

## Wiltshire Council

### Children's Select Committee

21 January 2020

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#### **School Improvement Framework Impact and Life Skills Education 1<sup>st</sup> September 2019 – 31<sup>st</sup> December 2019**

#### **Purpose of Report**

1. To report on the impact of the new school improvement framework, and regional working and intensive support. Also, to outline the current provision of life-skills education across Wiltshire and how the local authority supports and promotes this.

#### **Background**

2. Wiltshire Council Business Plan clearly identifies a commitment to:
  - a) Promoting high educational standards for all children, working closely with education providers, schools, colleges and academies. This will be through securing new schools for a growing population, improvement advice, brokering school to school support and wider partnerships and providing support for leaders and governors.
  - b) Work with schools to support children who are vulnerable to underachievement – including children from low-income families, those in care and those with Special Educational Needs or Disabilities (SEND).
3. To achieve this, key partnerships with Ofsted, the RSC, Teaching school Alliances, Diocesan Boards, academy providers and the Wiltshire Education Standards Board, are essential in supporting continued success and improvements for schools.
4. Local Authorities have a statutory duty as set out in section 13a of the 1996 Education Act:

#### **Duty to promote high standards and fulfilment of potential**

(1)A local education authority in England must ensure that their relevant education functions and their relevant training functions are (so far as they are capable of being so exercised) exercised by the authority with a view to—

- (a) promoting high standards,
- (b) ensuring fair access to opportunity for education and training, and
- (c) promoting the fulfilment of learning potential by every person to whom this subsection applies.

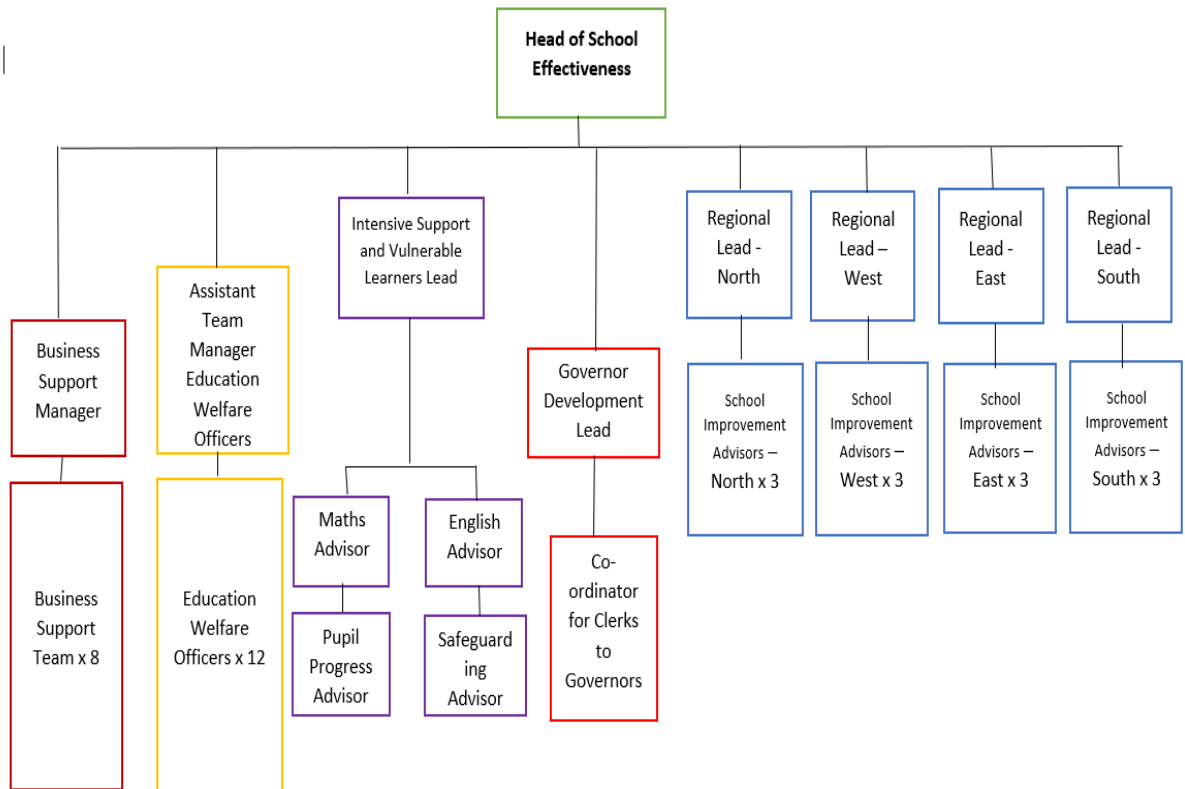
(2) Subsection (1) applies to the following—

- (a) persons under the age of 20;

(b) persons aged 20 or over and for whom an EHC plan is maintained.

5. The DfE statutory guidance ‘ **Schools causing concern** - Guidance for local authorities and Regional Schools Commissioners on how to work with schools to support improvements to educational performance, and on using their intervention powers’ September 2019 (Appendix 8), sets out expectations that the Local Authority will, in partnership with the Regional Schools’ Commissioner, identify vulnerable schools, implement appropriate early intervention strategies including powers of intervention, develop effective relationships with all school leaders and governors and facilitate a school-led improvement system.
9. In early 2018, Project RESET (**R**egeneration, **E**mployment and **S**kills, **S**chools **E**ffectiveness **T**ransformation) was established to reshape the service areas within the education and skills directorate to:
  - Improve performance
  - Align closely to Wiltshire Council business plan priorities
  - Reinforce positive interactions between services
10. Based on multiple drivers, the aims of the work were to:
  - Increase the number of places in good and excellent schools
  - Increase the social mobility of young people; particularly those most vulnerable
  - Better satisfy the employment and skills needs of employers
  - Redesign the education and skills directorate to deliver those aims with available budget and resources
11. The FACT programme had already begun and was making considerable progress to ensure the services which safeguard and support children and young people work together in a coherent and structured way.
12. In addition, a key driver of the Education Transformation Board (ETB) project was to enable greater collaboration and peer to peer work, enabling schools to respond effectively to their own and national priorities and to improve standards.
13. This needed to work alongside robust support, challenge and validation for school leaders and governors.
14. The 2018-19 CASP (Challenge and Support Programme) supported 141 LA maintained schools plus an additional 16 academies and out of county schools which bought this in as a traded service, 157 schools in total.
15. There was capacity within the previous CASP team of 40 employed, casual employed and seconded heads to provide standard CASP and intensive (iCASP) challenge and support to these schools. Each CASP worked with between 2 and 6 schools.
16. Several factors led the restructure of school improvement services to schools. This included: the decline in the number of schools retaining at least Good following an Ofsted inspection, low quartile position for outcomes and a need to raise aspirations.

17. In November 2017 the council implemented a new structure at tier 2 of the organisation, which included the new role of “Director of Education and Skills” and the grouping of the school effectiveness service, school place planning and employment and skills teams under this new directorate.
18. Following a pilot programme commissioned to enable us to improve standards and explore alternative models involving school leaders more closely in peer evaluation, a proposal was made to move to a regional model of challenge and support with school improvement advisers(SIAs) working across a greater number of schools within an area and reporting to a regional coordinator.
19. By working regionally, it was anticipated that effective partnerships would be fostered with teaching schools, standalone academies (SATs) and multi-academy trusts (MATs), whilst at the same time building the capacity of leaders and teachers at all stages of their career.



## Main Considerations for the Council

### Regional profiles

	<b>North</b>	<b>South</b>	<b>East</b>	<b>West</b>
Total schools	<b>60</b>	<b>56</b>	<b>65</b>	<b>54</b>
Primary	<b>51</b> maintained 35 academies 16	<b>45</b> maintained 35 academies 11	<b>55</b> maintained 26 academies 29	<b>47</b> maintained 28 academies 19
Secondary	<b>8</b> maintained 1 academies 7	<b>10</b> maintained 2 academies 8	<b>7</b> maintained - academies 7	<b>6</b> maintained 1 academies 5
Special	<b>1</b> maintained 1 academies -	<b>1</b> maintained - academies 1	<b>3</b> maintained 2 academies 1	<b>1</b> maintained 1 academies -
Ofsted categories (all schools)	Outstanding 6 Good 45 RI 9 Inadequate 3	Outstanding 8 Good 32 RI 9 Inadequate 5 N/A 2	Outstanding 7 Good 46 RI 10 Inadequate 2	Outstanding 2 Good 38 RI 11 Inadequate 3
SIF (LA maintained only)	Secure plus 6 Secure 29 Vulnerable 6 Causing concern 1	Secure plus 5 Secure 14 Vulnerable 14 Causing concern 2	Secure plus 4 Secure 12 Vulnerable 9 Causing concern 1	Secure plus 3 Secure 17 Vulnerable 8 Causing concern 2

20. Through consultation with school leaders, the School Improvement Framework (SIF) (appendix A) was revised and aligned with the school effectiveness structure. The aim of the framework is to promote and support the continual improvement of schools and outcomes for pupils. With national ambition for an increasingly sector-led improvement landscape, key partnerships are ever more significant and the need for transparent accountability to all stakeholders never more important.
21. Through the implementation of the SIF, a support level is assigned to a school. A significant amount of work has been done by the school effectiveness service with schools classified as vulnerable and causing

concern. The ability of the service to act quickly, deliver wider ranging and more extensive support and challenge with this group of schools has been increased through the regional ways of working and new school improvement framework that was introduced in September.

22. The Regional Improvement and Excellence Leads (RIELs), Intensive Support Coordinator (ISC) and School Improvement Advisers (SIAs) work with each school in their area under these categories to shape, coordinate and evaluate the support for the school centred around identified aspects for improvement either as the result of an Ofsted inspection or a local authority evaluation. This academic year the amount of time that School Improvement Advisers work directly with schools has been doubled to 3 days per academic year for all maintained schools compared to 1.5 in previous years.
23. Support is drawn from LA advisors (maths, English, T&L, SIAs, consultant headteachers) or from other system providers such as Teaching schools, Boolean maths hub, the Ramsbury English hub, Local Leaders or Education (LLEs), National Leaders of Education (NLEs) or from other schools within their regions where there is excellent practice (support level secure or secure plus).
24. Alongside this work, the regional approach has allowed the service to identify schools with clear strengths and link these to other schools in the region where there is greater need for support. Through more in depth knowledge and regular face to face interaction with SIAs and schools, it has also been possible to identify common themes for improvement and tailor bespoke packages of professional development for clusters of schools, regional delivery and centrally. Programmes delivered and being planned include Leading Successful Schools, Successful Curriculum Leadership, *Towards Outstanding Teaching and Learning*.
25. Although it is too early to have specific measurable evidence of impact of our new way of working on improved pupil outcomes, already there have already been positive changes and impact for schools:
  - a) Of the 4 vulnerable schools that have been inspected this academic year, the support provided by the local authority has been recognised as a key component to the improvement of each school.
  - b) Improved communication and coordination about the performance and circumstances of each school through the majority of officers in School Effectiveness now using NEXUS, a comprehensive online platform for local authorities to analyse and report on all primary and secondary assessment and examination data, from EYFSP right through to Key Stage 5, as well as supporting their quality assurance role with schools,. This has resulted in more intelligence about the performance of individual schools in one place, allowing the team to evaluate the support provided swiftly. The new system categorises Maintained Schools by an evaluation of their current performance, ensuring that vulnerable schools and schools causing concern are receiving targeted or intensive support as appropriate.

- c) Strengthened leadership and capacity in the priority areas of maths, phonics and writing, through the recruitment of 16 of leading teachers from our best schools to support schools to improve subject leadership.
- d) Coordination between officers in School Effectiveness and other council teams, with several projects launched including the development of a social mobility action plan and the development of new data sets for schools that include information regarding off rolling, elective home education and finance.
- e) A widened provision of targeted and universal leadership training for headteachers, governors and curriculum leaders on a range of strategic areas to develop consistency across Wiltshire. 173 Headteachers have attended at least one of the leadership support modules being delivered by consultant headteachers; 100 more are signed up for courses this term.
- f) Building and developing relationships with academies in the regions.

#### Life Skills Education: The Wiltshire Healthy Schools programme

- 26. This Wiltshire Council programme clarifies the actions all schools should take to effectively promote the health and wellbeing of young people, particularly the most vulnerable. This provides a supportive framework for all Wiltshire schools to audit their current provision, identify areas for development, implement planned actions and monitor progress, including recording impact for pupils.
- 27. Wiltshire Healthy Schools celebrates success, awarding accreditation to schools at bronze, silver and gold level. A multiagency Quality Assurance Group reviews the standards, receives school submissions twice a year and conducts selected school quality assurance visits.
- 28. Wiltshire Healthy Schools is an evidence-based approach building on the most successful elements of previous national, regional and local Healthy Schools programmes. The programme helps schools to improve the health and wellbeing of pupils and the wider school community.
- 29. The Wiltshire Healthy Schools programme challenges and supports schools to meet a range of criteria in 4 core themes:
  - The Whole School Approach
  - Personal, Social, Health and Economic (PSHE) education
  - Healthy Weight
  - Emotional Wellbeing and Mental Health

#### *Current offer of support*

- 30. All schools can access advice, training, support and resources from Wiltshire Council, including use of the Wiltshire Healthy Schools website: <https://www.wiltshirehealthyschools.org> .

31. Schools can also access support from a range of local and national organisations to help them meet the local criteria. Many of these organisations work in partnership with the local programme.
32. Schools are currently charged £150 each time they wish to renew their status or complete a new level. Engaged schools receive:
  - a. A one-day event, focussing on addressing local health priorities in schools
  - b. Access to the online audit and action plan (for a 3-year period, or until accreditation)
  - c. Telephone and email support
  - d. Accreditation from the Wiltshire Healthy Schools Quality Assurance Group
  - e. Invitation to a celebration event
  - f. Permission to use the Wiltshire Healthy Schools logo
  - g. Dated Wiltshire Healthy Schools wall plaque

#### *Impact of Healthy Schools achievement*

33. Wiltshire Healthy Schools provide evidence to show that they have implemented good practice to meet the health-related needs of pupils. Evidence submitted by schools reflects a wide range of actions and improvements, measured by over 50 specific criteria within the 4 core themes of the school audit. At silver and gold level schools submit case studies with data showing measurable improvements made to children's health related behaviour, relating to an identified local health priority, over a period of at least a year.
34. Examples of impact for children achieved by Healthy Schools include:
  - a) Reduced bullying
  - b) More effective PSHE education
  - c) Increased physical activity
  - d) More frequent hand washing
  - e) More resilient children
  - f) Healthier eating
  - g) More effective pupil participation.
  - h) Increased sun safety behaviours
  - i) Improvements in behaviour
  - j) Increased numbers of pupils brushing teeth
  - k) Improvements to mental health & wellbeing education and support provision

#### *Current engagement and accreditation*

35. The programme currently engages 145 schools (126 primary, 16 secondary & 3 special) just over 60% of Wiltshire schools with a focus on engaging those in the most deprived areas.
36. Currently 91 schools hold accreditation (compared to 55 in 2017): Bronze: 63 (47 in 2017); Silver: 23 (5 in 2017); Gold 5 (3 in 2017). A list of current Wiltshire

37. Healthy Schools can be found here:  
[www.wiltshirehealthyschools.org/about/current-wiltshire-healthy-schools](http://www.wiltshirehealthyschools.org/about/current-wiltshire-healthy-schools)

### **PSHE education and support**

38. Support for PSHE Education is provided to supports schools improve their curriculum to meet the needs of pupils. This support will help schools as they plan and deliver education on a range of issues including drug and alcohol education, relationships and sex education, mental health and wellbeing and more.
39. PSHE education is a planned, developmental programme of learning designed to help learners develop the knowledge, understanding and skills they need to manage their lives, now and in the future. PSHE education is central to helping pupils to stay healthy and safe and to equipping them with the personal and social skills to negotiate life's challenges, opportunities and risks.
40. Local support provided includes advice, training, network meetings and a range of resources.  
Courses delivered annually include those for governors, subject leaders and teachers.

### *Impact*

41. PSHE subject leaders complete action plans, following attendance at training courses, to ensure learning is put into practice in the school setting. In addition to attendance at local courses, staff from 14 Wiltshire schools (10 primary and 4 secondary schools) have achieved the national certificate in PSHE education awarded by the University of Roehampton during 2018 and 2019, which was delivered by the PSHE adviser.

### **Conclusion**

42. There has been a significant and substantial commitment to effect system wide change and improvement from Wiltshire Council and its key partners to gain significant improvement for the lives and educational chances of our children and young people.
43. The implementation of all the above structures, projects, school facing improvement work are now driving this initial ambition forward into real action that is making a difference to schools, children and young people and school leaders.
44. It is too early to see the tangible outcomes in measures such as performance data however an increase in positive engagement with services is tangible.

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**Background Papers**

None

**Appendices**

A – School Improvement Framework