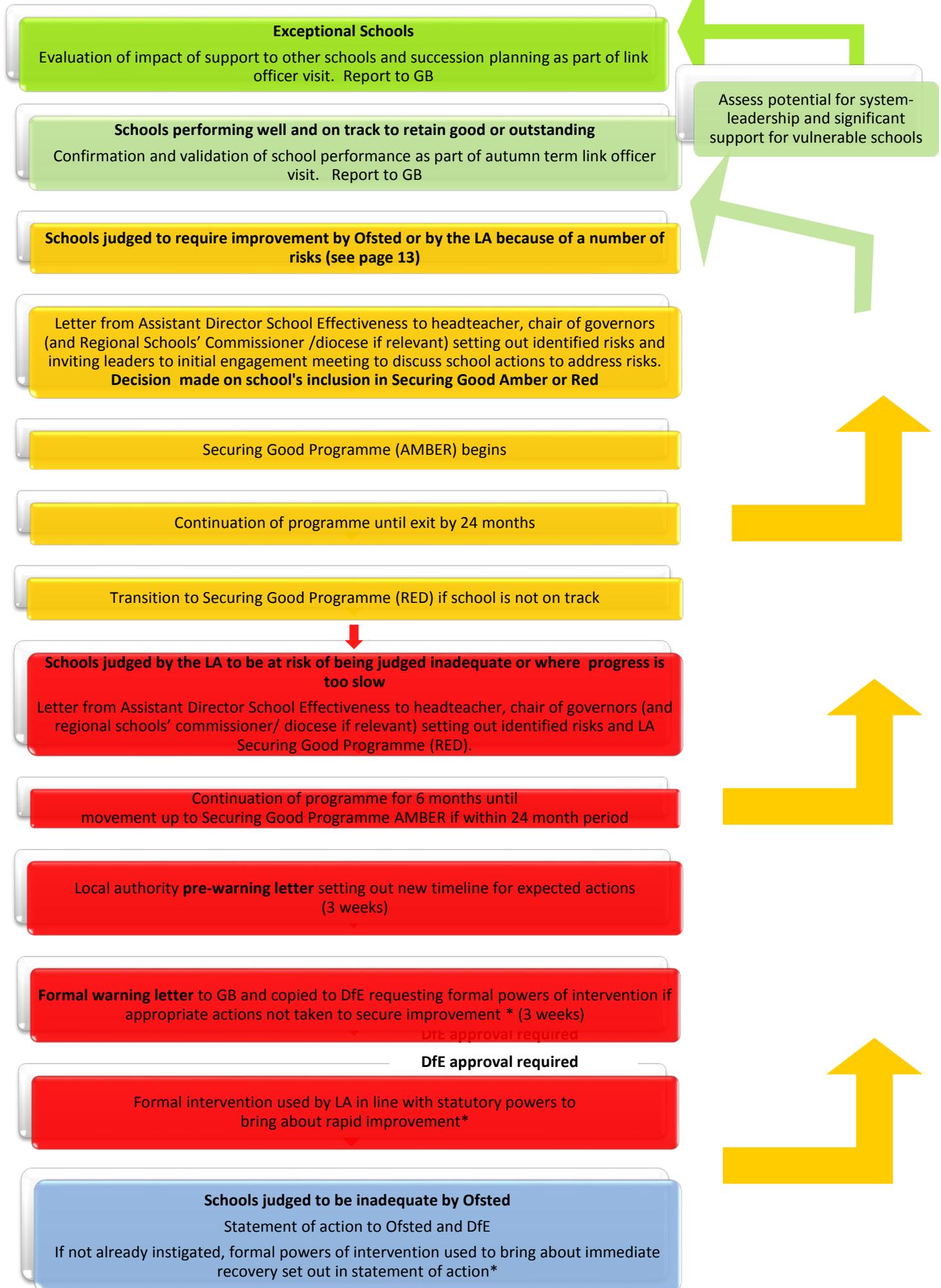
- monitor the performance of the academies in their area
- take action when an academy is underperforming
- decide on the creation of new academies
- make recommendations to ministers about free school applications
- encourage organisations to become academy sponsors
- approve changes to open academies, including: changes to age ranges and mergers between academies; changes to multi-academy trust arrangements.

RSCs get support from headteacher boards (HTBs). HTBs are made up of experienced academy headteachers who advise and challenge RSCs. RSCs are accountable to the schools commissioner.

Escalation procedures and communications

Schools are grouped into five broad levels for monitoring purposes. Strong relationships between the local authority and schools via link officers support effective brokerage or direct provision of support as appropriate via securing good programmes. Strong relationships also support the identification of excellent practices and exceptional leaders with the potential to lead improvements across the system. The timeframe for expected improvement and Ealing's approach to escalating challenge and support is set out below:

Ealing school improvement monitoring cycle



***Warning notices and formal powers of intervention**

The table above sets out the expected timeframe for improvement for schools subject to AMBER and RED securing good programmes. If the pace of improvement is too slow, the LA must consider whether to issue a formal “warning notice” copied to Ofsted and whether to use any of its formal powers of intervention if governors are not able to take required actions to address concerns. The LA may also request that an inspection is brought forward. (*Schools causing concern statutory guidance for local authorities January 2015*)

The LA may issue a “pre-warning notice” or a formal “warning notice” at any stage in the monitoring cycle if governors or leaders are not able or willing to instigate recommended actions. A warning notice may be issued by the LA in circumstances where:

- Standards are unacceptably low and likely to remain so unless the authority exercises its powers under part 4 of the 2006 Act. Unacceptably low standards are those that are low against the standards that pupils might be expected to attain or standards previously attained or standards in comparable schools
- There has been a serious breakdown in the way the school is managed or governed which is prejudicing or likely to prejudice such standards of performance
- Where a school has not responded to an Ofsted recommendation for an external review of the pupil premium or where governance is weak
- The safety of pupils at the school is threatened.

Following the re-publication of the schools causing concern statutory guidance January 2015, LAs are encouraged to issue more formal warning notices to schools. However, it is our experience that such notices are rarely required when schools recognise that improvements are needed and work in close partnership with the LA. Warning notices issued by the LA and approved by the Secretary of State give LA formal powers of intervention including alternative leadership and governance arrangements. (DfE schools causing concern statutory guidance for LAs January 2015).

Schools judged to be inadequate by Ofsted

Schools that have been judged inadequate by Ofsted (serious weakness or special measures) are subject to DfE intervention. The LA is still required to submit a statement of action setting out its plans to secure rapid recovery but such plans are subject to DfE approval. Under the current policy framework, there is a presumption that such schools will be subject to an academy order and academy sponsorship.

Between 2011 and 2013, the LA successfully supported the recovery of three schools deemed to require special measures without DfE intervention. Local solutions have been accepted where there is a very strong partner school involved in the school’s recovery and where there is evidence of new capacity through strong leadership and new governance arrangements.

Part three: links to supporting strategies and plans on the Ealing Grid for Learning (EGfL) www.egfl.org.uk will be available from September 2015 at:

www.egfl.org.uk/strategies-plans

- School effectiveness overarching plan 2015-18
- Primary improvement strategy 2015-18
- Secondary improvement strategy 2015-18 including 16-19 strategy
- SEN and inclusion strategy 2015-18
- Extended services plan 2015-17
- Gypsy Roma Traveller achievement plan 2015-17
- Ealing music partnership business plan 2015-18
- CYPP 2014-18
- Early years strategy
- Anti-poverty strategy
- Health improvement in schools plan
- Virtual school for LAC
- Behaviour and attendance.

For further information contact

schooleffectiveness@ealing.gov.uk

Perceval House

2nd Floor

14-16 Uxbridge Road

Ealing

W5 2HL

www.egfl.org.uk

www.ealingcpd.org.uk