

**Working Group
of the
Prosperous Staffordshire Select Committee**

**The Ofsted Inspection of School Improvement
Arrangements**

Final Report

January 2014



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Chairman's Foreword / Summary

In response to concerns raised by Councillors at a Prosperous Staffordshire Select Committee, Brian Edwards, the Chairman, proposed that a more in depth look at this specific function was necessary to satisfy Councillors that all was well with the preparations for the Ofsted inspection and the longer term effectiveness of educational support services in Staffordshire. To that end the working group was established to carry out a detailed inspection of the relevant polices, support documentation and systems involved.

In my opinion two main results came from this exercise. Firstly the dedication, commitment and determination that Staffordshire County Officers and Councillors demonstrate for the continuing improvement of educational standards within our schools and other educational establishments. Secondly the passion with which we all want to see the children of Staffordshire succeed in equipping themselves with the necessary skill set for life long learning and achievement.

I would like to take this opportunity to thank Tina Randall, Scrutiny and Support Manager and Helen Phillips, Scrutiny and Support Officer for their help and support in servicing the working group and generating this report. Finally I would like to thank those Councillors who were members of the working party for their honest, non political approach to the piece of work they had before them.

Many thanks

Martyn Tittley B.Sc. I.Eng JP.



**Mr Martyn Tittley,
Working Group
Chairman**



1. Conclusions and Recommendations

The new Ofsted inspection of school improvement arrangements is undertaken on a risk based approach based on the number of Local Authority (LA) pupils attending “good” or “outstanding” schools. From data reported to our 6 September 2013 Prosperous Staffordshire Select Committee meeting Staffordshire was in the fifth quintile for primary and fourth quintile for secondary schools of LAs with pupils in schools judged by Ofsted as being good or better. Whilst progress has been made, particularly in pupil attainment, further work is needed to improve progress levels. Progress levels are an increasingly significant factor in Ofsted judgements, with two levels of progress expected to be made by each pupil in each Key Stage (KS). It is therefore likely that Staffordshire will receive an early inspection of its school improvement arrangements.

Whilst most of the information Ofsted would wish to see as part of any inspection was available it was not easily accessible and much work has been done to address this. The Self Assessment document has been re-written and is now less descriptive and more evaluative, geared towards answering the 9 key aspects of the Ofsted inspection framework document and clearly evidencing comments made. The School Improvement Framework document “A Framework for Achieving Excellence 2013/2016” has been produced to give transparency and consistency to the school improvement system. Staffordshire has also developed its own data dashboard as a management tool to support school improvement. This tool holds school data, both qualitative and quantitative, on one data base to give a more complete school picture and help identify trends. It also allows comparisons to be made and gives data across school type and district.

We are pleased to see these final documents and congratulate the officers on the extensive work that has been undertaken over a relatively short period of time. We are particularly impressed with the Data Dashboard and feel this is an excellent resource and monitoring tool, one that is easy to use and that helps accurate analysis of a schools progress across a number of areas. In particular we feel this would be an invaluable tool for school governors in raising their awareness of performance and in the tracking, monitoring and challenging progress made. Whilst we are aware that they have access to the RAISEonline national database we are uncertain whether Staffordshire school governors have access to this new data dashboard and we therefore **RECOMMEND** that Staffordshire school governors be given access to this database and are made fully aware of the opportunity this resource offers.

There are over 400 education settings within Staffordshire and work is ongoing to share the new school improvement approach and documentation with them. It is essential that these settings understand how the new system operates. Schools have been invited to district briefings throughout January and the beginning of February and we feel there is a role for local members to play in ensuring their local schools attend these briefing sessions. We



therefore **RECOMMEND** that local members be given details of the district briefings via the Members Bulletin and contact their local schools to ensure they are attending. The new Framework document, the Self Assessment of school improvement arrangements and the development of the data dashboard will not succeed unless communication is effective and education settings understand and take on board the developments made to this process.

There have been a number of changes to the structure, roles and responsibilities of those within education and skills and this should be reflected in the web pages, both intranet and internet. We understand that these changes have been made and that “cold call” checks are also being made to ensure the detail is up to date and easily accessible. However on further inspection the People Service leadership structure remains out of date. The internet and intranet pages, as well as the Staffordshire Learning Net, are a useful source of information for inspectors and as such we **RECOMMEND** that they should be kept up-to-date.

We have been impressed by the dedication and work undertaken by key officers throughout this process. However we have concerns that during the preparation for the Entrust joint venture with Capita, and indeed as a result of the transition of staff through this process, key expertise was lost. We are aware that Staffordshire is currently in the process of undertaking further commissioning opportunities and we wish to highlight the difficulties we feel were created here in the loss of expertise and in the uncertainty created during the transition process. We therefore **RECOMMEND** that the Cabinet Member share our views on lessons learnt from the Entrust commissioning process for any future commissioning venture the County Council may enter into, with other Cabinet Members, and specifically in avoiding the loss of key personnel.

We congratulate the Ofsted Inspection Programme Board on the action plan they produced to address the priorities for development. Following the recent publication of the Ofsted report “Pupils Missing out on Education” we note the Board identified a further piece of work to create a co-ordinated data base that allowed easy identification of the work Staffordshire does to address, track and monitor this issue. We value this work in ensuring all our young people in Staffordshire are able to receive the education they are entitled to and we **wish to be updated** on progress with this.

2. Setting the Scene

On 1 June 2013 Ofsted began a new inspection regime focusing on how local authorities support schools to improve. The inspections will be an independent external evaluation of how well the local authority (LA) carries out its 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.

The new programme of inspections initially targets “underperforming” LAs based on the proportion of children attending “good” or better schools, according to their Ofsted judgement. Targeted LAs will have a high proportion of schools which received Ofsted grades 3 or 4 at their last inspection.

Ofsted will grade LA arrangements to support school improvement as either **effective** or **ineffective**. A LA will be ineffective if the arrangements for supporting school improvement are not having the required impact.

At their meeting of 6 September 2013 the Prosperous Staffordshire Select Committee considered a report outlining details of the new Ofsted arrangements and Staffordshire’s preparation for any such inspection. The Select Committee agreed to establish a working group to look in more detail at the school improvement arrangements within Staffordshire and to help support the Authorities inspection preparation, acting as critical friend.

3. Scope of the Work / Terms of Reference

The purpose of this Working Group is to:

- act as a critical friend to help ensure the LA is as ready as possible for an inspection of their school improvement arrangements
- have sight of a number of documents/evidence to reassure the Select Committee that the documentation is in place and is thorough, honest and accessible
- be able to reassure the Select Committee that the LA is ready for an inspection or highlight any areas for further development
- be comfortable that we are up to date on, and aware of, the school improvement processes and be equipped for any discussions with Ofsted should this be required
- be able to answer the Ofsted question of whether or not there is evidence of “rapid improvement” within Staffordshire schools

4. Membership

The following Prosperous Staffordshire Select Committee members participated in this Working Group:

Mr Martyn Tittley (Working Group Chairman)
Mr George Adamson
Mr Mark Deaville
Rev Preb Michael Metcalf



5. Methods of Investigation

We met four times throughout September and October to consider this new Ofsted inspection process, assess the current school improvement arrangements in Staffordshire, scrutinise the documentation supporting this and establish the authority's readiness for an inspection of their school improvement arrangements.

Our final meeting was held in January where we discussed the completed self assessment and agreed our report to the Select Committee.

During our investigation we met with the following officers:

Anna Halliday	County Commissioner for Education and Wellbeing
Mick Harrison	County Commissioner for Safety
Anne Newton	Interim County Commissioner for Quality Assurance
Tim Moss	County Improvement Manager
Kieran Smith	Planning Officer

Anna Halliday, County Commissioner for Education and Wellbeing had been appointed from 1 October 2013.

Mick Harrison, Commissioner for Community Safety, chairs the Ofsted Programme Board, an internal group overseeing Ofsted preparations.

6. Findings

Ofsted Inspection

The new Ofsted inspection of local authority arrangements for supporting school improvement in England came into effect from May 2013 under section 136 (1) (b) of the Education and Inspections Act 2006.

Under this regime the lead inspector will normally inform the authority up to five days before the start of an inspection, giving the authority the opportunity to make the appropriate arrangements for meetings with key stakeholders prior to the commencement of the inspection. Inspectors will request copies of a number of documents, including:

- the LA's self evaluation of their arrangements to support school improvement
- their strategic plan for education, including details of partnership arrangements, commissioning, brokerage and any evaluation reports or reports to elected members
- details of how arrangements for monitoring, challenge, intervention and support are provided, including the application of statutory obligations and powers



- LA data sets on school performance and analysis
- information regarding strategies used to support leadership and management in schools and evidence of impact
- evidence of the work of governors support services and their impact on improving governance, and
- evidence demonstrating how the LA uses any available funding to effect improvement, particularly how it is focused on areas of greatest need

The Inspectors must make a judgement on the extent to which the LA arrangements for supporting school improvement are effective or ineffective. To make this judgement the following 9 key aspects will be taken into account:

- 1) the effectiveness of corporate and strategic leadership of school improvement
- 2) the clarity and transparency of policy and strategy for supporting schools and other providers to improve, and how clearly the local authority has defined its monitoring, challenge, support and intervention roles
- 3) the extent to which the local authority knows schools and other providers, their performance and the standards they achieve and how effectively support is focused on areas of greatest need
- 4) the effectiveness of the local authority's identification of, and intervention in, underperforming schools, including the use of formal powers available to the LA
- 5) the impact of local authority support and challenge over time and the rate at which schools and other providers are improving
- 6) the extent to which the local authority brokers support for schools and other providers
- 7) the effectiveness of strategies to support highly effective leadership and management and other providers
- 8) support and challenge for school governance, where applicable
- 9) the way the LA uses any available funding to effect improvement, including how it is focused on areas of greatest need

Norfolk and Isle of Wight Inspections

The first two authorities inspected under this new Ofsted inspection regime in 2013 were Norfolk and the Isle of Wight, both of which were judged "ineffective". Where an authority is judged as ineffective Ofsted require them to produce an action plan addressing the concerns highlighted by the inspection, give timescales for actions identified, and be re-inspected within 9-12 months.

The Staffordshire Position

The new Inspections will not be undertaken cyclically but on a risk based approach and it is anticipated that fifteen LAs will be inspected during the first



twelve months. We considered the likelihood of Staffordshire being one of those fifteen initial inspections and looked at the factors that could trigger this based on the position as at September 2013.

There are five factors that could trigger an inspection.

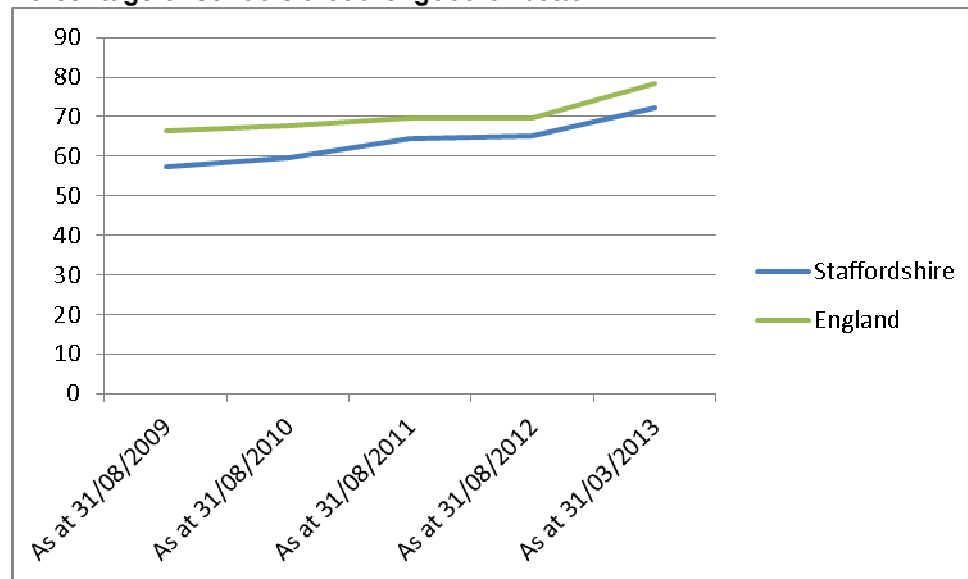
Firstly where the proportion of children who attend a “good or better” school/Pupil Referral Unit (PRU)/alternative provision is lower than that found nationally. National comparative data for school inspections recorded up to 31 August 2012 showed that 60% of primary school pupils and 66% of secondary school pupils attended Staffordshire schools rated as “good or better”. These figures are below the national averages of 68% and 69% for primary and secondary schools respectively.

Staffordshire is currently ranked in the fifth quintile nationally for the proportion of pupils attending a “good or better” primary school and the fourth quintile for secondary schools. Staffordshire is 6.1% below the national figure for the proportion of schools rated “good or better”. This was an improvement from being 9.2% below in 2009.

Over the past five years Staffordshire has increased by 15.1% on the proportion of good or outstanding schools, with the increase nationally being 12%.

	Good or Outstanding				
	As at 31/08/2009	As at 31/08/2010	As at 31/08/2011	As at 31/08/2012	As at 31/03/2013
England	66.5	67.7	69.5	69.5	78.5
Staffordshire	57.3	59.7	64.4	65.0	72.4

Percentage of schools that are ‘good or better’



The second factor is where there is a higher than average number of Grade 4 schools and/or they are not improving fast enough. At 31 March 2013 the proportion of schools in Staffordshire graded as inadequate was 5.7%. This is three percentage points above the national average and is an increase of 4.9 percentage points over the past five years. Nationally the increase is 1 percentage point over the same period.

Over the past three years no secondary schools in Staffordshire have been graded as inadequate.

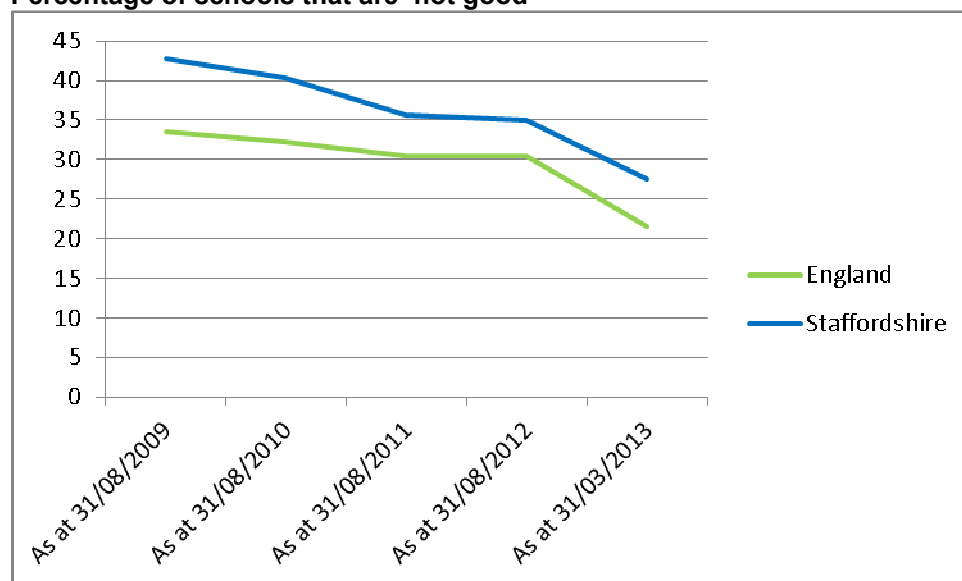
			All	Primary	Secondary	All	Primary	Secondary
			Staffordshire	Staffordshire	Staffordshire	England	England	England
As at 31/08/2009	No. of providers		396	396	396	22,171	22,171	22,171
	Inadequate	No.	3	2	1	377	255	96
		%	0.8%	0.5%	0.3%	1.7%	1.2%	0.4%
As at 31/08/2010	No. of providers		395	395	395	22,008	22,008	22,008
	Inadequate	No.	10	8	2	573	401	126
		%	2.5%	2.0%	0.5%	2.6%	1.8%	0.6%
As at 31/08/2011	No. of providers		396	396	396	21,845	21,845	21,845
	Inadequate	No.	7	7	0	455	332	94
		%	1.8%	1.8%	0.0%	2.1%	1.5%	0.4%
As at 31/08/2012	No. of providers		391	391	391	21548	21548	21548
	Inadequate	No.	18	18	0	548	406	107
		%	4.6%	4.5%	0.0%	2.5%	1.8%	0.5%
As at 31/03/2013	No. of providers		388	388	388	21,338	21,338	21,338
	Inadequate	No.	22	21	0	578	414	137
		%	5.7%	5.3%	0.0%	2.7%	1.9%	0.6%

Thirdly where the proportion of schools that are “not good” is higher than average. In Staffordshire this figure is above the national average and has been for the past five years. However the gap is closing, from 9.2 percentage points at the end of the 2008/09 academic year to 6.1 by August 2013.

	Requires Improvement / Inadequate				
	As at 31/08/2009	As at 31/08/2010	As at 31/08/2011	As at 31/08/2012	As at 31/03/2013
England	33.5%	32.3%	30.5%	30.5%	21.5%
Staffordshire	42.7%	40.3%	35.6%	35.0%	27.6%
Gap	+9.2	+8.0	+5.1	+4.5	+6.1



Percentage of schools that are 'not good'



The fourth factor is where attainment across the LA is lower than national and/or the trend of improvement is weak. At KS2 Staffordshire has generally performed in line with the national average for the past four years, with Maths just slipping below national performance over the past two years. There has been continual improvement in the proportion of students achieving Level 4+ in English, Maths and English and Maths.

KS2		2009	2010	2011	2012	2013*
Staffordshire	L4+ English	80.8	80.4	82.1	85.8	-
Staffordshire	L4+ Maths	79.4	80.6	79.7	83.8	-
Staffordshire	L4+ Eng & Maths	72.9	73.9	74.4	79.5	-
National	L4+ English	80.0	80.0	82.0		-
National	L4+ Maths	79.0	79.0	80.0	84.0	-
National	L4+ Eng & Maths	72.0	73.0	74.0	79.0	-

At KS4 Staffordshire has fallen below the national average for 5+ A*-C including English and Maths for the past two years. Conversely Staffordshire is now above the national average for 5+ A*-C for the first time in 2012 for four years. Staffordshire has seen continual improvement in both performance measures over the past four years.

KS4		2009	2010	2011	2012	2013*
Staffordshire	5+ A*-C inc E&M	50.8	54.0	56.5	58.4	-
Staffordshire	5+ A*-C	69.7	74.8	78.9	83.4	-
National	5+ A*-C inc E&M	49.8	53.5	59.0	58.6	-
National	5+ A*-C	70.0	75.4	79.6	81.1	-



Finally the fifth factor is where the rates of progress relative to starting points are lower than nationally or where trend improvement is weak. At KS2 achieving two levels progress in Maths has fallen below the national average over the last two years, a 4% increase in comparison to 7% nationally. The progress rate in Staffordshire also has a lower increase rate over the past four years. English is slightly below the national average but has seen a similar 8% increase to that of the national picture over a four year period.

Expected progress between KS2 and KS4 in English is above the national figure. However nationally there has been a 4.9 percentage point increase over the past four years compared with only a 2 percentage point increase in Staffordshire.

Expected progress between KS2 and KS4 in Maths shows Staffordshire has remained above the national average over the past four years, being 1.8 percentage points above in 2012. Staffordshire has seen a continual improvement over this four year period of 7.5 percentage points, however this is less than the national increase over the same period, with the national improvement being 14.3 percentage points.

The Ofsted Programme Board

To ensure that Staffordshire is ready for an Inspection of their School Improvement arrangements an Ofsted Programme Board was set up, chaired by Mick Harrison, Commissioner for Community Safety, and including the Cabinet Member (Learning and Skills), key officers and stakeholders. This internal group produced a risk register identifying priorities for development within each of the nine key aspects taken into account by the Ofsted inspection. Each identified priority detailed how it would be delivered, the impact and outcome, the responsible officer, timescale and key measures and milestones. Each priority is given a status which is reviewed during Programme Board meetings. At our Working Group meeting in January, whilst accepting that there will be some measures that are ongoing and therefore remain “open”, we were pleased to note that the majority of priorities were on track or completed.

Priorities still “open” included areas within Priority 5.4, to recruit to vacancies in order to bolster capacity within the county council, where Anne Newton, Interim County Commissioner for Quality Assurance and Len Brazier, remained interim team members until the end of March 2014 (Len Brazier had previously been Contracts Manager & Authorising Officer). Substantive posts for the County Commissioner for Education and for County lead on School Improvement should be appointed by the end of January.

Following the recent publication of the Ofsted report “Pupils Missing out on Education” the Board identified a further piece of work to create a co-ordinated data base that allowed easy identification of the work Staffordshire



does to address, track and monitor this issue. This data co-ordination will include the work done to: ensure every child has a school offer; school attendance; pupils on a part time timetable and the tracking and monitoring of pupils back into full time education; home educated pupils; excluded pupils attending a Pupil Referral Unit; and young people coming back into full time education having left a Youth Offending Institution. There is a need to ensure that Staffordshire has a robust analysis of the different vulnerable groups and that everything possible is being done to ensure Staffordshire's young people don't miss out on education.

School Improvement Framework

The School Improvement Team

This is a small team of 8 full time equivalent posts (12 officers in total) consisting of County Improvement Managers (CIMs), District Managers for Improvement (DMIs), with Anne Newton, interim County Commissioner for Quality Assurance heading up the team. The service has been reviewed, with the development of a new structure and job descriptions, to enable the team to expand the role of challenge and intervention to include that of commissioner, commissioning support from the preferred service provider Entrust.

The School Improvement Team is small and working at capacity, however we learnt that this was not untypical when compared with other authorities, with some authorities no longer having any in-house school improvement team. However in relation to the size of the Authority we feel capacity remains an issue.

The Team is well trained and meets regularly to quality assure their work. They use intelligence gathered from a wide range of data, both nationally and locally. The data is held within a newly designed data base which is used for school analysis, providing a management guide for the team when prioritising which schools to visit.

Using detailed, accurate and current data as the basis for challenge meetings with schools helps to clarify the issues, as when evidence and analysis clearly indicate an area of concern it is difficult for this to be challenged.

It is essential that each school analyses their data honestly so that this information is used effectively by the school to support their improvement. Progress of each pupil is a key measure, so that despite the starting point of a pupil's attainment level, the progress measure gives an indication of the success of the teaching and learning provided.

To help clarify our understanding of the respective roles and responsibilities of the School Improvement Team and partners we requested and received a number of organograms.



The Staffordshire Framework for School Improvement

We looked in detail at the revised framework document. This document detailed the professional, robust dialogue the LA has with schools based on the new arrangements. It ensures a consistent approach for school improvement work, with every school having the same agenda and structure to their school improvement conversations, with robust, rigorous and consistent challenge across the County.

The document detailed the 6-8 week process for intervention and the triggers that prompted this. It also explained the process for issuing and monitoring local notices of concern.

Notices of concern are issued where a school is identified as causing concern because of poor attainment and progress data over time. A formal notice of concern requests a meeting between the local authority and the Chair of Governors and headteacher to discuss the implications of the Notice, discussing expectations and agreeing timeframes for addressing areas of concern.

Intervention

For maintained schools the LA schedules a meeting in advance with the school, using a standard agenda and meets with the head teacher and chair of governors. During this meeting the Team would expect the school to evidence that they have analysed their school data successfully, indicate what they have learnt from this data and show how they intend to use this analysis to drive school improvement.

Legally the LA has no power to intervene in academies/free schools, however most CIMs have a relationship with the academies within their area and are therefore able to work effectively with them. Should there be a need for intervention the LA will inform the Secretary of State of their concerns, it is then up to the Secretary of State to decide what measures are necessary. This would include holding the sponsors to account. The Council does, however, have statutory powers to intervene where there is a safeguarding issue.

Traded Services

Whilst the type of training and who delivers this is a decision for the individual school the School Improvement Team and governing body would expect to see evidence of the impact and effectiveness of this training.

We felt there was a need for some kind of national quality assurance measure for the schools training services, particularly as there is no in-house provider available since the Entrust joint venture with Capita. However we acknowledge that there is an element of the market quality assuring as



schools will not purchase unsuccessful services. Schools also need to evidence what has been gained from the training purchased.

Ofsted are not expected to make a judgment on the structure of the relationship between the LA and Entrust, however it will make a judgement on the impact of services commissioned by the LA.

Data Dashboard

It is essential that a consistent approach is used for the type, quality and accuracy of data to support the analysis of school performance. We were reassured that a universal system of data is being used, with a standardised data base and that this data could not be manipulated.

The national RAISEonline data base held LA school performance data showing pupil attainment and progress. The LA has also developed its own new data dashboard on which we received a demonstration.

Data showed that Staffordshire performed well in Early Years when compared with other local authorities. However, whilst this progress continued reasonably well at KS1 it started to plateau at KS2 with the gap broadening at KS3. There are a number of reasons for this but it is essential that each pupil's progress is tracked, that pupils are appropriately engaged and that schools are challenged to ensure pupils of all abilities are taught appropriately. Narrowing the gap for identified groups is an issue. Ofsted expected each pupil to make 2 levels progress within each Key Stage and it is important for schools to focus on progress not just attainment.

Fischer Family Trust data is also used to track individual pupil's progress from Early Years through their education and this data predicts pupil outcomes at 16 years. The Team expected schools to use this data effectively to support analysis of pupil progress. This data includes estimates of where pupils should be at each key stage based on their starting attainment point and the estimated levels of progress.

Tim Moss, County Improvement Manager, demonstrated the newly developed Staffordshire schools data dashboard. This dashboard:

- was a management tool holding school data, both qualitative and quantitative, in one place to help see the complete school picture and specifically identify trends
- used information that already existed, but held this on one data base making the "whole Picture" easier to access
- allowed data to be viewed by school, school type or district
- enabled banding of schools under different headings to identify which schools needed focused attention
- gave the hard information, with the softer intelligence also used as part of discussion around school support



- weighted the information, eg 40% of the overall score was based around progress, which reflected the significance given this measure by Ofsted
- the attainment and progress measures together gave an achievement measure
- attendance data was included showing persistent absence which could impact on achievement. Attendance trends could also be identified and highlight the need for involvement of Education Welfare Officers (EWO)
- deprivation measures were shown, with schools needing to evidence how they were using the Pupil Premium to help support individual pupil achievement
- Primary School attainment measures at KS1 and 2 with comparisons made against national attainment figures
- progress could be viewed per pupil or per group of pupils, allowing progress of those pupils receiving Free School Meals (FSM) to be viewed as a group and compared against national FSM pupil attainment
- “value added” measures were those pupils making above the expected 2 levels progress per KS
- gave a clear evidence base for targeted work with schools

The data base is still under development with a number of areas for future inclusion. The 2013 attainment data will be included as soon as the verified data is available.

The recent change in measure for KS2, from English and Maths, to Reading Writing and Maths will make like for like data comparisons difficult.

Personalised learning is still key and the LA and Ofsted expected schools to track each individual pupil's progress and be able to demonstrate their progress levels and the work done to address any issues. Progress made, rather than simply attainment, now has a much higher profile.

Changes in Ofsted inspection regimes are being highlighted with schools, with a school being unable to gain a judgment of good or outstanding where 2 levels of progress is not achieved.

The LA is meeting with groups of head teachers in all districts to share data on progress profiles and how these compared across the County and nationally.

Self Assessment

The Staffordshire Self Assessment document has been amended and is now less descriptive and more evaluative, geared towards answering the 9 key aspects of the Ofsted inspection framework document and clearly evidencing the comments made.



Self assessment is a continuous process enabling the LA to drive improvement, identifying strengths and weaknesses and addressing these. This is a mechanism to support long-term improvements not simply to respond to an Ofsted inspection, however it is essential that the assessment is produced in a way that addresses the key areas of investigation for an Ofsted inspection.

The arrangements in Staffordshire with the establishment of Entrust are unique and one of the challenges facing the Authority is in explaining to Ofsted how this approach works. Under the new arrangements Staffordshire has split the previous school improvement service. Data collection and analysis to underpin this duty remains within the LA, rather than becoming part of Entrust. This is enriched by intelligence and data sharing between the LA and Entrust.

It remained the LAs role to:

- help schools recognise when they need support to improve
- help broker that support
- quality assure education and champion young people's interests to ensure they have access to the best possible education
- monitor, challenge and support schools where improvement isn't fast enough

Community Impact

Resources and Value for Money

There is a potential resource implication in ensuring school governors have access to the Staffordshire Data Dashboard in communicating effectively and/or training them to use this resource effectively. However strong governance is essential to school improvement and Governors need to have access to accurate comparative data to support their role as a critical friend.

Equalities and Legal

Every pupil in Staffordshire is entitled to a good education and to help ensure this we need to strive for continual school improvement.

Risk

There is a risk of losing key personnel if lessons are not learnt from the commissioning process with Entrust in any future commissioning venture the Council enters into. There is a reputational risk to the authority in regard to poor performance in relation to school improvement.

Climate Change

There are no climate change implications.



Acknowledgements

We would like to thank the following officers who supported the Working Group:

Anna Halliday	County Commissioner for Education and Wellbeing
Anne Newton	Interim County Commissioner for Quality Assurance
Tim Moss	County Improvement Manager
Michael Harrison	County Commissioner for Safety
Garry Atkinson	Research Officer
Kieran Smith	Planning Officer
Tina Randall	Scrutiny and Support Manager
Helen Phillips	Scrutiny and Support Officer

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List of Appendices/Background Papers

Background papers

- “The Council role in school improvement: Case studies of emerging models”
Local Government Association
- “Ofsted inspection of the school improvement function of local authorities”
Local Government Association
- “Norfolk local authority focused inspection – 12-22 March 2013”
Letter from Sean Harford HMI, Ofsted
“Inspection of local authority arrangements for supporting school improvement under section 136(1)(b) of the Education and Inspection Act 2006”
Letter to Ian Anderson, Isle of Wight Council, from Pauline Robins HMI, Ofsted
- “Handbook for the inspection of local authority arrangements for supporting school improvement”
Ofsted
- “The framework for the inspection of local authority arrangements for supporting school improvement”
Ofsted
- The School Improvement System in Staffordshire: A Framework for Achieving Excellence 2013/2016
- Achieving Excellence in Learning and Skills – Staffordshire’s Self-Assessment of School Improvement Arrangements 2012/13
- Ofsted Programme Board Priorities for Development
- Staffordshire’s School Improvement System – Overview and Flow
- Organogram on Staffordshire’s School Improvement

