



# **Children's Services, Education and Resources**

## **School Improvement Strategy**

**2013**

## 1. Introduction

In the light of recent national and local developments it has become necessary to restructure the Peterborough School Improvement Team (SIT) in order to meet the current and predicted needs of schools and the locality. This change enables clarification of the relative roles, what support will be provided by the Local Authority (LA) as an entitlement to schools and what is within the remit of schools themselves. We believe that schools have the skills, expertise and ability to meet many of their own challenges and we will work in partnership with them to maximise their potential to develop and improve.

This strategy provides a framework to enable all schools and the LA to work in partnership to raise standards of achievement and to provide for the delivery of outcomes which result in the highest quality of learning for all learners.

Our strategy recognises that rigorous and honest self evaluation is central to school improvement and that schools are autonomous and self governing, working with a range of partners to develop their capacity to continually improve.

The LA will challenge schools to set and achieve aspirational targets and predictions for all year groups by encouraging headteachers and school leadership teams to evaluate and improve practice, and by providing a high quality service to schools to promote school effectiveness.

Our aspiration and intention is that standards of attainment should be at least in the top quartile when compared to the outcomes of Statistical Neighbour LAs at each Key Stage, and that progress measures should be above national average and median levels.

This document has been developed for Headteachers and Governing Bodies, and explains Peterborough's strategy for working with maintained schools causing concern (SCC). It sets out the way in which the Local Authority (LA) works with all schools, and especially those schools causing concern, not just those formally defined as "eligible for intervention" but also those about which the LA has other concerns. The Statutory Guidance for Schools Causing Concern published in September 2008 has recently been updated to reflect changes in legislation. This and recent Education Acts have set the direction for the LA's work with schools causing concern:

*"Where schools are failing or seriously underperforming, it is vital that there is rapid intervention to address the problems as quickly as possible, so that children's education is affected as little as possible."*

Schools are self-managing and autonomous and therefore responsible for their own performance and improvement. Every school should be able to make an accurate self-evaluation of their performance and provision, and to take clear and decisive action to improve weaknesses. Effective self-evaluation is the most important process of school improvement, enabling continued autonomy, self management and excellence.

Part of the Peterborough Vision is that every school should be at least a good school and that no schools should be in an OfSTED or LA category of concern. The great majority of schools will be able to identify what is working well and what they need to do to improve, brokering their own support, but for others some additional support or intervention may be needed, from the LA or external partners.

It is necessary for the LA, as champions of children and parents/carers, to broker support where required and, when necessary, to use its powers of intervention in its role of promoting high standards should the provision and quality for children and young people be compromised. The latest Education Act details the *expectation* for local authorities to take action if there are concerns about the performance of any school in the locality, using their intervention powers to act early and effectively to secure improvement in maintained schools. Every child deserves a good or better education and Peterborough's aspiration is for every child to succeed and for every school to be at least good.

The aim of the LA in fulfilling these roles is to ensure that:

- Support, challenge and intervention is focused first upon areas of greatest need;
- Schools judged to “Require Improvement” or “Satisfactory” are supported and challenged to become Good at the earliest opportunity, working in partnership with HMI and other partners;
- Schools currently in an OfSTED category of “Serious Weaknesses” or “Special Measures” are recommended to seek a Sponsored Academy solution (and will be supported in finding an appropriate sponsor), and supported to make a rapid exit from the category until this happens;
- No further schools in Peterborough are identified by OfSTED inspection as being in a “Requires Improvement”, “Serious Weakness” or “Special Measures” category without prior knowledge and intervention;
- At least 75% of schools in Peterborough are validated and judged by OfSTED inspections to be at least good in terms of overall effectiveness;
- There is a sharing of information with headteachers about latest OfSTED inspection and other appropriate data and information at half termly SIT/School Leadership Partnership meetings, led and chaired by the Head of school Improvement in conjunction with school representatives.

## Current and Recent Outcomes:

### OfSTED Inspections:

Number and (%) of primary schools in each category:

	<b>Aug 2009</b>	<b>Aug 2010</b>	<b>Aug 2011</b>	<b>Aug 2012</b>	<b>Dec 2012</b>	<b>Mar 2013</b>
Outstanding	4 (7.0)	6 (10.5)	6 (10.7)	7 (12.5)	7 (12.5)	7 (12.5)
Good	31 (54.4)	27 (47.4)	27 (48.2)	25 (44.6)	25 (44.6)	28 (50.0)
Requires Improvement (*)	22 (38.6)	24 (42.1)	20 (35.7)	22 (39.3)	21 (37.5)	17 (30.4)
Inadequate	0 (0.0)	0 (0.0)	3 (5.4)	2 (3.6)	3 (5.4)	4 (7.1)

% of children and young people attending primary schools in each category:

	<b>Aug 2009</b>	<b>Aug 2010</b>	<b>Aug 2011</b>	<b>Aug 2012</b>	<b>Dec 2012</b>	<b>Mar 2013</b>
Outstanding	960 (6.1)	1715 (10.9)	1865 (11.6)	2630 (15.7)	2710 (15.5)	2725 (15.4)
Good	8325 (53.3)	7650 (48.4)	8040 (49.9)	7345 (43.8)	7655 (43.6)	8730 (49.4)
Requires Improvement (*)	6330 (40.5)	6430 (40.7)	5545 (34.4)	6185 (36.9)	6195 (35.3)	5090 (28.8)
Inadequate	0 (0.0)	0 (0.0)	660 (4.1)	615 (3.7)	980 (5.6)	1135 (6.4)

Number and (%) of secondary schools in each category:

	<b>Aug 2009</b>	<b>Aug 2010</b>	<b>Aug 2011</b>	<b>Aug 2012</b>	<b>Dec 2012</b>	<b>Mar 2013</b>
Outstanding	2 (18.2)	3 (27.3)	3 (27.3)	3 (27.3)	3 (27.3)	3 (27.3)
Good	3 (27.3)	3 (27.3)	3 (27.3)	3 (27.3)	3 (27.3)	3 (27.3)
Requires Improvement (*)	5 (45.5)	5 (45.5)	5 (45.5)	4 (36.4)	4 (36.4)	4 (36.4)
Inadequate	1 (9.1)	0 (0.0)	0 (0.0)	1 (9.1)	1 (9.1)	1 (9.1)

% of children and young people attending secondary schools in each category:

	<b>Aug 2009</b>	<b>Aug 2010</b>	<b>Aug 2011</b>	<b>Aug 2012</b>	<b>Dec 2012</b>	<b>Mar 2013</b>
Outstanding	1540 (11.6)	3110 (23.6)	3390 (25.1)	3550 (26.0)	3650 (26.6)	3650 (26.6)
Good	4435 (33.5)	4455 (33.8)	4525 (33.5)	4590 (33.7)	4645 (33.8)	4645 (33.8)
Requires Improvement (*)	6545 (49.4)	5610 (42.6)	5590 (41.4)	4085 (30.0)	4091 (29.8)	4091 (29.8)
Inadequate	720 (5.4)	0 (0.0)	0 (0.0)	1405 (10.3)	1345 (9.8)	1345 (9.8)

**Number and (%) of special schools in each category:**

	<b>Aug 2009</b>	<b>Aug 2010</b>	<b>Aug 2011</b>	<b>Aug 2012</b>	<b>Dec 2012</b>	<b>Mar 2013</b>
Outstanding	1 (20.0)	1 (20.0)	1 (20.0)	1 (20.0)	1 (20.0)	1 (20.0)
Good	3 (60.0)	3 (60.0)	2 (40.0)	2 (40.0)	2 (40.0)	2 (40.0)
Requires Improvement (*)	0 (0.0)	0 (0.0)	2 (40.0)	2 (40.0)	2 (40.0)	2 (40.0)
Inadequate	1 (20.0)	1 (20.0)	0 (0.0)	0 (0.0)	0 (0.0)	0 (0.0)

**% of children and young people attending special schools in each category:**

	<b>Aug 2009</b>	<b>Aug 2010</b>	<b>Aug 2011</b>	<b>Aug 2012</b>	<b>Dec 2012</b>	<b>Mar 2013</b>
Outstanding	90 (20.0)	94 (20.0)	102 (19.5)	108 (17.8)	108 (17.8)	118 (18.7)
Good	332 (73.8)	340 (72.5)	289 (55.2)	296 (48.8)	296 (48.8)	301 (47.7)
Requires Improvement (*)	0 (0.0)	0 (0.0)	133 (25.4)	203 (33.4)	203 (33.4)	212 (33.6)
Inadequate	28 (6.2)	35 (7.5)	0 (0.0)	0 (0.0)	0 (0.0)	0 (0.0)

**Attainment and Progress Outcomes (%):**

**KS1:**

	<b>2010</b>	<b>2011</b>	<b>2012</b>
Reading L2+	81	81	82
Reading L2b+	69	69	69
Reading L3	22	22	21
Writing L2+	76	76	77
Writing L2b+	55	54	56
Writing L3	10	11	12
Mathematics L2+	87	87	87
Mathematics L2b+	69	68	69
Mathematics L3	18	18	18

**KS2:**

	<b>2010</b>	<b>2011</b>	<b>2012</b>
English L4+	75	76	81
English L5+	26	23	31
Reading L4+	79	80	82
Reading L5+	42	35	40
Writing L4+	66	69	77
Writing L5+	16	15	24
Mathematics L4+	76	78	79
Mathematics L5+	29	29	32
English&Mathematics L4+	67	69	74
English&Mathematics L5+	17	16	22
Expected Progress English	86	86	90
Expected Progress Mathematics	84	83	86

**KS4:**

	<b>2010</b>	<b>2011</b>	<b>2012</b>
5+ A* - C incl En&Ma	46	49	49
5+ A* - C	73	80	83
English Bacc.	12	12	13
A* - C English	56	63	62
A* - C Mathematics	54	62	64
Expected Progress English	63	63	61
Expected Progress Mathematics	53	56	60

(\*) – We have categorised in March 2013 those schools who are graded “satisfactory” under the previous ofsted framework as “Requires Improvement”. Of the number shown, there are 13 primary schools and 4 secondary schools graded satisfactory in March 2013.

## 2. Key Principles

The LA aims to provide strategic leadership and to support all schools to raise standards and to continually improve, thus ensuring the achievement and well being of all of our children. We will work in partnership with schools to ensure that our joint actions and activities promote this key objective. To this end, our work will be based on the following principles:

- Successful schools and effective school improvement depend on high quality leadership and management, and the continuing development of teaching and learning which has positive impact on pupil outcomes;
- Relationships between schools and the LA are based upon mutual respect, understanding and transparency with secure processes for collaboration and consultation;
- Each school is unique, has its own context and has the potential to achieve well;
- Professional knowledge and relationships are highly valued and are central to the process of school improvement;

The School Improvement Team will:

- Ensure that the deployment of the SIT to support schools provides flexibility to respond to any unexpected and urgent issues arising in schools;
- Have a clear understanding of the diverse roles of the SIT within schools;
- Establish a unified and collaborative approach to school improvement;
- Promote the identification, dissemination and celebration of best practice within and across our schools;
- Achieve best value in deploying resources to support school improvement and to enable schools to engage with the evolving local and national agendas.

Schools should:

- Have central responsibility for the achievement and well being of children;
- Ensure that effective, rigorous and honest self-evaluation drives continuous improvement;
- Be aware of and use their autonomy to improve and promote success from within;
- Work in partnership at all levels (e.g. school, clusters, LA, regional, national) in the best interests of sustaining educational improvement across Peterborough;
- Understand the importance of the core elements of the 'School Support, Challenge and Intervention Strategy' i.e. the sharing of data and other information such as the Self Evaluation Summary (SES) and the School Development Plan (SDP).

The Peterborough Strategy is underpinned by a number of key factors:

- That the LA's criteria for school categorisation are clear and understood by maintained schools and academies;
- That the prime responsibility for school improvement is that of the Headteacher and the Governing Body;
- That when a concern is triggered, the LA will communicate the precise nature of the concern to the Headteacher and Chair of Governors at the earliest opportunity and that advice/guidance and support will be made available;
- That the LA strategy will be flexible in reflecting future curriculum reform and changes to legislation;
- That school-to-school support and partnership working is central to the LA's approach to ensuring effective support to all schools, but particularly those causing concern;
- In the lowest performing schools with low attainment, inadequate progress and in an Ofsted category or not improving, recommendation will be given to seek academy sponsors where this structural solution is deemed to be in the best interests of rapidly improving outcomes for children and young people.

In addition, there have been a number of changes by government of the expectation of Local Authority roles.

The key roles for Peterborough as a Local Authority for education are to:

1. Support parents and families through promoting a good supply of strong schools – encouraging the development of Academies and Free Schools which reflect the local community and ensuring outstanding maintained schools;
2. Ensure fair access to all schools for every child through providing sufficient school places and a range of different schools to support the community;
3. Use their democratic mandate to champion the interests of parents and children;
4. Support vulnerable pupils including Looked After Children, those with Special Educational Needs and those outside of mainstream education;
5. Support maintained schools performing below the floor standards to improve quickly or convert to Academy status with a strong sponsor, and support all other schools which wish to collaborate with them to improve educational performance. Likewise work with academy governors to ensure all schools exceed the government floor targets on standards and progress;
6. Support schools to develop their own school improvement strategies and activities between themselves within the city and traded with those schools outside of the area via brokered and quality-assured services from external partners.

### 3. The Purpose of School Support, Challenge and Intervention

The LA has a defined role in monitoring, supporting, challenging and intervening. These four tasks are defined as follows:

- **Monitoring** – The regular and systematic collection and analysis of a wide range of performance data (qualitative and quantitative) in consultation with the school self evaluation processes. This will inform school and LA planning, provide opportunities for quality assurance and ensure that statutory requirements are met.
- **Supporting** – Working in partnership with schools to address identified needs either directly or through brokerage or commissioning of external providers. The LA categorisation process is designed to ensure that schools receive effective and timely support that is in proportion to need.
- **Challenging** – Within the process of rigorous self evaluation, challenging schools to make full use of the range of evidence available. Our aim is to identify success and share good practice, as well as to determine appropriate actions to meet challenging targets and secure ongoing improvement.
- **Intervening** – Schools are responsible for their own performance and improvement. The LA works to support schools with their own self evaluation. However where performance, self evaluation and plans for improvement are judged to be inadequate, the LA is able to use its powers of intervention as identified in legislation to ensure that the school's performance improves.

The aim of the LA in fulfilling these roles is to ensure that:

- Support, challenge and intervention is focused first upon areas of greatest need;
- Schools judged to “Require Improvement” or “Satisfactory” are supported and challenged to become Good at the earliest opportunity, working in partnership with HMI and other partners;
- Schools currently in an OfSTED category of “Serious Weaknesses” or “Special Measures” are recommended to seek a Sponsored Academy solution, and supported to make a rapid exit from the category until this happens;
- No further schools in Peterborough are identified by OfSTED inspection as being in a “Requires Improvement”, “Serious Weakness” or “Special Measures” category;



- All schools in Peterborough are validated and judged by OfSTED inspections to be at least good in terms of overall effectiveness;
- There is a sharing of information with headteachers about latest OfSTED inspection and other appropriate data and information at half termly SIT/School Leadership Partnership meetings, led and chaired by the Head of school Improvement in conjunction with school representatives.

Academy schools will be monitored regarding their performance, and challenged as appropriate, via contact with Headteachers/Principals and Chairs of Trust Boards or Governing Bodies.

#### **4. Roles and responsibilities**

The LA will provide or commission services in line with statutory responsibilities and will work closely with other partners as appropriate. All partners will be required to share key information to contribute to the information flow to the LA via agreed protocols e.g. Notes of Visit and Impact Reports.

#### **5. Local Authority Categorisation**

The following categorisation has been formulated to provide a clear criterion-referenced hierarchy to school classification. It is designed to promote early identification and to enable the LA to broker or commission support before formal intervention becomes necessary. The LA categorisation judgements will be communicated to schools and governors via the “School Performance Profile” sheets which are sent in September, December/January and April each year.

The key Ofsted judgements are used as the “anchor” for categorisation, as these provide consistent and significant evidence to support the categorisation process. However, the LA reserves the right to also take account of more recent evidence gathered locally.

For example, pupil attainment and achievement at the end of each key stage, along with trends over time, will be particularly significant in determining a school’s category. Consequently, a school’s category could change during the year if the LA becomes aware of significant factors likely to affect the ongoing outcomes for pupils at the school, either positively or negatively. In such cases the LA judgement will stand along with the evidence to support that judgement.

A school’s Ofsted judgement, therefore, may not always be aligned with local categorisation.

The categorisation of schools will be shared with staff within Children’s Services upon request and with Headteachers, Cluster group representatives and School Improvement Board members if requested and appropriate to do so.

#### **School Categories**

<p><b>Category 1</b> (Outstanding)</p> <p>Outstanding school with the capacity to provide system leadership</p>	<p>These schools will have received an outstanding judgement from Ofsted and/or the LA for Overall Effectiveness, Achievement, Leadership, Behaviour and Safety and Quality of Teaching. The school provides a high standard of education with strong self-evaluation processes. These schools have capacity to provide school-to-school support directly or via a commission e.g. NLE, LLE, ASTs, SLE, and are doing so.</p>
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<p><b>Category 2</b> (Good)</p> <p>Good school – Good Overall Effectiveness, Achievement, Quality of Teaching and Leadership</p>	<p>These schools provide a good standard of education. The leadership of the school is good and the school is able to manage its own improvement and may also be providing school-to-school support.</p>
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The majority of schools should fall within Categories 1 and 2. These schools know their strengths and areas for improvement and are proactive and successful in dealing with any issues. They have a clear understanding of what actions need to be taken and have the capacity to bring about the required improvements effectively and to support other schools.

There will be examples of good or outstanding practice in these schools which will be identified so that effective school-to-school support can be commissioned by schools themselves or by the LA where schools are causing concern.

### Category 1 and 2 schools are not Schools Causing Concern

<p><b>Category 3a</b> (Require Improvement +)</p> <p>These schools are requiring some improvement, but close to being judged as Good</p>	<p>These schools are aware of the specific issues which require improvement and have some capacity to bring about improvement from within their own resources</p>
<p><b>Category 3b</b> (Require Improvement -)</p> <p>These schools are Requiring Improvement and may be vulnerable to or on the cusp of being judged as Inadequate, or have recently improved from being Inadequate.</p>	<p>These schools have greater challenges to overcome and may require targeted support or intervention, possibly brokered from external sources. These schools are vulnerable to negative inspection outcomes</p>
<p><b>Category 4</b> (Inadequate)</p> <p>These schools are judged to be Inadequate and failing to provide an acceptable quality of education for their children</p>	<p>These schools are already in an OfSTED category or highly likely to enter an OfSTED category. These schools are subject to LA intervention and are likely to be seeking a sponsored academy solution.</p>

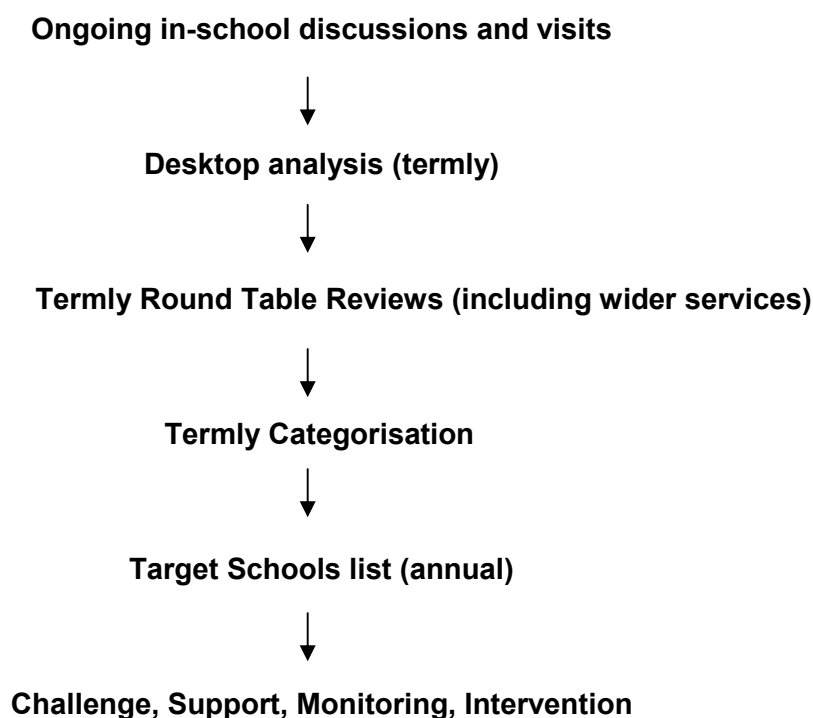
Category 3a and 3b schools will be targeted for improvement support to either help them to become Good or prevent them from becoming Inadequate before moving to Good.

Category 4 schools are highly likely to be encouraged to seek a sponsored academy solution. there may be particular circumstances where it is appropriate for the LA to provide tailored support and intervention to prevent this from happening if it is deemed by all parties to be the best way forward for the children of the school.

**Category 3a schools may be Schools Causing Concern.**

**Category 3b and 4 schools are Schools Causing Concern.**

## **Categorisation Flow Chart:**



## **6. Support, Challenge and Intervention Structures:**

### **Schools in Groups 1 and 2:**

These schools are judged to be successful and self-sustaining. They receive offers of support for analysis of achievement and standards or HTPM, school-focused and school-selected annual priority issues, support pre and post OfSTED if needed and governor training. These schools also receive invitations to universal CPD and school improvement partnership meetings. They are likely to be providing school to school support for other schools. They have the capacity to improve without direct, in-school support from Learning and Teaching Advisers (LTAs).

### **Schools in Group 3a:**

These schools are judged to be Requiring Improvement but secure at this level and with the capacity to improve to Good. They receive the above offer plus targeted support to focus upon the areas identified as barriers in their journey to a judgement of Good. These schools are likely to be offered school to school support and may receive some LTA support for specific improvement priorities.

### **Schools in Group 3b:**

These schools are judged to be Requiring Improvement but vulnerable to a judgement of inadequate. They are likely to receive all of the above support plus intensive support focused upon areas of greatest need to help them to improve rapidly. If this intensive support does not have the desired impact, these schools are likely to be judged to be Inadequate. These schools are also likely to be offered school to school support and LTA support.

## **Schools in Group 4:**

These schools are judged to be Inadequate. They will either be in an OfSTED category of concern or, in the judgement of the SIT, are very likely to be placed into an OfSTED category if an inspection was imminent. Discussions will take place with these schools about structural solutions which may include the recommendation that the school should seek sponsored-academy status. These schools are likely to have an MSP group established to monitor their progress and improvement, and/or a formal warning Notice or letter of Concern written to the Chair of Governors. A full partnership offer of support and challenge is made to these schools where they are not already sponsored academy schools. This includes MSP, a full calendar of SIA focus visits and LTA support in addition to brokered or commissioned external support.

Formal warning notice can be triggered by any of the following circumstances:

- the standards of performance, which should be understood to include the progress pupils are making, at the school are unacceptably low, and are likely to remain so unless the local authority exercises its statutory intervention powers;
- there has been a serious breakdown in management or governance which is prejudicing, or likely to prejudice, standards of performance;
- the safety of pupils or staff at the school is threatened (whether by a breakdown in discipline or otherwise).

We require assurances and evidence from the governing body that the current leadership and governance of the school has the capacity to bring about and sustain rapid improvement to the outcomes detailed above, or that changes will be made to secure such improvement.

If we do not consider that the governing body has satisfactorily complied with the required actions by this date, the local authority will consider using its intervention powers under the Act to take one or more of the following actions:

- Appoint additional governors;
- Apply to the Secretary of State to disband the governing body and form an Interim Executive Board;
- Suspend the delegated budget;
- Request an early OfSTED inspection of the school or
- Consider a structural solution to raise standards which may include seeking sponsored academy status.

The action which may be taken will be proportionate to the outstanding issues at that time.

## **High Priority Schools:**

All schools are placed on a priority school list each year. This list will be divided into categories:

1. Schools moving towards or sustaining overall effectiveness which is Outstanding;
2. Schools moving towards or sustaining overall effectiveness which is Good;

Priority for action and resource is given to those schools who are moving to Good but who have not yet achieved this judgement.

## **School Effectiveness and Categorisation Criteria:**

1. Attainment on Entry;
2. Standards EYFS;
3. Standards KS1;
4. Standards KS2;
5. Progress KS1 – KS2;
6. Quality of Leadership and Management, including governance;
7. Quality of School Self Evaluation;
8. Trend of Performance and Quality;
9. Capacity to attain or sustain ongoing improvement;
10. Overall effectiveness.

## 7. School To School Support System

The identification of schools as leaders of school improvement has profound implications for the future activity and structure of LAs. The rationale for Peterborough now taking a strong lead in supporting and promoting a school to school partnership (StSP) includes:

1. Much school improvement work is the responsibility of schools and they should hold the budgets, make decisions and 'own' the vision and strategic approach – they may need help to do this consistently well across all providers
2. Some schools need clear incentives for them to commit to a collaborative arrangement and the local authority, as the leader of education excellence for the city is best placed to facilitate this
3. The local authority wants and needs a strong relationship with schools in order to identify concerns early on and broker improvement before the school has already failed a school to school partnership can provide an effective and efficient mechanism for engagement. (This means being able to have difficult conversations with schools and them responding positively).

Research provides evidence that school to school partnerships are valued by schools and local authorities as important in improving educational outcomes, if they are well constituted and run, by drawing on the strengths of successful schools.

Peterborough already has a school-to-school partnership of which the majority of schools are members. The Peterborough Learning Partnership (<http://www.peterboroughlearning.org.uk>) was originally formed in 2002 in response to the Excellence in Cities programme which developed partnerships to work together to raise standards in schools facing a range of serious issues.

These issues included FSM, SEN (especially number of statements), fixed term/permanent exclusions, dual registration, mental health services involvement, turnover/mobility, fresh starts for challenging children, attainment on entry, and percentage of children having pre-school experience. It originally covered 14 schools and although the original scheme has ended, the benefits have been recognised and school numbers have now expanded to over 50. Take up is lower in secondary schools though. Schools operate on a subscription basis and the partnership is delivering a nationally regarded programme of CPD and support for improving schools.

There are currently proposals in place for PLP to become a community interest company. Schools understand the principle of school to school partnership and view this a step to keep the 'family' of schools in Peterborough together.

The Local Authority completely supports these moves and is keen to support PLP to develop and become a major part of the school to school partnership for Peterborough. However, the partnership needs to grow, evolve and mature whilst it takes on a wider remit and responsibility and the LA's role is support this development.

In addition to the above, a great emphasis will be placed upon a model of school to school support involving local School Improvement Boards (led by HTs) and the deployment by these Boards of LLEs and NLEs.

This approach develops the principle that schools work in clusters to target underachievement and develop as a group, led by HTs. The clusters are overseen with a central board for reviewing outcomes, data and the priorities for improvement. It will be led by schools for the benefit of schools with the local authority being an equal partner around the table. It is intended that initial arrangements will be in place for the spring term 2014, with full implementation from September 2014.

It is intended that the local authority would provide funding for agreed improvements in outcomes along with resources from schools and the success of interventions would be reviewed by the board and shared if successful.

Given the responsibility that rests with Local Authorities for the outcomes of all schools, academies and free schools would be part of the process. Support would be brokered by the board and the clusters through other schools, PLP, academy trusts, teaching schools, the private sector, other authorities and from the resources within the local authority.

The key benefit is that expertise in schools is shared, schools receive funding to support other schools and there are excellent development opportunities for staff to work in other schools. The ultimate aim is for the school partnership to own a model to drive improvement.

We are also developing, in conjunction with school leaders, a teacher training initiative (“Teach East – the Peterborough Teacher Training Partnership”)

The aims of the partnership are:

1. To establish and develop a long term sustainable strategy to recruit and select high quality candidates to meet the teaching needs of local schools
2. To provide high quality training to enable all trainees to become at least ‘good’ or ‘outstanding’ teachers
3. To continue to develop teacher training programme which is responsive to local, regional and national needs. These needs are: community languages, literacy, numeracy, behaviour management and special educational needs.
4. To provide opportunities for professional development beyond the teacher training into first post and initial years in teaching through high quality programmes and access to accreditation

Intended impact:

1. Outstanding teachers recruited to our schools who are able to ensure that they address students’ learning needs.
2. A supply of well qualified teachers for schools
3. Teachers who are dynamic and who fully understand the contextual needs of the local area.
4. Young professionals who stay within the local area because their professional needs are addressed.
5. Professional training throughout the locality providing the next generation of middle and senior leaders.
6. Teachers continuing to improve and develop their professional knowledge and understanding
7. Training for the wider workforce
8. Engaged in research for the benefit of student learning.

Partners:

1. Institute of Education - London University.
2. All schools across the city.

## **8. Improving Governance**

Peterborough’s Governor Services Team works to ensure that school governing bodies are effective and fulfil their strategic leadership role in relation to school improvement.

The team fulfils its statutory role by closely monitoring the quality of governing bodies through having an overview of training undertaken, current vacancies and focused discussions with chairs, clerks, governors and headteachers. This is done via development sessions and encouraging the use of our helpline, considering Ofsted inspection feedback, information from school improvement team colleagues (especially through Round Table Review meetings), governor audits and intelligence gathered from other LA officers.

Particular attention is given to those schools in an Ofsted category and/or identified by the LA as causing concern. Where areas of concern are identified steps are then taken to provide direct focused support to governing bodies through the addition of governors with experience and specific necessary skills (through additional governor appointments, Local Authority appointments and the governing body’s own vacancies) direct assistance from Governor Services officers, bespoke in-house training, signposting other training and development opportunities (such as the National College Chairs Development Programme), providing mentors for chairs or the introduction of an experienced clerk from the clerking service.

In addition to statutory duties, Governor Services also provide a traded service which ensures the provision of high quality advice, information, support and training for all governors, clerks, governing bodies and headteachers to support the effective discharge of their statutory duties in relation to school governance.

All but two Peterborough schools and academies have chosen to accept a service level agreement in 2013/2014. In support of the school improvement function, a wide range of governor development sessions are offered face to face on an individual basis and/or in clusters. Each year the programme is reviewed with, for example, three new school improvement sessions added in 2013/2013. Sessions are led by experienced governor trainers who are constantly quality assured through feedback at the end of each session, follow up evaluations and personal monitoring.

A telephone and e-mail helpline provides quick access to advice and support for clerks, governors and headteachers. Each governor receives an induction pack with NGA 'Introduction to Governance' materials, a Peterborough Governor Handbook and guidance notes on school improvement and headteacher accountability to ensure that every governor understands their role in school improvement.

A twice-termly Chairs Update and training newsletter ensures that schools are kept up to date with new legislation, guidance and local initiatives.

Governor Services also provides a clerking service and 42 schools have a fully trained clerk provided by the LA. Our 19 clerks also receive a termly briefing. Governing bodies have confirmed the positive impact that our clerks make on the effectiveness of their governing body.

## 9. Conclusion

The Peterborough School Improvement Strategy considers collaboration between schools and settings to be a vital way of increasing the capacity of all schools. By working together and sharing effective practise, schools can benefit from:

- Leadership development and improvement at all levels;
- A more relevant, focused and personalised curriculum;
- Shared professional development opportunities;
- Access to brokered or commissioned extended services.

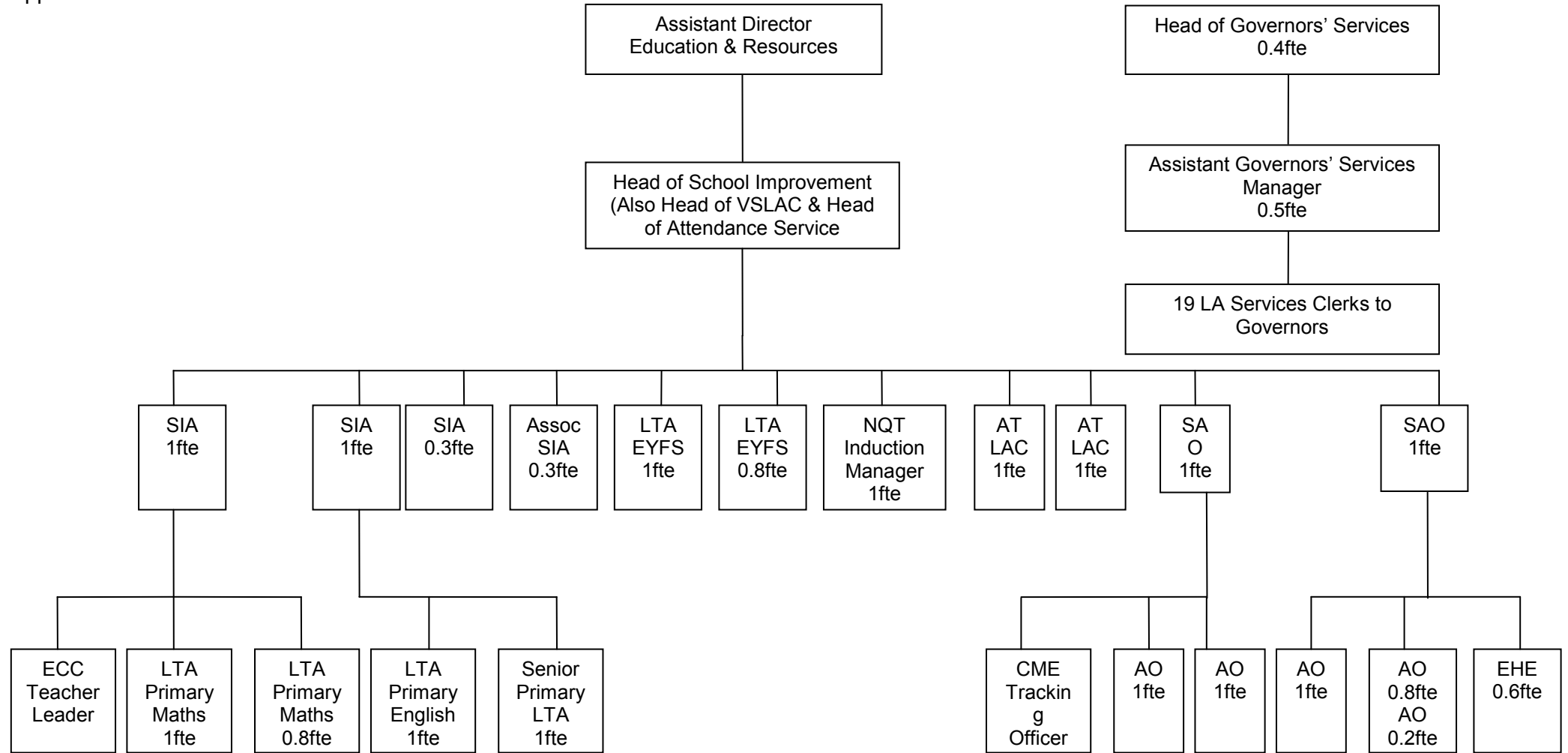
Peterborough City Council is committed to ensuring that all children and young people receive the very best provision and achieve well. To this end we will continue to work in partnership with our schools. The way in which we have worked with schools experiencing the most challenging circumstances and barriers to improvement has been successful, and has exemplified the benefits of partnership working.

The LA has a good record of working successfully with Headteachers and Governing Bodies to ensure that where improvement priorities have been identified, working together has ensured swift and sustainable improvement.

Revised guidance for Schools Causing Concern makes it very clear that local authorities should be prepared to use their powers of intervention at an early stage of underperformance and that where they fail to do so the Secretary of State will intervene, using his powers to secure improvement. The LA will have regard to this guidance when determining the action needed to bring about rapid improvement.

This strategy will be reviewed in light of further Ofsted or government policy changes.

Appendix 1: Structure Chart



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SIA – School Improvement Advisor  
 LTA – Learning and Teaching Advisor  
 NQT – Newly Qualified Teacher  
 AT – Advisory Teacher

AO – Attendance Officer  
 ECC – Every Child Counts  
 CME – Child Missing Education  
 EHE – Elective Home Education