



Solihull School Improvement Strategy

Contents

Introduction	3
Guiding Principles	4
Partnership working	4
Statutory Context	5
The Education Improvement Strategy	6
Roles and responsibilities	7
Commitment	7
Solihull Schools Strategic Accountability Board (SSSAB)	8
Schools causing Concern	8
Judgement of school effectiveness	9
Teaching Schools	19
Early Years Foundation Stage	21
LA Moderation and monitoring process	22
Safeguarding Strategy	25
Solihull Governor Services	26
Directory of support.....	27
Supporting documents	28

Introduction

Solihull Council's vision is to create an education system in Solihull that delivers the very highest standards for all children and young people. To continue to close the achievement gap and allow every child in a Solihull School to reach their full potential. The education improvement service supports school leaders in developing borough wide collaboration and school improvement. The vision for education is set out in the Solihull business plan. <http://intranet/Portals/0/Council%20Plan%20docs/councilplan.pdf>

Educational standards across the borough are good and continue to improve. With 90% of schools in the authority rated at least Good by Ofsted and 93% of early years providers. This needs to be built upon to ensure that the children and young people of Solihull have the skills and confidence needed to be the best they can possibly be, and can therefore support the longer term development and prosperity of the borough.

In Solihull we will ensure that our education system prepares all children and young people to become confident and responsible citizens. We aim for young people to be equipped with the skills they need for their own future prosperity.

Guiding Principles

- The drive is to raise standards and improve outcomes of all children and young people in Solihull.
- Ensure parents, carers, pupils and councillors are informed about the quality of education in the local schools and early years providers.
- Value and encourage openness, and transparency and accessibility in order to develop a continuously improving system.
- Ensure that all providers across the borough are of the very best quality and deliver high quality provision for all children and young people.
- Ensure high quality leadership and management at all levels in the system, including governance. Supporting and promoting succession planning and school to school support that enables providers to be self-managing and self-improving organisations.
- Promote and develop high quality teaching and learning, overcoming barriers to learning and ensuring timely intervention.
- To champion partnership working with a range of professionals including social care and health to promote young peoples' achievement and well-being and meet the broader needs of children and their families.

Partnership working

The aim is to build a school system where the highest quality education is delivered in all schools and all schools and settings collaborate and work together in a self-improving, self-sustaining school led system. Together we will act as the champion of children, young people and their families, in particular our most vulnerable families.

Statutory Context

The local authority's current statutory responsibilities for educational excellence are set out in section 13a of the Education Act 1996. That duty states that a local authority must exercise its education functions with a view to promoting high standards.

Local authorities must discharge this duty within the context of increasing autonomy and changing accountability for schools, alongside an expectation that improvement should be led by schools themselves.

The Education and Inspections Act 2006 defined the strategic role of the local authority in the school improvement process:

The local authority's duty to promote high standards and the fulfilment of potential:

- Promoting high standards;
- Ensuring fair access to educational opportunity;
- Promoting the fulfilment by every child concerned of his/her educational potential.

The 2006 Act requires local authorities to respond to parental concerns about the quality of local schools and grants new powers to intervene earlier, in maintained schools, where performance is poor. Part 4 of the Act sets out measures for tackling school underperformance by:

- Enabling early action to tackle school underperformance so that it does not become entrenched and lead to formal school failure;
- Ensuring that effective support and challenge is provided immediately when unacceptable standards are identified, so that improvements can be made quickly; and
- Securing decisive action if a school in Special Measures fails to make sufficient progress, so that the education and life chances of pupils are safeguarded.

The Act differentiates between absolute low attainment (below floor standards) and relative under-performance where there may be declining or static performance by children and young people, underperformance by specific groups, or in specific subject areas. In all cases, early intervention is the key in preventing school failure.

The Act gives revised powers to the local authority to intervene in maintained schools causing concern which builds on existing statutory powers to ensure that every child is provided with the education and opportunities they deserve. Solihull Local Authority will apply these powers of intervention when deemed to be appropriate. Further statutory guidance can be found at <https://www.gov.uk/government/publications/schools-causing-concern--2>.

The Education and Adoptions Act 2016 amends the 2006 act by:

- Stating that every school judged 'inadequate' by Ofsted will be turned into a sponsored academy.
- Giving new powers to the Secretary of State for Education to intervene in schools considered to be underperforming.
- Enable (but not require) the Secretary of State to turn such schools into sponsored academies or intervene in them in other ways.
- Allowing the Secretary of State to issue directions, with time limits, to school governing bodies and local authorities, to speed up academy conversions.
- Placing a new duty on schools and local authorities in specified cases to take all reasonable steps to progress the conversion.
- Requiring schools and local authorities in specified cases to work with an identified sponsor toward the 'making of academy arrangements' with that sponsor.
- Removing the requirements for a general consultation to be held where a school 'eligible for intervention' is being converted to a sponsored academy.

The Education Improvement Strategy

To achieve these guiding principles, the local authority, in partnership with Solihull Schools Strategic Accountability Board (SSSAB) and local school collaboratives, will deliver a robust school improvement strategy that:

- Supports schools' self-evaluation processes offering support and challenge where appropriate to ensure every school is at least a 'good' school using the current Ofsted criteria.
- Undertakes a regular risk assessment of schools and other providers to identify those that need particular support and those that may be able to offer support to other schools and providers. This information will be shared at school level and with lead officers in the council, in order to offer immediate direct targeted support.
- Targets resources to narrow the gap between vulnerable and disadvantaged children and young people and their peers.
- Takes rapid and decisive action in relation to poorly performing schools and other providers, as identified through the risk assessment process and by Ofsted, including advising the Director and Secretary of State and regional schools commissioner on using their intervention powers and alternative structural and operational solutions.
- Promotes high standards in education by supporting effective school-to-school collaboration and providing local leadership for tackling issues needing attention that cut across more than one school or provider, such as poor performance in a particular subject area.
- Commission curriculum support from quality providers such as teaching schools.

Academies and Free Schools

Academies and free schools can choose to opt into the local authority's school improvement strategy as members of the Solihull family of schools. The local authority will, as part of its duty of care for all children and young people in the borough, undertake appropriate analyses of public information to evaluate the provision and performance of these providers. Where the local authority has concerns about an academy or free school, it will notify the school of its intention to report the concerns to Ofsted or the Regional schools commissioner.

Roles and responsibilities

At the heart of Solihull's School Improvement Strategy is the partnership between Solihull education providers and the local authority within the context of our developing relationship with wider regional and national accountability organisations. This partnership will ensure the effective monitoring and evaluation of performance, the identification of needs and will develop the capacity for support and in particular the capacity for school to school support.

This partnership is based on:

- A commitment to raising and sustaining high standards of educational attainment and to ensure that all schools are at least good schools;
- Transparent policies and strategies for school improvement and a clear understanding of roles and processes;
- A detailed knowledge of schools and other providers, their performance and the standards they achieve;
- The provision, brokerage and commission of high quality support for schools;
- Successful strategies to support leadership and management development;
- The recognition of the importance of early intervention to support schools.

Commitment

Through the School Improvement Strategy the local authority will:

- Continue to build on and develop the working relationships with schools.
- Support and facilitate local school to school networks and collaborative working. In order to strengthen the school improvement role of all stakeholders across the authority.
- Implement a robust challenge and support programme for all schools across the authority, with a staged approach based on the schools unique position.
- Implement an effective support package for all schools governing bodies. Enabling them to be fully able to hold headteachers and senior leaders to account for school improvement.
- Monitor more closely the progress of schools that are judged through school reviews to be at medium and high risk.
- Ensure all schools are compliant with their safeguarding responsibilities by maintaining oversight of compliance.
- Take rapid and decisive action in relation to poorly performing schools including advising the Director of Children's Services and the Secretary of State and the Regional Schools Commissioner on using their intervention powers and alternative structural and operational solutions.

Solihull Schools Strategic Accountability Board (SSSAB)

Through the School Improvement Strategy, the Headteachers' Strategic Accountability Board will:

- Provide strategic support through participation in the local authority's termly risk evaluation assessment sessions;
- Support the Team manager for school improvement to broker support from across collaboratives for schools where needs have been identified within the risk assessment categories;
- Commission headteachers/senior leaders to support leadership mentoring and development of school's judged by school reviews to be at risk;
- Assist in brokering peer to peer reviews where requested by schools;
- Support the evaluation of the effectiveness of the School Improvement Strategy.

Schools causing Concern

Local authorities should work with RSCs (Regional Schools Commissioner) to discuss where they judge that a warning notice is necessary. Once it has been determined that a local authority or RSC will issue a warning notice to a maintained school, they must give the notice in writing to the governing body of the school. The notice must set out:

1. the matters on which their concerns are based;
2. the action the governing body is required to take in order to address the concerns raised;
3. the period within which the governing body must comply or secure compliance with that action (the compliance period); and
4. the action the local authority or RSC is minded to take (under one or more of sections 63 to 69 of the Education and Inspections Act 2006 or otherwise) if the governing body does not take the required action.

In addition to giving the governing body a warning notice, the local authority or RSC must give a copy to the headteacher; and in the case of a Church of England school or a Roman Catholic Church school, the appropriate diocesan authority; and in the case of a foundation or voluntary school, the person who appoints the foundation governors. A copy must also be given to the relevant RSC, when it is a local authority making it, or a copy must be given to the local authority, when it is the RSC making it.

Warning notices will only be issued to High risk schools in Solihull

Judgement of school effectiveness

Where School Improvement Advisors (SIAs) are deployed, they will seek to:

- Focus on the overall quality of education provided by the school, focusing in particular on the progress and attainment of all groups of pupils. Evaluate the effectiveness of leadership and their ability to continue to drive forward school improvement.
- Respect the school's autonomy to plan its own development and commission its own support.
- Give professional challenge to school leaders and governors.
- Provide evidence based judgements on school performance through core meetings, local authority reviews and data analysis.

Categorisation of schools

Each Solihull school will be placed in one of four local authority categories based on published criteria.

- A desktop analysis will take place over the Summer Term. Using all available data and information about the school.
- In the Autumn Term, schools will be informed, by letter, of their local authority category and the reasons for it. This categorisation will be reviewed every term and if the risk factors for the school increase/decrease the school's category may be changed. This will be done in partnership and through consultation with the school.
- School Improvement Advisors (SIAs) will be allocated to work with schools based on need, as identified through the categorisation process.
- All schools will be provided with an annual cycle of challenge and intervention
- Where the local authority has concerns about academy performance, it will raise them initially with the school and then, if necessary, directly with the Secretary of State via the Regional Schools Commissioner and through Ofsted.

4.3 Challenge and Accountability – Maintained Schools

- Once categorised, schools will receive a differentiated level of challenge and intervention from the local authority through School Improvement Advisors. (SIAs)
- School Improvement Advisors will arrange school visits and challenge meetings in order to evaluate performance, support the school to identify appropriate priorities for school improvement and support the planning for effective change.
- School Improvement Advisors (SIAs) will act for Solihull Local authority and are the main conduit for its communication on school improvement.
- Specific allocations of SIA time will be determined according to the school's category (see Annex 2) and individual school's circumstances.
- All maintained schools in Categories B and C will also be challenged and held to account through regular School Improvement Board meetings (SIB). SIB meetings will be chaired by a local authority officer and there will be a minimum expectation of attendance from the Headteacher and Chair of Governors, although wider participation from school leadership teams and governors will be encouraged.
- The Headteacher and Chair of Governors will present evidence of impact since the last SIB against the school's priorities for improvement.

4.4 Challenge and accountability – Academies

- Where Solihull Local authority has concerns about the performance of an academy, it will in the first instance communicate with the Headteacher /Principal, Chair of Governors and, where appropriate, the provider.
- If necessary, this will be followed by a visit from the allocated School Improvement Advisor, in order to be informed about the school's plans for potential solutions within an agreed timescale.
- If the Local Authority remains concerned that priorities to support improvement are not being addressed effectively, it will report its concerns to the Regional Schools Commissioner and Ofsted.
- Where the Local Authority through its Safeguarding strategy has concerns about an academy's safeguarding arrangement these concerns will be reported to the RSC and Ofsted.

Categorisation A

Providing a good or better level of education

Rationale

- Judged to be good or outstanding by Ofsted at the last inspection;
AND
- Judged securely good or outstanding by the LA through School Improvement Advisor work with the school and is therefore likely to be judged so at the schools next Ofsted inspection.

This should include

- Leadership and management at all levels, particularly senior leaders, middle managers and governors consistently demonstrate, through evidence and analysis of data, effective processes and structures which have a positive impact on pupils' achievement and behaviour.
- School leaders and managers are accurate in their self-evaluation and judgements are evidence based.
- The schools arrangements for safeguarding pupils are compliant and meet statutory requirements.
- School governors show strong leadership.
- School data shows robust analysis. This is used to inform the correct school improvement priorities to improve pupil outcomes.
- In mainstream schools, pupil achievement for reading, writing and mathematics for all groups of pupils is above the national standards for a number of years or shows rapid improvements. The school is able to evidence progress and attainment across other subjects.
- In-year progress across the vast majority of year groups, pupil groups and core subjects is consistently strong and/or the gap is rapidly narrowing.
- Early Years Foundation Stage (EYFS) practice is strong and children are well prepared for the next stage of their education.
- In Special Schools, the vast majority of pupils with shared starting points are making more than expected progress (Median and Upper Quartiles defined in Progression Guidance 2011); Challenging targets are set, and pupils are well prepared for the next stage of their education.
- The teaching profile is at least good with an increasing proportion of outstanding. Any teaching requiring improvement is effectively and rapidly tackled by school leaders. No inadequate teaching is evident.
- Attendance figures are at least in line with the national average and the figure for persistent absence is below national or declining.
- Behaviour is managed consistently well; all groups of pupils attend regularly and there are no or very few exclusions.
- There are few complaints from parents and the school has a variety of successful strategies to engage with parents.
- The school has effective links with other partners who contribute to and support school improvement processes, including working with and supporting other schools.
- Other risk factors are considered to be low by the local authority.

Categorisation B1

Level of education provided requires improvement

Rationale

- Schools that have previously been judged good or outstanding at their last Ofsted inspection but are considered to be vulnerable at the next inspection by the LA through the work of the School Improvement Advisor or school performance data;
OR
- School is judged as requiring improvement by Ofsted with Leadership and Management judged to be good and demonstrating good capacity to improve and this judgement continues to be evidenced through the work of the School Improvement Advisor with the school;
OR
- School is judged to be requiring improvement at its last historic inspection (up to two years ago) but all evidence to the LA, through School Improvement Advisor work with the school, indicates that the school is likely to be judged to be good at its next inspection.

Evidence may include:

- Leadership and management at all levels particularly senior leaders, middle managers and governors are secure and improving which is leading to improvements in pupils' outcomes.
- The schools arrangements for safeguarding pupils are compliant and meet statutory requirements.
- School Governors are offering good or improving leadership to the school. A clear action plan has been identified.
- School leaders and managers are generally accurate in their self-evaluation and judgements are increasingly evidence based, including robust data analysis.
- In mainstream schools, pupil achievement for reading, writing and mathematics for all groups is at or above the national standards or is improving rapidly. The school is beginning to be able to evidence progress and attainment across foundation subjects.
- The overall trend in attainment across most year groups shows improvement even though there may be some variability in attainment between one year and the next and/or between different groups.
- The overall trend in in year progress across most year groups shows improvement even though there may be some variability in progress between one year and the next and/or between different groups.
- EYFS practice is not yet good enough and needs to improve.
- In Special Schools, most pupils with shared starting points are making expected/more than expected progress (Median and Upper Quartiles defined in Progression Guidance 2011); where benchmarking and rigorous moderation of assessment indicates pupils making less than expected progress/ are unlikely to make expected/higher attainment, a robust response is being made to increase progress and raise attainment.
- The quality of teaching is rapidly improving and there is little or no inadequate teaching evident. Any teaching deemed inadequate is effectively and rapidly tackled by school leaders.
- Attendance figures are in line with the national average and the figure for persistent absence is improving.
- Behaviour is managed well; all groups of pupils attend regularly and there are very few or reducing numbers of exclusions.
- Engagement with parents is secure and the vast majority of parents express contentment with the school.
- Collaborative working with other schools is developing. School leaders are taking the opportunity to work with other schools in their network and beyond.
- Risk factors such as a no substantive headteacher in post, newly appointed headteacher, high turnover of staff, a high number of NQTs and exceptional circumstances are accurately identified and are considered to be having minimal impact on standards by the local authority.

Categorisation B2

Level of education provided requires improvement

Rationale

- School is judged as requiring improvement by Ofsted and demonstrates limited capacity to improve; this judgement continues to be evidenced through the work of the School Improvement Advisor and/or school performance data;
OR
- Schools that have previously been judged good or outstanding at their last Ofsted inspection but are considered to be very vulnerable at next inspection by the LA through the work of the School Improvement Advisor work with the school and/or school performance data;
OR
- The school is below DfE floor standards.

Evidence may include:

- Aspects of leadership and management, teaching and learning or personal development behaviour and safety require improvement; school leaders do not yet consistently demonstrate effective processes and structures, and the self-evaluation is not entirely accurate, there is limited capacity to improve.
- The schools arrangements for safeguarding pupils are compliant and meet statutory requirements.
- There is weakness in governance and there is little evidence of capacity to improve.
- The LA, through School Improvement Advisor work with the school, has identified poor attainment and progress data in specific subjects, with particular groups or in identified year groups.
- Pupil progress for English and mathematics has fallen below the national averages over the last three years and/ or the school has fallen below government floor standards in one or more areas. In year progress across certain year groups, pupil groups and/or core subjects shows a declining picture over time and/or the gap is not narrowing or is widening.
- EYFS practice is not yet good enough and needs to improve.
- Teaching and learning requires improvement across the school and there may be some elements of inadequate teaching that is not being adequately addressed.
- Attendance figures are below the national average and the figure for persistent absence is high and/or not improving.
- Behaviour is managed appropriately; most groups of pupils attend regularly or attendance is improving and there are few or a reducing number of exclusions.
- The school is starting to develop suitable strategies for engaging with parents.
- The school does not fully participate in its outward facing links with other partners, including the LA and, in particular, the School Improvement Advisors, to contribute to or support their school improvement processes.
- The school is not effectively using its budgets and resources to improve academic outcomes for all pupils and/or holds a deficit balance and/or holds a surplus balance above the recommended limits.
- Risk factors such as no substantive headteacher in post, newly appointed headteacher, high turnover of staff, a high number of NQTs and exceptional circumstances are considered to be significant by the local authority.

Categorisation C

Level of education provided has serious weaknesses or school is in special measures

Rationale

- School is judged as having serious weakness or requiring special measures by Ofsted.
OR
- Overall the LA, through the work of the School Improvement Advisor with the school, judges that the quality of education to be inadequate. There are key aspects that require significant improvement.
OR
- The school is below DfE floor standards and demonstrates limited capacity to improve outcomes.

Evidence may include:

- Leadership and management does not consistently demonstrate effective processes and structures the self-evaluation is not accurate including the schools data analysis.
- Leaders and managers are not taking sufficiently effective steps towards securing good behaviour and improving attendance.
- Leadership and management of the school particularly senior leaders, middle managers and governors may not have the capacity to make the necessary improvements in a rapid timeframe.
- The school's arrangements for safeguarding pupils are not compliant and/or do not meet statutory requirements giving cause for concern.
- School Governors are not adding leadership capacity to the school.
- Pupil progress is inadequate over the last three years in English and/or mathematics, and/or for different groups.
- EYFS practice requires significant improvement.
- In Special Schools, there is limited evidence of pupils making expected/more than expected progress from their starting points; as a result of inconsistent benchmarking and moderation, there is insufficient evidence of pupil progress and attainment being impacted.
- The teaching profile requires improvement and does not secure the good progress of pupils. Inadequate teaching is not effectively addressed by school leadership.
- The number of exclusions is high, or rising.
- Attendance is consistently low for all pupils or groups of pupils and shows little sign of improvement.
- The school's strategies for engaging parents are weak and parents have expressed little confidence in the school.
- The school does not engage effectively when working with other partners, including the LA and, in particular, the School Improvement Advisors, to contribute to or support their school improvement.
- The school is not effectively using its budgets and resources to improve academic outcomes for all pupils and/or holds a deficit balance and/or holds a surplus balance above the recommended limits (supported through evidence from Finance Officers).

Notional School Improvement

Advisor Time Allocation

Work Plan (A minimum of:) **Time Allocation/year**

Category A schools to include academies

1 day desk-top data analysis and evaluation of school development plan, write up of summary report and letter to headteacher. 1 day

0.5 Challenge and Support meeting in Spring or Summer term write up of summary report and agreed actions. 1 day

Minimum 2 days/ Year

Category B1 schools

1 day desk-top data analysis and evaluation of school development plan, write up of summary report identifying key priorities and letter to headteacher. 1 day

0.5 Challenge and Support meeting in Autumn term write up of summary report and agreed actions. 1 day

0.5 core visits Spring and Summer terms, write up of visit reports 2 days

1 day monitoring and review** in school of identified and agreed Priorities and writing of report 2 days

Minimum 6 days / Year

Category B2 schools

1 day desk-top data analysis and evaluation of school development plan, write up of summary report identifying key priorities and letter to headteacher. 1 day

0.5 Challenge and Support meeting in Autumn term write up of summary report and agreed actions. 1 day

0.5 core visits Spring and Summer terms, write up of visit reports 2 days

Attendance at SIB Meeting/ termly 1.5 days

1 day monitoring and review in school of identified and agreed Priorities and writing of report 2 days

Full team 'Inspection Health Check' review of school and writing of report/year 4 days

Minimum 11.5 days/Year

Category C schools

1 day desk-top data analysis and evaluation of school development plan, write up of summary report identifying key priorities and letter to headteacher.	1 day
0.5 Challenge and Support meeting in Autumn term write up of summary report and agreed actions.	1 day
0.5 core visits* Spring and Summer terms, write up of visit reports	2 days
Attendance at SIB Meeting/ half term (<i>or more regularly if necessary</i>)	3 days
1 day monitoring and review** in school of identified and agreed priorities (from the SIB) and writing of report termly	3 days
Full team 'Inspection Health Check' review** of school and report	4 days

Minimum 14 days

Schools can purchase additional SIA time

School Improvement Advisors' termly core visits to schools will follow a set agenda (to be shared with school leaders prior to the visit) that is linked to the criteria of the LA category that the school is placed in. The agenda may cover school data analysis, Ofsted judgement areas, impact and progress against Ofsted priorities since the last inspection and any actions set from the previous core meetings. The meetings will form part of the statutory support and challenge function of the Local Authority.

School Reviews and 'Inspection Health Checks' will be led by School Improvement Advisors and fully involve school senior leaders at every stage. They will provide an objective and evidence led evaluation of the school's work, support for the school's self-evaluation and evidence for the Local Authority to support the categorisation process. Judgements made will be based on Ofsted principles and in line with the new safeguarding strategy.

Where safeguarding concerns are identified action will be in line with the safeguarding strategy.

Autumn Term Challenge and Support Meeting for category B and C schools Membership

- School Improvement Advisor
- Team manager for school improvement
- Senior Education Safeguarding Officer (*where applicable*)
- Headteacher
- Other senior School Leaders
- Chair of Governors (*or appropriate substitute*)
- Other school governors

Purpose of Challenge and Support Meeting

- To explore the school improvement priorities for each maintained school in Solihull at the beginning of the new academic year.
- To establish and implement an appropriate and differentiated programme of challenge and support to enable the school and the local authority, in partnership, to rapidly raise standards and improve outcomes for all pupils.
- To ensure the best use of finite resources.

Terms of reference

- All identified schools will be asked to participate in a Challenge and Support Meeting each Autumn Term. Schools will be sent invitations during Summer term to optimise attendance.
- Challenge and Support meetings will be chaired by the team manager for school improvement.
- There will be an expectation of attendance from the Headteacher and Chair of Governors, although wider participation from school leadership teams and governors will be encouraged.
- The meetings will follow a set agenda based on a desktop analysis and knowledge of the school from other sources and this will be shared prior to the meeting. All meetings will be minuted.
- School improvement priorities and the dates and purpose of future SIA visits that academic year will be established at the Challenge and Support meeting to ensure a transparent and coordinated approach.

School Improvement Board (SIB) B2 and C schools

Membership

- Team manager for school improvement
- School Improvement Advisor
- Headteacher
- Other senior School Leaders
- Chair of Governors (*or appropriate substitute*)
- Other school governors

Terms of reference

- All schools judged by the local authority as being 'at risk' and placed into Category B2 or C of the local authority categories will be subject to challenge through regular individual School Improvement Board meetings (SIB).
- SIB meetings will be chaired by a Team manager for school improvement.
- C Cat schools will receive at least half termly SIB Meetings (more if required).
- B2 Cat schools will receive termly SIB Meetings.
- There will be a minimum expectation of attendance from the Headteacher and Chair of Governors, although wider participation from school leadership teams and governors will be encouraged.
- The meetings will follow a set agenda that will be shared with all members of the SIB prior to the meeting. All meetings will be minuted.
- The body of the meeting will be led by the Headteacher and Chair of Governors who will present evidence of impact against the school's priorities for improvement; both since inspection and/or since the previous SIB meeting.
- At the end of the meeting the School Risk Assessment will be completed.
- Each member attending the SIB meeting will be asked the following question and be expected to indicate where they think the school is on a continuum.
- *"What is the risk of this school not being judged good/outstanding at the next Ofsted inspection?"*
- The key factors which will prevent the school being judged good/outstanding at the school's next Ofsted inspection will then be outlined and form the priorities for improvement that will be checked on at the next SIB meeting.

Teaching Schools

Arden

Newly designated teaching school

Arden achieved Teaching School status in May 2018 as a result of a fully supportive and successful teacher training programme and a proven track record of very effective school to school support. The number of primary and secondary schools associated within the Arden Alliance continues to grow and the quality of our trained recruits remains at the highest levels.

Going forward Arden wish to develop CPD programmes to support professionals wherever they are in their career. We will also be recruiting outstanding SLE practitioners from within the Arden MAT in order to play a fully supportive role in working with local teaching schools to provide the very best provision for the students of Solihull.

Castle Bromwich Infant and Nursery School

Castle Bromwich Infant and Nursery School was awarded Teaching School status in May 2018 and the school is the lead school for Unity Teaching School Alliance.

The Alliance currently consists of Primary and Special schools within North Solihull. We work together to enhance opportunities for our young people, staff and the wider community by offering services including School Improvement Support, Continuing Professional Development and Networking opportunities.

We deliver a supportive, innovative and focused programme that underpins the foundations for school improvement this includes Leadership training for Middle & Senior leaders (NPQ's, ILM's etc.), NQT& NQT+1 development training and bespoke school to school support delivered by SLE & NLE practitioners within our alliance.

Key Objectives

- To be relentless in the pursuit of developing a **forward thinking community** of schools that make a difference to young peoples' lives.
- To **collaborate** and intrinsically **connect** with other schools, the community and other organisations for the benefit of all.
- To ensure our pupils flourish in a community that they proudly embrace with **understanding, respect and tolerance**.
- To **inspire excellence** for children *and* adults across, within and beyond our alliance so that individual goals are met and unique potential realised.
- To adopt a positive mind-set that is focused on **high expectations** and belief in **personal achievement**.

"In order to affect true social and economic change, we must not only inspire the next generation – we must allow them to embrace aspirations, raising them alone is not enough. They must feel and taste aspiration in a tangible way." – [UNITY Teaching School Alliance Leadership Team]

Hazel Oak

Hazel Oak Specialist Teaching Alliance (HOSTA) is a small teaching alliance made up of four successful special schools and a local primary school that support pupils across the age and ability range. The alliance was created in September 2015 when Hazel Oak school was designated a teaching school with a vision to enhance outcomes for all students in the region and grow success in teaching assistants, teachers and leaders for the future.

In the current educational climate all schools are required to adapt to new initiatives quickly and for many schools this can be a great challenge. HOSTA schools have experienced, skilled staff ready to work alongside colleagues in other settings to offer support, advice and model practical strategies and solutions to these challenges. We have experience in offering school to school support, varied CPD courses and Team Teach training. Within the alliance we have also driven teacher training to grow our own specialised teachers, supported apprenticeships, leadership development and progression.

At HOSTA we want to spread the success of our support for pupils with additional needs wherever they are and help to grow the adults that support them.

St Peter's Catholic School

Our slogan "Unlocking Potential" lies at the heart of everything we do at the St. Peter's Solihull Teaching School Alliance. We are passionate about ensuring that every pupil has every opportunity to be the best that they can be and teachers and support staff have a fundamental and unrivalled role to play in this. Therefore, we pride ourselves on offering high-quality and bespoke support, advice and training to professionals within the education sector. Whether it be a trainee teacher learning the ropes on a School Direct programme; a qualified teacher looking for effective and valuable CPD or a school in need of focused and specialised support, the St. Peter's Solihull Teaching School Alliance has the skills, experience and expertise to help teaching professionals make a difference.

<https://www.st-peters.solihull.sch.uk/teaching-school-about-us/>

Tudor Grange Academy, Solihull

Tudor Grange Academy, Solihull was awarded Teaching School status in 2012. During this time over a hundred secondary trainees from a variety of specialisms have been trained and secured their teaching post. In September 2016 we opened a primary SCITT and we expect to see rapid expansion for this provision.

We provide high quality bespoke training to schools around the West Midlands. This includes primary schools from the Birmingham Diocese in addition to another 35 primary schools that belong to the primary school alliance. Specific, tailored school to school support is provided for both primary and secondary schools that require improvement.

The Teaching and Learning Development programme provides training for teachers from all stages of their career, from NQTS to middle and senior leaders, and is delivered by experienced, outstanding SLE and NLE practitioners from within the Trust.

<https://teachingschool.tgacademy.org.uk/>

Early Years Foundation Stage

The current Early Years Team members and support available for settings who are registered with Ofsted Early Years can be found at www.solgrid.org.uk/eyc/team.

School based early years provision.

Solihull Early Years Education Improvement Service complete annual joint evaluation visits through their setting improvement cycle. Between September and August each setting may be visited and a joint evaluation of practice against targeted aspects of Early Years Foundation Stage [EYFS] provision completed. Schools and settings will be prioritised according to their registration, quality as judged at their latest Ofsted inspection and previous setting improvement visits.

Priority settings:

- Those on the Early Years Register.
- Early Education Funded providers on the local authority register of providers (2 year old provision and 15/ 30 hour funding for 3 and 4 year olds).
- Settings that have not had a good/ outstanding Ofsted Early Years Inspection grade within the last year or where the school based EYFS grade is not yet good. (This includes settings where expected requirements are not yet judged as 'met').
- Ofsted / Setting Improvement joint evaluation history – priority for those settings that have previously been identified as requiring improvement through the joint – evaluation visit.
- Settings which are new and those that are due an Ofsted inspection.

We will also consider local intelligence such as involvement in other local authority 'projects' and support. LA and national priorities, as well as emerging Ofsted 'themes', will be considered to determine the annual priorities for discussion and investigation. Support may also be determined by the need to include a focus on settings who can diminish the difference in outcomes for children vulnerable to disadvantaged or where the review of local authority sufficiency identifies a need for early childhood education and care places in a locality.

School EYFS may receive a visit to jointly evaluate provision using EYFS Profile, in-house data analysis and the quality of practice where the school overall effectiveness grade, or the EYFS Ofsted grade, identifies a need through the risk assessment process. Additional support is available for all provision under the School Ofsted 'registration' where a risk is identified through the whole school risk assessment process.

LA Moderation and monitoring process

EYFSP Local authority moderation

External moderation is a collaborative process between the LA moderator(s) and the setting. Practitioners should consider it a positive part of their professional development. It offers the opportunity to discuss judgements on children's performance against the requirements of the EYFS profile. LAs are required, on behalf of the Secretary of State for Education to externally moderate at least 25% of settings. This is to ensure that judgements are consistent with national standards. All schools are visited within a 4 year period. Additional 'triggers' which may result in a moderation visit are outlined in the EYFSP Handbook and include, a new head teacher, NQT in reception class, new reception teachers, data anomalies, and schools which are receiving additional LA support because of Ofsted or LA risk assessment categorisation.

Statutory external moderation helps quality-assure judgements. It is used to confirm that EYFS profile judgements are accurate and consistent with national standards, as stated in The Early Years Foundation Stage (Learning and Development Requirements) Order 200715. This ensures that settings are assessing accurately against national standards, as set out in the EYFS framework and the system is fair to all children.

The LA moderation team consists of LA moderators and teacher moderators who have been trained to complete the visits by shadowing experienced moderators, coaching and a quality assurance observation. Teacher moderators represent the Solihull Collaborative areas and, should a teacher leave the moderation team, a replacement will be recruited to represent the collaborative area.

Solihull local agreement

Moderation arrangements that lie outside the scope of the DfE guidance documents are communicated through the LA EYFSP quality assurance documentation. The EYFSP local agreement is drawn up in consultation with, and with the agreement of, stakeholders through Solihull Strategic School Accountability Board, and revised annually.

The Moderation Process at Key Stages 1 and 2

Moderation is an integral part of assessment ensuring that standards of assessment in reading, writing and mathematics at KS1, and writing at KS2, are consistent among teachers, schools and LAs and that they are maintained from year to year. External moderation visits are only one part of the assessment process. It is important for schools to engage fully with each stage of the process to ensure that their teacher assessment is accurate and in line with national standards.

Moderation Stage	Description	LA Support
Formative assessment	Teachers make day-to-day professional judgements on children's progress and attainment to inform next steps in learning.	In partnership with the University of Wolverhampton and SSSAB, the LA offers opportunities for teachers to participate in a Masters level 'Lead Moderator Programme' which focuses primarily on developing assessment systems in school.
Standardisation	A professional development activity where teachers secure their understanding of national standards.	LA Termly moderation sessions usually provide some support with standardisation.
Teacher Assessment	Following standardisation, teachers make informed judgements about children's summative attainment against national standards. Teachers must base their teacher assessment judgement on a broad range of evidence across the curriculum for each pupil.	
School moderation	With colleagues in school, teachers use national standards and exemplification materials to review a selection of the judgements and supporting evidence to check their accuracy and consistency.	
School cluster/ collaborative moderation and / or LA moderation events	With colleagues from other schools teachers use national standards and exemplification materials to review a selection of the judgements and supporting evidence to check their accuracy and consistency. Disagreement must be resolved to ensure that all judgements are in line with national standards and may require revisiting all previous teacher assessment judgements. The interim TA frameworks only cover key aspects of assessment within Y2 and Y6. These will be used for external moderation purposes. For other year groups, teachers will need to refer to national curriculum programmes of study.	LA Termly moderation events for writing, mathematics and science available for years 1-6. Schools work in small groups to moderate one pupil's work from each school. At this point, it is the school's judgement that is moderated following internal moderation and not the teacher's judgement.
External statutory moderation	Visits by LA external moderators to review teachers' judgements across the range of attainment to ensure that teacher assessments are accurate and in line with national standards. <i>If judgements are not validated by the external moderator, the moderator will explain what needs to be done to ensure the judgements are valid. Any changes to data will need to be resubmitted. The school must not resubmit TA data after the deadline without the authorisation from STA or the LA.</i> At key stage 1, end of key stage reading, writing and mathematics judgements will be moderated. At key stage 2, year 6 writing judgements will be moderated.	Teachers, who have completed the Lead Moderator programme with The University of Wolverhampton, are invited to training by the LA in order to become STA approved statutory moderators for writing. Around 25% of schools at both key stages will be selected for external moderation. Schools will be able to attend ' Meet the Moderator' sessions to support them with this process.
Statutory Assessment Tests at Key Stages 1 and 2 and the phonics screening check.	Pupils in year 6 will take statutory assessment tests (SATs), at the end of key stage 2. These tests will involve spelling, punctuation and grammar (SPAG); reading and mathematics. Pupils in year 2 will take statutory assessment tests (SATs) in reading and maths (SPAG test is optional) and will help to inform teacher assessment. Pupils in year 1 will complete the phonics screening check.	A selection of schools will receive unannounced SAT monitoring visits from the LA. These visits will monitor the storage of papers and administration of key stage 2 tests. Briefing meetings will be held as appropriate. These could include ' How to administer key stage 1 / key stage 2 tests ' 'How to administer the phonic check'

Selecting schools for a moderation visit

Each year the LA selects at least 25% of its schools with key stage 1 pupils for an external moderation visit, and at least 25% of schools with key stage 2 pupils, so all schools will receive a visit **at least** once during each four year cycle for each key stage. At least 25% of academies are also selected for each key stage.

Schools may receive more than one visit in every four years due to the following considerations:

- where assessment is felt to be at particular risk of inaccuracy;
- there are other relevant circumstances, for example, a teacher new to year 2/ 6, an NQT Y2/ Y6 teacher, leadership changes;
- Ofsted category or LA or STA concern or where KS1 and KS2 assessments are inconsistent;
- to ensure no obvious pattern for visits is set.

For further information please refer to the 'LA Moderation Handbook: Key Stages 1 and 2 Teacher Assessment'

Safeguarding Strategy

There is a safeguarding strategy in Solihull. This specifies how the LA will work to support schools around the safeguarding agenda.

A link to the strategy is below

www.solgrid.org.uk/education/safeguarding

Solihull Governor Services

Governor Services offers the following:

- A programme of relevant seminars and courses throughout the year.
- Briefing meetings for governing body clerks each term.
- Operation of the 'Chair to Chair' network.
- A helpline service to deal with individual governing body problems and concerns.
- Access to on-line training programmes.
- Access to education information services.
- Assistance with recruiting governors and clerks.

Instruments of Government and Articles of Association

In relation to governing body constitutions, Governor Services:

- Provides advice on the regulations related to governing body constitutional matters and offers support in drawing up instruments of government for standard maintained schools and relevant sections of articles of association for academies.
- Prepares and confirms draft instruments of government for legal approval by the Authority and for agreement by the Cabinet Member Education and Children's Services.
- Maintains a record of all instruments of government for maintained schools in Solihull.

Governor Appointments

Governor Services maintains a database of all governor appointments. In particular, it:

- Maintains records of governors, their dates of appointment and term of office expiry.
- Issues a welcome pack to all categories of new governor.
- Monitors and reports on LA governor appointments.
- Conducts DBS checks on LA governors.
- Arranges LA governor appointments through Cabinet Member Education and Children's Services.
- Liaises with the School Governor One Stop Shop on governor recruitment.
- Provides advice on governor recruitment, election and appointment processes.
- Conducts service satisfaction surveys.

Service Charges

Solihull Governor Services offers its services to governing bodies on a rolling annual buy-back basis. Charges are designed only to reflect the costs of providing the services and no more. Governing boards are able to opt into a number of different packages and to choose from a selection of 'add-ons' to meet their specific needs:

- NGA Learning Link online training:
- Education Document Summary Service
- Head teacher performance management: ½ day to include meeting and preparation (where further time is required for follow up, this will be negotiated separately and charged accordingly).
- Review of governance

For further information, please see the Solihull Governor Services website:
<http://www.solgrid.org.uk/governors/>

Directory of support

As well as the teaching schools, there is a bank of NLEs. LLEs and SLEs attached to teaching schools in Solihull with particular expertise.

To access the contact details

http://apps.nationalcollege.org.uk/s2ssd_new/create_xls.cfm

Supporting documents