

Action Plan in response to the Ofsted Inspection January 2015
Suffolk County Council's arrangements for supporting school improvement

This action plan has been developed in response to areas of improvement highlighted in the Ofsted letter received by the council on the 15th May 2015 following the inspection of Suffolk County Council's arrangements for supporting school improvement that took place between January 26th and January 30th 2015. These actions are part of a wider transformation to raise the aspirations of and prospects for children and young people in Suffolk, in particular those that are disadvantaged. Having reviewed the progress towards ensuring all children attend a good or outstanding school by January 2017, the council will be focusing on:

- Clear strategy and communications
- Effective and timely school improvement
- Strong school to school support
- Excellence in leadership and governance

In addition to setting out the actions the council will take, the plan describes the desired outcomes and lists the associated objectives. The plan clearly states key target milestones, target dates and the measures that will be used to monitor and evaluate progress.

Specifically, Suffolk County Council's targets to be achieved by 2017 are:

Early Years Foundation Stage: the proportion of children achieving 'a good level of development' exceeds the national average.

Primary: the proportion of Key Stage 1 and Key Stage 2 pupils who meet or exceed age-related expectations are at least in line or above national averages in reading, writing and mathematics.

Secondary: the proportion of students achieving 5 A*- C (English, mathematics) are at least in line or above national averages.

The Suffolk County Council (SCC) School Improvement Accountability Board (SIAB) will oversee the progress and delivery of the action plan on a monthly basis. This plan will be reviewed in full in December 2015 and an amended plan will be set out in January 2016. This action plan also ensures that there is a link between local area priorities and our overarching targets in *Raising the Bar*.

<https://www.suffolk.gov.uk/rtb>

The achievement of disadvantaged groups (which includes looked after children) will be a particular focus. Targets and milestones will be redefined during the year in line with national changes about how achievement is measured.

From September 2015, all services for children and young people will be organised on an area basis (see Appendix 1) to ensure to a more coherent response for children, families and schools including for disadvantaged groups.

The effective attendance, exclusion and special educational needs and disability reform strategies will complement this action plan and will make a good/significant contribution to improving the achievement of disadvantaged groups.

Two appendices are included with the plan. The first sets out the geographical areas referred to throughout the plan. The education and learning Teams deliver support and challenge within the same localities as the wider services within the Children and young Peoples Directorate. The second appendix (See appendix 2) shows the links to wider plans within the local authority.

Areas for Improvement

1. Rapidly improve achievement, particularly for disadvantaged pupils and ensure that all pupils in Suffolk County Council attend a good or outstanding school by:

- ensuring that the targets set by schools, especially for disadvantaged pupils, are aspirational and result in the council's targets for school improvement being met

Outcomes:

- All schools in Suffolk meet or exceed the challenging targets set for them. These targets will be directly linked to ensure that the overall local authority targets are met
- Disadvantaged pupils in all schools make rapid progress and there will be no gap in attainment for any group
- All school Ofsted inspection judgments will be good or outstanding

Measured by:

- The proportion of schools that maintain or achieve a good/outstanding judgment as a result of an Ofsted inspection increases from 74% (January 2015) to 85% (January 2016) and 100% (January 2017)
- All schools meet their challenging attainment and progress targets by January 2016 and 2017, particularly in improving outcomes for disadvantaged groups
- The council meets its challenging 2016 and 2017 targets for increasing the proportion of good and outstanding schools

Objectives:

- Every Suffolk Headteacher and Chair of Governors to agree and share attainment and progress targets to achieve an overall local authority target, paying particular attention to disadvantaged pupils
- Inspection outcomes between 2015 and 2017 will indicate that schools have maintained or improved their Ofsted judgment to be at least good
- Each geographical area identifies a plan in order to achieve the overall school improvement target in the following areas: attainment, progress, attendance, exclusions and specifically, improvement in the performance of disadvantaged groups

Action	Progress milestones	Completed by	Accountable lead	Evidence of impact
<p>1.1 Communicate with each maintained school clear expectations around target setting and the monitoring process</p> <p>Communicate with the Regional Schools Commissioner for targets in academies</p>	<ul style="list-style-type: none"> – The ‘securing good or better education’ document is revised in partnership with school leaders – All school leaders, including governors, understand the local authority’s processes for monitoring progress of pupils – Officers indicate they have reinforced and recorded each school’s progress towards their targets during the autumn term visits. School leaders will be challenged where schools are not on track to achieve aspirational targets or where targets are not aspirational enough. <p>All schools targets are collected, collated and analysed to ensure they are aspirational.</p> <p>Schools where targets are not aspirational enough are</p>	<p>September 2015</p> <p>November 2015</p> <p>October 2015</p> <p>November 2015</p>	<p>Deputy Assistant Director for Education and Learning</p> <p>supported by:</p> <p>Strategic Lead for challenge and support Headteacher consultation group</p> <p>Strategic Lead for Challenge and Support Senior</p> <p>Assistant Director for Education and</p>	

	challenged using the powers of interventional available to the local authority		Learning	
<p>1.2 Update and monitor challenging local authority targets for the following in 2016 and 2017 for all pupils</p> <ul style="list-style-type: none"> • <i>attainment</i> • <i>progress</i> • <i>attendance</i> • <i>exclusions</i> • <i>specific improvements for the performance of disadvantaged groups</i> <p>NB <i>this is the third full review and sharing of the risk tool outcomes with all schools which commenced in September 2014</i></p>	<ul style="list-style-type: none"> – All schools are aware of their own and local authority targets for attainment, progress, attendance, exclusions, disadvantaged pupils – ‘Live’ data indicates schools are on track to achieve local authority targets for attainment, progress, attendance, exclusions, disadvantaged pupils using the same process and criteria for schools at risk of decline – Most pupils will be working at or above national averages for reading, writing and mathematics Most of pupils will make at least good progress – Attendance is 96% for Primary and 95% for Secondary – Permanent exclusions are decreased by 25% from the 2014-15 level of exclusions – Attainments gaps are narrowing or are closed for disadvantaged pupils (to be in line or better than national averages) and for all other 	<p>November 2015</p> <p>January 2016</p> <p>January 2017</p> <p>January 2017</p> <p>January 2016</p> <p>July 2016</p> <p>January 2017</p>	<p>Assistant Director for Education and Learning</p> <p>supported by:</p> <p>School Improvement Accountability Board (Suffolk County Council)</p> <p>Compliance and training lead officer</p>	

	<p>pupils</p> <ul style="list-style-type: none"> – Data is based on accurate and robust systems as evidenced by random checks and scrutiny of pupil’s work – School improvement plans will demonstrate that the right actions are being taken with urgency and evidence of impact is annotated on plans in terms of pupils’ achievement, particularly for disadvantaged pupils – Reports submitted to the School Improvement Accountability Board will demonstrate improvement in all measures. 	<p>July 2015 onwards</p> <p>July 2015 onwards</p> <p>May 2015 onwards</p>		
<p>1.3 Monitor regularly all schools progress to meeting achievement targets and intervene when not on track</p> <p>Inform the Department for Education (DfE) Regional Schools Commissioner where there are concerns about pupils progress</p>	<ul style="list-style-type: none"> – Intervention is timely and ‘next steps’ to improve are identified, planned and implemented. – Pupils’ work verifies schools judgments and ensures accuracy of assessment – DfE are informed about those academies who do not provide interim data half termly. Liaison ensures the local authority has the relevant information to evaluate 	<p>May 2015 – December 2015</p> <p>June 2015 onwards</p> <p>Feb 2015 Onwards</p>	<p>Area Lead Standards and Excellence Officers</p> <p>Supported by;</p> <p>Strategic Lead for Challenge and Support for challenge and support</p> <p>Compliance and Training Officer</p>	

<p>1.4 Communicate with the DfE – Regional Schools Commissioner clear expectations of target setting and monitoring process for academies to ensure the council achieves its measure</p>	<ul style="list-style-type: none"> – Suffolk County Council secures agreement with the Regional Schools Commissioner to collect targets from academies and free schools – Targets are returned by academies and free schools to the Regional School Commissioner or local authority 	<p>July 2015</p> <p>October 2015</p>	<p>Assistant Director Education and Learning</p> <p>Supported by:</p> <p>Deputy Assistant Director for Education and Learning</p> <p>Strategic Lead for Challenge and Support</p>	
<p>1.5 Co-produce with school leaders a plan, across the five defined geographical areas, for</p> <ul style="list-style-type: none"> • <i>attainment</i> • <i>progress</i> • <i>attendance</i> • <i>exclusions</i> • <i>specific improvements to the performance of disadvantaged groups</i> 	<ul style="list-style-type: none"> – Draft Area Education and Learning Plan (AELP) is in place – A co-produced AELP reflects individual schools’ targets and ambitions for each of the five geographical areas – Key actions within each AELP are identified that lead to rapid improvement in attainment, progress, attendance, exclusions, and the performance of disadvantaged groups – School leaders and other stakeholders identify any key themes for priorities in the plan that are the ‘root’ cause for underperformance within 	<p>July 2015 onwards</p> <p>September 2015</p> <p>September 2015 onwards</p> <p>September 2015 onwards</p>	<p>Area Lead Standards and Excellence Officers</p> <p>Supported by:</p> <p>Head teacher consultation group</p> <p>Area key stakeholders including headteachers, chairs of governors, Early help and Social Care teams</p>	

	<p>each locality and establish what they intend to do about it and when</p> <ul style="list-style-type: none">– Progress to locality plan is identified and plans are amended to establish 'next steps'	<p>December 2015</p>		
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Areas for Improvement

2. Rapidly improve achievement, particularly for disadvantaged pupils and ensure that all pupils in Suffolk County Council attend a good or outstanding school by:

- using the recently introduced system for monitoring achievement in all schools to identify schools at risk of declining and intervening more quickly when necessary

Outcomes:

- The current robust 'risk assessment' system continues to identify schools that are declining and enables swift action by Education and Learning Team members
- School leaders support the Council in the development of the risk tool
- All school leaders in Suffolk respond to any identified risk with pace and a sense of urgency
- The role of the Education and Learning Team (ELT) staff is clearly understood by schools and intervention by this team is readily accepted

Measured by:

- A reduction in the number of schools risk rated 'red' by the local authority from 88 (February 15) to 44 by February 2016 and none by February 2017
- A reduction in the number of schools risk rated 'amber' by the local authority from 135 (February 15) to 80 by February 2016 and less than 20 by February 2017

Objectives:

- Every school understands the risk tool, how risk of decline is identified by the local authority and what it means to them
- Every school engages with the intervention required to prevent decline
- Every governing body monitors achievement in their own school and holds the headteacher to account for standards and pace of improvement
- Governors monitor the achievement of all disadvantaged children in their own school and holds the headteacher to account for their outcomes
- Every governing body ensures high standards in their schools and takes appropriate swift action if the school or settings is at risk of receiving a warning notice and/or at risk of attending a 'One to One' challenge meeting with the Director for Children and Young People

Action	Progress milestones	Completed by	Accountable lead	Evidence of impact
<p>2.1</p> <p>Strengthen the use of the 'Risk tool' to intervene swiftly in schools where its performance is declining</p> <p>Implement an updated risk tool</p> <p>Monitor achievement for all schools (Autumn 2015)</p>	<ul style="list-style-type: none"> – Risk tool is updated – All schools understand the monitoring process as described in the revised 'securing good or better learning' document – Random checks indicate headteachers and governors understand the risk tool and this helps them to secure good progress for all its pupils 	<p>July 2015 October 2015</p> <p>September 2015</p>	<p>Compliance and Training Officer</p> <p>Supported by:</p> <p>Strategic Lead for Challenge and Support</p>	
<p>2.2</p> <p>Inform schools of their risk outcomes</p> <p>Initiate a 'conversation' about local authority support and 'next steps' as identified in the revised 'Securing good or better learning' document</p>	<ul style="list-style-type: none"> – All schools are aware of their risk rating and the expected outcomes of the follow up process – All Education and Learning staff involved in monitoring have performance management targets linked to the role and responsibilities so that they understand how to secure improvement to pupils' achievement – Engagement with all school leaders halts any evident decline – An identified plan is in place which specifies actions to be taken and the accountability for those providing support 	<p>September 2015</p> <p>September 2015</p> <p>September 2015 onwards September 2015 onwards</p> <p style="text-align: center;">10</p>	<p>Strategic Lead for Challenge and Support</p> <p>supported by:</p> <p>Education and Learning officers</p> <p>Suffolk County Council Communication Officer</p>	

	<p>(including school to school support, local authority support, externally purchased support)</p> <ul style="list-style-type: none"> – Regional Schools Commissioner and the DfE are regularly informed of the risk analysis for all academies and free schools – Any action taken by the DfE in relation to the risk tool's information is shared with the Assistant Director of Education and Learning 	<p>May 2015 onwards</p> <p>May 2015 onwards</p>		
<p>2.3 Identify in the Area Education and Learning Plan any additional support/challenge required and who provides it</p>	<ul style="list-style-type: none"> – As a result of the effective use of the risk tool targeted specific support, in partnership with school leaders and their identified officer from Suffolk County Council, is identified and agreed with a clear expectation of outcomes 	<p>September 2015 onwards</p>	<p>Area Lead Standards and Excellence Officer</p>	
<p>2.4 Identify in the Area Education and Learning Plan any collective or themed support required in a locality area</p>	<ul style="list-style-type: none"> – Locality lead officers promptly identify those schools which require any of the following, adhering to the guidance published in the 'Securing good or better learning' revised document: – Forensic analysis 	<p>March 2015 onwards</p>	<p>Strategic Lead for Challenge and Support</p> <p>Supported by;</p> <p>Lead Standards and Excellence</p>	

	<ul style="list-style-type: none"> - Teaching and learning review - Leadership review - Governance review - Safeguarding review - School to school support - Officer/Associate support 		Officers	
<p>2.5 Identify through formal interventions any schools at risk of warning notices and one to one challenge meetings with the Director of Children and Young people</p>	<ul style="list-style-type: none"> - The risk tool exercise informs those schools at risk of warning notices and one to one challenge meetings of concerns - Schools previously issued with warning notice are monitored on a monthly/half-termly basis - Actions are escalated (where appropriate; the removal of governing body, removal of headteacher, academy sponsorship, closure of provision) if progress is not rapid enough - As set out in the 'Securing good or better learning' revised document, where progress is rapid, the removal of warning notice is agreed by the School improvement accountability board (SIAB) - Similarly, schools who received one to one meetings with regular dialogue and direct monitoring of recovery plans to determine next steps, 	<p>February 2015 onwards</p> <p>March 2015 onwards</p> <p>March 2015 onwards</p> <p>March 2015 onwards</p> <p>March 2015 onwards</p>	<p>Strategic Lead for challenge and support</p> <p>Supported by:</p> <p>Assistant Director of Education and Learning</p>	

<p>Empower governors in gaining the skills, knowledge and understanding in order to increase their level of challenge to schools</p>	<p>challenge and support to headteachers in holding them to account for pupils' achievement Termly meetings with headteachers and chairs of governing bodies reinforce the message in holding schools to account. Termly meetings also provide an opportunity for chairs to feedback to the local authority any strengths and/or areas for improvement</p>		<p>Lead Standards and Excellence Officers</p>	
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Areas for Improvement

3. Rapidly improve achievement, particularly for disadvantaged pupils, and ensure that all pupils in Suffolk County Council attend a good or outstanding school by:

- improving the effectiveness of communications and consultation with schools

Outcomes:

- All school leaders have the opportunity to contribute to and get involved in consultation with the local authority to improve outcomes for all children, particularly for disadvantaged groups
- All schools participate in local area consultation with their colleagues, local authority and other agencies
- All schools express an opinion that they are well informed about education and learning, through the *Raising the bar* strategy within Suffolk
- All schools express the opinion that they are well informed about the wider work of Suffolk County Council that lead to better outcomes for all children

Measured by:

- A higher return rate of information through consultation than the expected average return of 30% i.e. 65%
- All schools participate in consultations
- Telephone samples conducted by external sources find a high satisfaction rate for communications between the Suffolk County Council and school leaders

Objectives:

- To improve and streamline the quality of communications between schools and the local authority to ensure that there are simple, clear messages which everyone can understand and own
- To take on board and respond to comments from school leaders regarding current effectiveness of consultation and communication
- To ensure all schools and the local authority have a shared understanding of the changing roles and responsibilities of school leaders, governors, DfE, Regional Schools Commissioner and Suffolk County Council
- To share good practice where it already exists for consultation and communication between the County Council, schools and other partners in education e.g. sponsors, colleges
- To appoint a communications and public relations officer to support the development of this work in partnership with all schools

Action	Progress milestones	Completed by	Accountable lead	Evidence of impact
<p>3.1 Re-launch the Education and Learning service, post its 'transformation'</p> <p>Embrace new technologies and approaches to improve the effectiveness of communication with all schools</p>	<ul style="list-style-type: none"> – Schedule of gathering feedback from school leaders on clarity of key messages/communications is in place and implemented – New structure is completed and all staff in post – Branding is completed – Local authority a events are planned around the county and internally – School leaders are clear on the principles and way of working of the new Education and Learning Team and what this means to them – Headteacher focus group is consulted about new technologies and preferred methods to be used or trialed 	<p>September 2015</p> <p>September 2015</p> <p>September 2015</p> <p>October 2015</p> <p>September 2015</p>	<p>Communications/public relations officer</p> <p>Supported by:</p> <p>Suffolk County Council communications team</p>	
<p>3.2 Listen to and act on direct feedback from school leaders on consultation and communications</p> <p>Co-produce a communication strategy for all</p>	<ul style="list-style-type: none"> – The views of school leaders are gathered through the single point of contact function visit in the summer 2015 and autumn 2015 are gathered and analysed to identify themes and issues – Formal mechanisms are in place for consultation and 	<p>May 2015 onwards</p> <p>November 2015</p>	<p>Communications/public relations officer</p> <p>Supported by:</p> <p>Education and Learning Leadership</p>	

Suffolk schools	communication between schools and the council. These are consistently applied.		Team	
3.3 Provide clarity to school leaders on roles and responsibilities of the local authority officers	<ul style="list-style-type: none"> – Revised School Improvement Strategy document is shared with school leaders – Information regarding all Education and Learning events are provided to school leaders – There is a close working partnership between the local authority and professional associations which is effective in embedding the message of our shared ambition that every child in Suffolk attends a good or better school 	<p>September 2015</p> <p>September 2015</p> <p>September 2015</p>	<p>Communications/public relations officer</p> <p>Supported by:</p> <p>Education and Learning Leadership Team</p>	
3.4 Embed best practice from other parts of the wider council with regard to communication and consultation	<ul style="list-style-type: none"> – A formal communications group with representation from across the council and school leaders is in place – Termly reviews of quality and effectiveness of the strategy by the appointed group take place and indicate 'next steps' 	<p>September 2015</p> <p>September 2015 onwards</p>	<p>Communications/public relations officer</p> <p>Supported by:</p> <p>Suffolk County Council Communications team</p>	

<p>3.5 Appoint a Communication/public relations officer through the transformation of the ELT</p>	<ul style="list-style-type: none"> – A new Communication/Public relations officer is in place and has completed their induction – Coverage of strengths, progress, limitations in all communications internal and external is balanced and monitored. 	<p>August 2015</p> <p>October 2015</p>	<p>Assistant Director Education and Learning</p> <p>Supported by:</p> <p>Children & Young People Directorate Management Team</p>	
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Areas for Improvement

4. Rapidly improve achievement, particularly for disadvantaged pupils, and ensure that all pupils in Suffolk County Council attend a good or outstanding school by:

- working in partnership with all school leaders to identify priorities for improvement and agreeing a cohesive strategy to support leadership, teaching and learning

Outcomes:

- To jointly produce with school leaders, an agreed and cohesive strategy to strengthen leadership, advance or improve teaching and learning to at least good for all Suffolk schools

Measured by:

- All school leaders agree a strategy to strengthen leadership, advance or improve teaching and learning
- The proportion of schools that gain or sustain a good or outstanding judgement following an Ofsted inspection increases from 74% (January 2015) to 85% in January 2016 and 100% in January 2017
- All schools meet their challenging attainment and progress targets by January 2016, January 2017, particularly in improving outcomes for disadvantaged groups
- The council meets its challenging targets for an increase in the percentage of good or outstanding schools by January 2016 and January 2017

Objectives:

- To review and evaluate the '*Raising the Bar*' strategy with key stakeholders
- To review the school improvement strategy with key stakeholders, including the 'Securing good and better education' in Suffolk document
- To co-produce with school leaders a strategy for developing leadership, teaching and learning
- To complete the transformation of Education and Learning with the appointment of two senior officer posts dedicated to developing challenge and support for schools
- To complete the transformation of Education and Learning with the appointment of a senior officer post dedicated to developing leadership

Action	Progress milestones	Completed by	Accountable lead	Evidence of impact
<p>4.1 Review all current strategy documents such as <i>Raising the bar</i> and school improvement through collaboration with school leaders</p> <p>Co-produce the Suffolk strategy to 'advance' /or 'improve' teaching to ensure all are clear on how we will improve teaching for schools at different stages of the improvement journey</p>	<ul style="list-style-type: none"> – The strategy for rapidly improving achievement, particularly for the disadvantaged groups is redefined and in place. It ensures clarity of roles and responsibilities of schools and local authority – Evaluations are shared with school leaders and other stakeholders e.g. Early Help and Social Care Teams – All partners involved are clear about and have 'ownership' of the desired outcomes – Support and challenge available to schools, it is clear who offers it and who is accountable for it is clear and transparent. 	<p>September 2015</p> <p>October 2015</p> <p>October 2015</p> <p>September 2015</p>	<p>Assistant Director Education and Learning</p> <p>Supported by:</p> <p>Deputy Assistant Director Education and Learning</p> <p>Communication/ public relations officer</p>	
<p>4.2 Review and refine the 'securing good or better' learning document</p>	<ul style="list-style-type: none"> – Sections to the document specifically around support available to schools are added – The 'flow diagram' is simplified and reviewed based on key leader feedback – There is a really clear linear 	<p>July 2015</p> <p>July 2015</p> <p>July 2015</p>	<p>Deputy Assistant Director Education and Learning</p> <p>Supported by:</p> <p>Strategic Lead</p>	

	<p>approach to the identification of vulnerable schools that leads to appropriate and timely intervention</p> <ul style="list-style-type: none"> – The document is reissued to all school leaders and Chairs of Governors – Feedback indicates the effectiveness of the process; revisions take place as they are needed 	<p>July 2015</p> <p>October 2015</p>	<p>for Challenge and Support Strategic Lead Quality Assurance</p>	
<p>4.3 Further develop the identified strength in the approach to strengthening leadership across Suffolk</p>	<ul style="list-style-type: none"> – A senior officer with a strategic role for strengthening leadership in schools is appointed – High quality middle leadership training is delivered in partnership with the teaching schools – Leadership bursaries are strengthened and their impact monitored on school improvement – The partnership with Future Leaders secures high quality leadership in Suffolk schools – The commissioned workforce strategy is in place and understood by schools 	<p>June 2015</p> <p>September 2015 onwards</p> <p>November 2015</p> <p>December 2015</p> <p>December 2015</p>	<p>Strategic Lead-School Leadership Development</p> <p>Supported by:</p> <p>Commissioned support from the Suffolk County Council Workforce Strategy Lead</p>	
<p>4.4 Extend this development to teaching and learning, linking with</p>	<ul style="list-style-type: none"> – An audit is completed and shared with schools about the availability and access arrangements to Key 	<p>November 2015</p>	<p>Strategic Lead-School Leadership Development</p>	

the Partnership for school to school support, including teaching schools	Practitioners		Supported by: Lead professionals from the Teaching Schools Alliances	
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Areas for Improvement

5. Rapidly improve achievement, particularly for disadvantaged pupils, and ensure that all pupils in Suffolk County Council attend a good or outstanding school by:

- urgently increasing the availability to all schools of high quality support, including school to school support

Outcomes:

- To ensure all school leaders in Suffolk have access to high quality support and challenge from the Education and Learning Team
- To ensure all school leaders in Suffolk have access to high quality school to school support
- To ensure that any external support available to all schools is quality assured by the local authority to ensure its quality

Measured by:

- All schools have access to high quality support and challenge from a range of quality assured providers including the local authority
- The number of school leaders that can provide a high quality of school to school support increases from 5% to 20%
- To increase the number of teaching schools across Suffolk from 5 to 12 by January 2017
- To introduce 6 associate teaching schools across Suffolk by January 2017

Objectives:

- To increase the availability of and signpost school leaders to high quality support through new packages offered by Schools Choice
- To complete the transformation of the Education and Learning Team and appoint a senior officer for quality assurance
- To continue the planned increase in the number of teaching schools through applying to the National College and using associate teaching schools
- To continue to quality assure and encourage school leaders to provide school to school support
- To implement the findings of the consultation on the Partnership for school to school support for Suffolk with a clear timeline
- Continue to support the Partnership for school to school support with the allocated £500,000

Action	Progress milestones	Completed by	Accountable lead	Evidence of impact
5.1 Complete the transformation of the Education and Learning Team	<ul style="list-style-type: none"> – Staffing structure is in place and the Education and Learning Team is fully staffed with high quality school improvement professionals who can deliver high quality support and challenge to schools and settings – Performance management targets link to team priorities – QA process is in place and implemented to ensure high quality services that make a measurable impact on school performance 	September 2015 September 2015 September 2015	Deputy Director Education and Learning Supported by; Head of Inclusive Services Suffolk County Council Human Resources (HR)	
5.2 Appoint strategic leadership development role within the Education and Learning team	<ul style="list-style-type: none"> – Strategic Development Post to lead on school to school support, working closely with Teaching School Alliance (TSA) partners is recruited and in place 	August 2015	Assistant Director Education and Learning Supported by: Suffolk County Council Human Resources (HR)	
5.3 Implement the findings of the	<ul style="list-style-type: none"> – Presentation of consultation findings to Corporate 	May 2015	Senior officer leadership	

<p>consultation re: Partnership for school to school support through a focus group of Head teachers and key stakeholders such as representatives from the Diocese</p>	<p>Management Team (CMT) of Suffolk County Council for feedback is completed</p> <ul style="list-style-type: none"> – Presentation to stakeholder group including headteachers and Diocese for feedback is completed – The outcome of the consultation and the model for a revised Partnership for school to school support is shared with all schools and settings 	<p>May 2015</p> <p>July 2015</p>	<p>Supported by:</p> <p>Suffolk County Council Human Resources (HR)</p> <p>Communications officer</p>	
<p>5.4 Accelerate the work of the Partnership for school to school support in regard to its capacity to provide high quality school to school support</p>	<ul style="list-style-type: none"> – A strategic lead for the project from Suffolk County Council is appointed – Communication/public relations officer advises on provides regular messages to schools – Delivery of Partnership for school to school support in targeted school to school support has commenced and can demonstrate its impact on pupils' achievement 	<p>August 2015</p> <p>September 2015</p> <p>December 2015</p>	<p>Strategic Lead-School Leadership Development</p> <p>Supported by:</p> <p>Teaching School Alliance representatives</p>	
<p>5.5 Continue to recruit high quality associates to the Education and Learning Team to add additional capacity</p>	<ul style="list-style-type: none"> – A 'pipeline' of high quality associates for short term target specific work is recruited – The work of associates and school leaders in providing 	<p>April 2015 onwards</p> <p>June 2015 onwards</p>	<p>Strategic Lead Quality Assurance</p> <p>Supported by:</p> <p>Suffolk County</p>	

	support to ensure it is high quality is quality assured and leads to improved outcomes for all pupils		Council Human Resources (HR)	
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Areas for Improvement

6. Rapidly improve achievement, particularly for disadvantaged pupils, and ensure that all pupils in Suffolk County Council attend a good or outstanding school by:

- clarifying the purpose of local authority officer visits to all schools in relation to monitoring, challenge and the signposting of appropriate support

Outcomes:

- To complete the staff transformation of Education and Learning within Suffolk County Council
- To ensure that the purpose of new job roles within Education and Learning are understood by all staff and school leaders
- To ensure that every school in Suffolk has access to local authority officers in relation to monitoring, challenge and signposting for appropriate support
- All school leaders and governing bodies understand the changing role of the local authority
- All school leaders have an agreed understanding with the local authority about what is understood by 'challenge and support'

Measured by:

- All school leaders are clear about the purpose of the local authority officer role
- All school leaders are aware of the need for challenge and support and where both challenge and support are available
- All school leaders can understand the purpose of local authority monitoring to ensure there are no gaps in the performance of any groups, particularly for disadvantaged groups
- All school leaders can understand the purpose of local authority monitoring to ensure that 'all children attend a good or outstanding school'

Objectives:

- To continue to develop the local authority officer role with all schools
- To take feedback from school leaders on the pilot of this approach and further develop the strengths already identified
- To ensure that all education and learning staff are clear in their responsibilities and accountabilities in the new structure for monitoring, challenge and the signposting of support for schools
- To ensure that the improvements in communications with school leaders leads to a swift understanding of the new roles for September 2015
- To ensure that challenge and support are understood by all stakeholders
- To reward and celebrate effective school leadership

Action	Progress milestones	Completed by	Accountable lead	Evidence of impact
<p>6.1 Complete the transformation of Education and learning</p>	<ul style="list-style-type: none"> - The staffing structure is completed and all staff are appointed to specified roles 	<p>September 2015</p>	<p>Deputy Director Education and Learning</p> <p>Strategic Lead Inclusion</p> <p>Supported by:</p> <p>Suffolk County Council Human Resources (HR)</p>	
<p>6.2 Intensively train all appointed Education and Learning Officers in their roles and responsibilities</p>	<ul style="list-style-type: none"> - Mandatory CPD is identified for all and personal training plans and a training schedule is in place - Training schedule is completed - A schedule of distance learning for all staff linked to performance management (PM) processes is in place and makes a significant contribution to raising achievement for all Suffolk pupils, including those from disadvantaged groups - Line managers provide termly updates regarding progress of CPD and PM targets based on 1:1 	<p>July 2015</p> <p>September 2015</p> <p>September 2015 onwards</p> <p>August 2015 onwards</p>	<p>Assistant Director Education and Learning</p> <p>Supported by:</p> <p>Education and Learning Team</p>	

	supervision			
6.3 Ensure clear communication around structure and purpose of the newly designed roles taking into account feedback from the pilot approach	<ul style="list-style-type: none"> – Share transformation process, information , timeline and findings with school leaders – Share collated findings from Single Point of Contact visits with school leaders 	<p>May 2015 onwards</p> <p>September 2015 onwards</p>	<p>Assistant Director Education and Learning</p> <p>Supported by:</p> <p>Locality lead officers</p>	
6.4 Clearly define and balance challenge and support offered to all schools	<ul style="list-style-type: none"> – Revised ‘Securing good or better learning’ document shared with all stakeholders – Regular feedback from schools inform half-termly communications ‘messaging’ and reinforce understanding of what support and challenge is and where it can be accessed 	<p>September 2015</p> <p>September 2015 onwards</p>	<p>2x senior officers challenge/support</p> <p>Supported by:</p> <p>Education and Learning Leadership Team</p>	
6.5 Incentivise effective school leaders in Suffolk to support other, more vulnerable schools	<ul style="list-style-type: none"> – The number of effective school leaders (as identified by the local authority) putting themselves forward to support other schools doubles from 15 to 30 	<p>December 2015</p>	<p>Communication /public relations officer</p> <p>Supported by:</p> <p>Education and Learning Leadership Team</p>	

Area Structure for Service Delivery



Appendix 2

Strategic Links with wider plans



