

## **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 15 May 2015 following the inspection of Suffolk County Council's arrangements for supporting school improvement that took place between 26 – 30 January 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:

- 1. Effective and timely school improvement**
- 2. Strong school to school support**
- 3. Excellence in leadership and governance**
- 4. Developing aspirations with families, communities and businesses**
- 5. Clear strategy and communications**

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:**

- A. Early Years Foundation Stage: the proportion of children achieving 'a good level of development' exceeds the national average.**
- B. 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.**
- C. Secondary: the proportion of students achieving 5 A\*- C (English, mathematics) are at least in line or above national averages. (Highlighted Measures subject to change, confirmation June 2016)**
- D. The proportion of schools that maintain or achieve a good or outstanding judgement will increase to 85% (January 2016) and 100% (January 2017)**

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. **(National benchmark measures will be known in June 2016)**

From September 2015, all services for children and young people will be organised on an area basis mirroring the MEIC Areas to ensure a more coherent response for children, families and schools including for disadvantaged groups. **(Phase One reorganisation completed on time)**

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.

Appendix One sets out the geographical areas referred to throughout. The education and learning teams deliver support and challenge within the same localities as the wider services within the Children and Young People's Directorate.

**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 (A, B, C)
- Disadvantaged pupils in all schools make rapid progress and there will be no gap in attainment for any group (4)
- All school Ofsted inspection judgments will be good or outstanding (D)

**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) (D)
- All schools meet their challenging attainment and progress targets by January 2016 and 2017, particularly in improving outcomes for disadvantaged groups (4)
- The council meets its challenging 2016 and 2017 targets for increasing the proportion of good and outstanding schools (D)

**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: AD of E&L supported by	Comment/ Evidence of Impact	On Track
1.1  Communicate with each maintained school clear expectations around target setting and the monitoring process  Communicate with the Regional Schools Commissioner for targets in academies	a. The 'securing good or better education' document is revised in partnership with school leaders. <i>Milestone revised to include consultation on revised Risk rating Spring 2016</i>	September 2015	Deputy Assistant Director for Education and Learning  Strategic Leads for Standards and Excellence  Headteacher consultation group	Communication to all maintained schools on expectations for target setting and monitoring have been shared through Standards and Excellence Officers (SEOs) integral part of the Autumn term visits. SI 'flow chart' updated to reflect ways of working post restructure and Schools to School support partnership (Nov 2015) Revisions referred to in the risk rating letter to all schools. Feedback from risk rating demonstrates an understanding of the LA strategy for intervening in underperforming schools  Consultation planned for March/April 2016 initially with 4 focus groups prior to sharing with all schools leaders	YES
	b. All school leaders, including governors, understand the local authority's processes for monitoring progress of pupils.	November 2015	Strategic Leads for Standards and Excellence	Significantly reduced queries and feedback from school leaders in relation to the LA's processes for monitoring as seen in responses to risk rating letters. This indicates greater understanding of the process and LA role in monitoring pupil progress. Technical queries from some schools demonstrate an understanding of the methodology and strategy and questions were more around schools predicting changes expected with validated data,.	YES
	c. Officers indicate they have reinforced and recorded each school's progress towards their targets during the autumn	November 2015	Strategic Leads for Standards and Excellence	Discussion of school targets is a priority this term during SEO visits. Targets will be followed up in subsequent meetings to ensure all schools are working towards aspirational targets. Revised national measures have created some uncertainty with expected rates of progress unknown until June 2016	Partially, awaiting national information

	term visits.				
	d. School leaders will be challenged where schools are not on track to achieve aspirational targets or where targets are not aspirational enough.	November 2015	Strategic Leads for Standards and Excellence	<p>SEOs have received training in the use of Fischer Family Trust (FFT) which will support them in ensuring schools set aspirational targets. School level targets are followed up by discussion about individual and group pupils' targets in subsequent meetings to ensure all schools are working towards aspirational targets. New as yet unknown national measures have created some uncertainty. Targets collected to date suggest that Suffolk will meet national expectation in 2016 based on historic performance but this will not be confirmed until national bench marks are available later in 2016.</p>	Partially, awaiting national information
	e. All schools targets are collected, collated and analysed to ensure they are aspirational.	November 2015	Strategic Leads for Standards and Excellence	<p>See also above. Targets have been analysed at locality level and Lead Standards and Excellence level with reference to national data for 2015 and FFT estimates as available. Targeted action is in place where targets are not aspirational enough.</p>	Partially
	f. Schools where targets are not aspirational enough are challenged using the powers of intervention available to the local authority.	November 2015	Strategic Leads for Standards and Excellence	<p>Following analysis of national data 14 schools were referred to SIAB to receive Pre Warning Notices for Standards. 5 schools have been issued with Section 60 Warning Notices for low achievement .</p> <p>All schools subject to statutory intervention have had individual meeting with Senior LA officers.to agree with school leaders the rates of accelerated progress and actions needed</p> <p>Additional resources are being deployed to provide bespoke support and challenge for these schools.</p> <p>All WN recovery plans were assessed with one criterion ensuring the plan's targets for improvement were aspirational.</p>	YES

<p>1.2</p> <p>Update and monitor challenging local authority targets for the following in 2016 and 2017 for all pupils</p> <ul style="list-style-type: none"> <li>▪ attainment</li> <li>▪ progress</li> <li>▪ attendance</li> <li>▪ exclusions</li> <li>▪ specific improvements for the performance of disadvantaged groups</li> </ul> <p><b>NB</b> this is the third full review and sharing of the risk tool outcomes with all schools which commenced in September 2014</p>	<p>a. All schools are aware of their own and local authority targets for attainment, progress, attendance, exclusions, disadvantaged pupils.</p>	<p>November 2015</p> <p>Ongoing</p>	<p>School Improvement Accountability Board (Suffolk County Council)</p>	<p>All schools are aware of the LA Raising the bar targets through the RtB Communications</p> <p>New as yet unknown national measures have created some uncertainty. bench marks are available later in 2016</p>	<p>Partially. Further focus is required on attendance targets although there is no requirement for schools to share these with the LA</p>
	<p>b. '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.</p>	<p>January 2016</p>	<p>Assessment and training lead officer</p>	<p>The Assessment and Training Officer has set indicative targets based on FFT estimates which ensure that the local authority will meet its overarching targets.( based upon known measures)</p> <p>These are being compared to school set targets on a school by school basis</p> <p>Targets are being discussed with school leaders during the spring term</p> <p>SEOs have collected targets from all schools at visits with headteachers; these have been collated by the data team. SEOs will follow up schools' progress towards their targets at spring term visits. Schools not on track to secure improvements or achievement in line with 'good' will receive intensive support or appropriate intervention. Increasingly this support will be delivered by the School to School Support Partnership</p>	<p>YES</p>
	<p>c. Most pupils will be working at or above national averages</p>	<p>July 2016</p>	<p>Strategic Leads for Standards and Excellence</p>	<p>2015 validated data shows that pupils in Early Years Foundation Stage and Key Stage 1 are in line or above national figures. At Key Stage 2 the percentage has narrowed by 2% to 3% below</p>	<p>YES</p>

	for reading, writing and mathematics. Most of pupils will make at least good progress.			national. At Key Stage 4 unvalidated data suggests that attainment is in line with national figures. Unvalidated 2015 data shows that progress at Key Stage 2 has improved on previous years at a greater rate than national, but remains below national in all three subjects.	
	d. Attendance is 96% for Primary and 95% for Secondary.	July 2016	Assessment and training lead officer	As a result of the focus on attendance as a priority for discussion at SEO visits schools have increased their focus and impact on attendance. Assessment Leader update sessions have highlighted the way attendance is reported on the new Inspection Dashboard.	YES
	e. Permanent exclusions are decreased by 25% from the 2014-15 level of exclusions.	January 2017	Assessment and training lead officer	Assessment Leader update sessions have highlighted the way exclusions data is reported on the new Inspection Dashboard. Exclusions are falling as a result of this	YES
	f. Attainments gaps are narrowing or are closed for disadvantaged pupils (to be in line or better than national averages) and for all other pupils.	July 2015 onwards	Assessment and training lead officer	2015 validated data shows gaps at KS2 have narrowed with a 7% increase in attainment of disadvantaged pupils. Self-reported Key Stage 4 data relating to 82% of Suffolk pupils suggests a 9% increase.	YES
	g. Data is based on accurate and robust systems as evidenced by random checks and scrutiny of pupil's work.	July 2015 onwards	Assessment and training lead officer	Where there were differences between 2015 attainment and progress predictions from schools with actual results, SEOs and LSEOs have followed up assessment procedures with these schools during SEO visits. Ongoing monitoring around robust internal tracking remains a priority as there are new assessment regimes in place national for all phases.	YES
	h. School	January	Lead Standards	RI schools attended a 2-day training in the Autumn	YES

	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.	2016 Onwards	and Excellence Officers  Senior Standards and Excellence Officer	term with a focus on accurate self- evaluation and improvement planning. SEOs continue to focus on monitoring this during school visits. AELPs include a focus on achievement of disadvantaged pupils and actions include regular discussion with schools leaders on actions that are in place. Spring term SEO visit themes include actions taken by schools as detailed on their action plans; impact; evidence; next steps, with particular reference to impact on accelerating progress and closing gaps. This will be used to gather information about the pace and urgency in schools and to inform next steps by school leaders and the LA. A further getting to good training event run with Ofsted is planned for June 2016 as well.	
	i. Reports submitted to the School Improvement Accountability Board will demonstrate improvement in all measures	May 2015 Onwards	Strategic Leads for Standards and Excellence  Assessment and training lead officer	Reports submitted to the School Improvement Accountability Board (SIAB) show the improvements from 2014 in attainment and progress based on unvalidated and self-reported data; the increasing number of schools judged good or better by Ofsted (and projections for these figures based on differing scenarios) and the changes in risk ratings for schools. Data relating to schools' predictions has been monitored and reported on to the School Improvement Accountability Board and through Standards and Excellence Officers visits. Data from the risk tool is used to indicate which schools are at risk of decline and the impact of support and challenge in tackling the reasons for this risk. Reports continue to chart improvements in all measures Tables added to the report include information on disadvantaged pupils.	YES
1.3 Monitor regularly all schools progress to meeting	a. Intervention is timely and 'next steps' to improve are identified, planned and	May 2015 – December 2015	Strategic Leads for Standards and Excellence	Risk rating and wider evidence used to identify schools for LA top level intervention. Five warning notices have been sent and 14 pre warning notices. (SIAB minutes) LA reviews used to gather additional information and identify appropriate support and challenge. The number of school improvement	YES

<p>achievement targets and intervene when not on track. (Reference 'Securing good or better learning for all Suffolk children').</p> <p>Inform the Department for Education (DfE) Regional Schools Commissioner where there are concerns about pupils progress</p>	<p>implemented. These may include: joint school and local authority monitoring and evaluation analysis, joint professional development, quality assurance processes, one-to-one challenge meetings, the establishment of School Improvement Accountability Boards, issuing of Section 60 Warning Notices.</p>			<p>boards has declined indicating that impact of existing SIBs in securing improvement and the decline in the number of schools who meet the criteria for a SIB.</p> <p>List of academies whose risk rating would have triggered a warning notice shared with the RSC (meeting NE and AO)</p>	
	<p>b. Pupils' work verifies schools judgments and ensures accuracy of assessment.</p>	<p>June 2015 onwards</p>	<p>Lead Standards and Excellence Officers</p>	<p>Coached walks, Autumn term visits, reviews and School leader briefings this term have all included a focus on evidencing judgements using the new common inspection framework used by Ofsted. In addition the <i>Good to Unstoppable</i> (school to school support using triads) includes an examination of evidence against schools judgements. ('Triad' headteacher reports)</p>	<p>YES</p>
	<p>c. DfE are informed about those academies that do not provide interim data half -termly. Liaison ensures the local authority has</p>	<p>Feb 2015 onwards</p>	<p>Assessment and Training Officer</p> <p>Lead Standards and Excellence Officers</p>	<p>The Assistant Director meets regularly (half termly) with the Regional Schools Commissioner to exchange information, including schools' risk rating. Communication with academies is awaiting confirmation of the bespoke approach to be used. SEOs are collecting assessment information during visits in the second half of the Autumn Term 2015 to inform future actions.</p>	<p>YES</p>

	the relevant information to evaluate				
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	a. Suffolk County Council secures agreement with the Regional Schools Commissioner to collect targets from academies and free schools.	July 2015	Deputy Assistant Director for Education and Learning	Regular discussions have taken place with the Regional Schools Commissioner. There is a strong working relationship. He does not however intend to collect targets from academies. There is no statutory requirement for schools to provide these.	Partially-many academies are voluntarily sharing performance information with the local authority
	b. Academies and free schools return targets to the Regional School Commissioner or local authority.	October 2015	Strategic Lead for Standards and Excellence  Assessment and training lead officer	See above All but five academies returned their Key Stage 2 targets to the local authority. All but 12 academies and free schools returned their Key Stage 4 targets to the local authority. Where academies take up their entitlement to SEO visits, targets will be discussed with the academy school leaders. Where they do not take up this entitlement, targets will be discussed with the Regional Schools Commissioner (RSC).	Partially-See above
1.5  Co-produce with school leaders a plan, across the five defined geographical areas, for  <ul style="list-style-type: none"> <li>▪ attainment</li> <li>▪ progress</li> <li>▪ attendance</li> </ul>	a. Draft Area Education and Learning Plan (AELP) is in place.	July 2015 onwards	Lead Standards and Excellence Officers  Area key stakeholders including headteachers, chairs of governors, Early help and Social Care teams	Plans developed in discussion with Heads are in place and are located in the P drive. QA of the plans and feedback to ensure high quality is in place. Plans have been refined in the light of consultation with headteachers and school leaders are working with officers on shared priorities.	YES

<ul style="list-style-type: none"> <li>▪ exclusions</li> <li>▪ specific improvements to the performance of disadvantaged groups</li> </ul>			<p>Headteacher consultation group</p> <p>Senior Standards and Excellence Officer</p>		
	b. A co-produced AELP reflects individual schools' targets and ambitions for each of the five geographical areas.	September 2015 Ongoing	Lead Standards and Excellence Officers	Assessment and Training Officer and Lead Standards and Excellence Officers are working on producing targets for localities. These are informed by FFT. Plans identify priorities from an analysis of outcomes in each of the localities.	Yes
	c. Key actions within each AELP are identified that lead to rapid improvement in attainment, progress, attendance, exclusions, and the performance of disadvantaged groups.	September 2015 onwards	<p>Lead Standards and Excellence Officers</p> <p>Senior Standards and Excellence Officer</p>	Key actions are identified with headteachers involved in working parties but it is too early to see impact. Actions model the need for joint working with a range of agencies and partners within the locality, both within and beyond the Standards and Excellence team.	In progress
	d. School leaders and other stakeholders identify any key themes for priorities in the plan that are the 'root' cause for	September 2015 onwards	<p>Lead Standards and Excellence Officers</p> <p>Area key stakeholders including</p>	This work is underway during the spring term 2016	In progress

	underperformance within each locality and establish what they intend to do about it and when.		headteachers, chairs of governors, Early help and Social Care teams  Headteacher consultation group		
	e. Progress to locality plan is identified and plans are amended to establish 'next steps'.	December 2015	Strategic Lead for Standards and Excellence  Lead Standards and Excellence Officers  Senior Standards and Excellence Officer	This work is underway during the spring term 2016	In progress

### 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

### Measured by:

- A reduction in the number of schools risk rated 'red' by the

identify schools that are declining and enables swift action by Education and Learning Team members <ul style="list-style-type: none"> <li>▪ School leaders support the Council in the development of the risk tool</li> <li>▪ All school leaders in Suffolk respond to any identified risk with pace and a sense of urgency</li> <li>▪ The role of the Education and Learning Team (ELT) staff is clearly understood by schools and intervention by this team is readily accepted</li> </ul>	local authority from 88 (February 15) to 44 by February 2016 and none by February 2017 <ul style="list-style-type: none"> <li>▪ 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</li> </ul>
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<b>Objectives:</b> <ul style="list-style-type: none"> <li>➤ Every school understands the risk tool, how risk of decline is identified by the local authority and what it means to them</li> <li>➤ Every school engages with the intervention required to prevent decline</li> <li>➤ Every governing body monitors achievement in their own school and holds the headteacher to account for standards and pace of improvement</li> <li>➤ Governors monitor the achievement of all disadvantaged children in their own school and holds the headteacher to account for their outcomes</li> <li>➤ 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</li> </ul>
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Action	Progress Milestones	Completed by	Accountable Lead: AD of E&L supported by	Comment/Evidence of Impact	On Track
2.1 Strengthen the use of the 'Risk tool' to intervene swiftly in schools where its performance is declining	a. Risk tool is updated in consultation with headteachers.	July 2015	Assessment and Training Officer  Strategic Lead for Standards and Excellence  Headteacher	Consultation took place in the Summer term 2015 with two focus groups of head teachers and chair of governors initially. The proposed models and methodology agreed by them was put to wider consultation in July 2015 to all Suffolk schools where head teachers and chair of governors were invited to comment. 145 of schools gave feedback in the consultation. The risk tool has been refined based on the consultation feedback and shared with schools- September 2015. [Risk rating methodology allows	Yes

<p>Implement an updated risk tool</p> <p>Monitor achievement for all schools (Autumn 2015)</p>			consultation group	<p>school to calculate their own risk rating based on the most recent national data. Consultations have taken place with headteachers of Special schools and PRUs to include all schools within the risk tool. These discussions have led to a developed and adapted risk tool for these provisions that will inform future discussions with all schools on the further development of the risk tool. These discussions are ongoing. Further consultations are planned March April 2016 for the next phase of development for the risk rating.</p>	
	<p>b. Focused and random checks indicate headteachers and governors understand the risk tool and this helps them to secure good progress for all its pupils.</p>	<p>September 2015</p>	<p>Assessment and Training Officer</p> <p>Strategic Lead for Standards and Excellence</p>	<p>The significant reduction in the number of queries and concerns is evidence of improved understanding. Those who have given feedback show that the methodology is clear, some feedback has centred on the presentation of the working out for each school (spread sheet collating responses).</p>	<p>Yes</p>
	<p>c. All schools understand the monitoring process as described in the revised 'securing good or better learning' document. In outline, the process involves: half-termly</p>	<p>October 2015</p> <p><i>Ongoing, to reflect the turnover of staff in schools</i></p>	<p>Assessment and Training Officer</p> <p>Strategic Lead for Standards and Excellence</p>	<p>Following the consultation with headteachers, a revised risk tool is in place. It uses Summer 2015 data and indicates trends over time. A letter is to follow indicating clearly how it calculates risk. Updates regarding the reviewed 'risk tool' have been shared across the county at headteacher and governor briefings. Feedback from these briefings indicates that the risk tool is clearly understood by school leaders. The risk tool has identified 'amber' and 'red' schools for targeted intervention. Letters informing schools and Chairs of Governors of their risk rating is being shared with schools. School risk rating information is also being shared with Academy leads.</p>	<p>Yes</p>

	analysis of data provided by schools, analysis of annually published data analysis and other outcomes, such as Ofsted inspection judgements. This may lead to the identification of strong practice to share more widely in the local authority; it may trigger joint action planning and/or some/all of the measures set out in Section 1.3.			Simplified and updated flow chart referred to in the risk rating letter. Consultation to include feedback on more detailed draft guidance by the end of autumn term.	
2.2 Inform schools of their risk outcomes  Initiate a 'conversation' about local authority support and 'next steps' as identified in the revised 'Securing good or better	a. All schools are aware of their risk rating and the expected outcomes of the follow up process.	September 2015	Strategic Lead for Standards and Excellence supported by:  Lead/Standards and Excellence Officers  Suffolk County Council Communication	Risk tool has identified those schools currently judged to be good or better at their previous inspection and that are vulnerable given Summer 2015 data. The headteachers of these schools have been invited to briefings and offered coaching walks with experienced Education Improvement Professionals to support self-evaluation and school improvement. Almost all headteachers have taken up this opportunity. The views of the headteacher consultation group were taken into account with regard to the letters accompanying the risk rating information. Schools have been informed of their risk outcomes based on the refined risk tool during October (KS2) and November (KS4) 2015. These were followed up	YES

learning' document			Officer	with letters explaining the follow up process including the issuing of warning and pre-warning notices. Conversations about next steps are in place as part of SEO visits with discussions to share evaluations of the range of appropriate actions planned to make improvements. SEO visits underway to follow up with discussion about impact of support on performance. Risk rating used to identify schools for intervention.	
	b. 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.	September 2015	Strategic Lead for Standards and Excellence supported by:  Lead/Standards and Excellence Officers	Performance management reviews and targets have been written in line with this and include actions linked to Suffolk's Post Ofsted Action Plan.	YES
	c. Engagement with all school leaders halts any evident decline.	September 2015 onwards	Strategic Lead for Standards and Excellence supported by:  Lead/Standards and Excellence Officers	Feedback from coaching walks already undertaken is that it was very helpful obtaining an external view to confirm their own view of strengths and weaknesses. It has clarified for headteachers areas to prioritise and to see a clear way forward for the school. Initial visits in the Autumn term began with targeting schools vulnerable to decline so that actions can be put in place immediately. The impact of this has been noted in HMI monitoring visits this term. Ofsted outcomes to date this term show positive trend of 'requires improvement' schools improving to 'good'. Risk remains for schools still on historic 'good'	YES

				judgments declining to 'requires improvement', as seen in recent inspection. LSEOs are ensuring SEOs are deployed to all potentially vulnerable schools and working intensively to prevent decline. Warning and pre warning notices were sent to schools due to low achievement- the majority of whom had historic Ofsted 'good' judgements.	
	d. An identified plan is in place which specifies actions to be taken and the accountability for those providing support (including school to school support, local authority support, externally purchased support).	September 2015 onwards	Strategic Lead for Standards and Excellence supported by:  Lead/Standards and Excellence Officers	Increased accountability and supervision put in place by strategic leads including 1-1 school progress meetings with LSEOs. Documents shared with schools following SEO visits clearly state accountability and the shared view regarding a school being on track to be good or better based on the evidence seen during that visit.	YES
	e. Regional Schools Commissioner and the DfE are regularly informed of the risk analysis for all academies and free schools.	May 2015 onwards	Deputy Assistant Director for Education and Learning	The Assistant Director updates the RSC when the risk tool is updated.  The Deputy Assistant Director is in monthly communication with members of the RSCs team	YES
	f. Any action taken by the DfE in relation to the risk tool's information	May 2015 onwards	Deputy Assistant Director for Education and Learning	The Deputy Assistant Director is in monthly communication with members of the RSCs team	YES

	is shared with the Assistant Director of Education and Learning. This information is used to inform local authority actions.				
2.3 Identify in the Area Education and Learning Plan any additional support/challenge required and who provides it	a. 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.	September 2015 onwards	Lead Standards and Excellence Officers	Plans developed in discussion with Heads are in place and are located in the P drive. QA of the plans and feedback to ensure high quality is in place. Plans have been refined in the light of consultation with headteachers. Schools are planning to share strengths wider or to work with local schools in order to address the local priorities agreed in the AELPs.	YES
2.4 Identify in the Area Education and Learning Plan any collective or themed support required in a locality area	a. 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:	March 2015 onwards	Strategic Lead for Standards and Excellence supported by:  Lead Standards and Excellence Officers	Identification of schools requiring specific reviews. Arrangements are underway in consultation with headteachers. Standards and Excellence Officers have provided bespoke support to schools causing concern and those at risk of early inspection.  During the autumn term the increase in school judged to be good or better has been evident. At Dec 2015 the % of good and outstanding schools stands at 79%, the highest for 4 years  Bespoke support continues to be provided to	YES

	<ul style="list-style-type: none"> <li>▪ Forensic analysis</li> <li>▪ Teaching and learning review</li> <li>▪ Leadership review</li> <li>▪ Governance review</li> <li>▪ Safeguarding review</li> <li>▪ School to school support</li> <li>▪ Officer/Associate support.</li> </ul>			<p>schools. LSEOs identify schools requiring further action. This is discussed and agreed at Lead Standards and Excellence Team meetings and 1-1 school progress meetings. This is used to plan and take appropriate action to prevent decline.</p>	
<p>2.5</p> <p>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>	<p>a. The risk tool exercise informs those schools at risk of warning notices and one to one challenge meetings of concerns</p>	<p>February 2015 onwards</p>	<p>Strategic Lead for Standards and Excellence</p> <p>Senior Adviser Governance</p>	<p>The risk tool has informed those schools at risk and warning notices and 1:1 meetings have been issued since the first run of the risk tool in 2014.</p> <p>As above, re pre- warning notices and warning notices identified at SIAB.</p> <p>LA risk list aligns with the DfE Risk list.</p> <p>Suffolk is using statutory powers in a measured and timely manner</p> <p>5 WN and 14 Pre WN as at Dec 2015</p>	<p>YES</p>
	<p>b. Schools previously issued with warning</p>	<p>March 2015 onwards</p>	<p>Strategic Lead for Standards and Excellence</p>	<p>This is evidenced in the SIAB report B. As a result 3 schools have secured rapid improvement and addressed the issues that led to the warning notices being sent. This has been acknowledged in writing by</p>	<p>YES</p>

	notice are monitored on a monthly/half-termly basis		Senior Adviser Governance	the LA. WN have led to rapid structural solutions for 12 schools	
	c. Actions are escalated where appropriate; the removal of governing body, removal of headteacher, academy sponsorship, closure of provision) if progress is not rapid enough	March 2015 onwards	Strategic Lead for Standards and Excellence  Senior Adviser Governance	In schools where improvement is not considered to be rapid enough, Interim Executive Boards (IEBs) have been established.  LA is currently preparing for its seventh IEB since January 2015	YES
	d. 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)	March 2015 onwards	Strategic Lead for Standards and Excellence  Senior Adviser Governance	Warning notices have been removed in three schools across the county. (see also b)	YES
2.6 Identify any 'coasting'	a. The DfE Regional Commissioner and	March 2015 onwards	Strategic Lead for Standards and Excellence	Half termly meetings with the RSC and his team maintain a high level of communication about Suffolk schools performance.	YES

<p>schools (DfE definition), schools requiring improvement and inadequate schools that may need to be fast tracked to academy conversion</p>	<p>the DfE broker are informed of identified schools on a regular basis to ensure local authority targets can be met.</p>		<p>supported by  Lead Standards and Excellence Officers</p>	<p>From April 2016 the RSC has powers to intervene in LA maintained schools</p>	
<p><b>The DfE consulted nationally in 2015 on a new definition of Coasting schools. We will revise this target when the new definition is published, late spring 2016</b></p>	<p>b. Schools that are coasting or 'requires improvement' or that are at risk of decline and not engaging with support to secure rapid improved achievement, particularly for disadvantaged groups are identified. This is done through the local authority's regular risk assessment and through other monitoring processes e.g. the review of governors' minutes, discussions with</p>	<p>May 2015</p>	<p>Strategic Lead for Standards and Excellence supported by Lead Standards and Excellence Officers  Senior Standards and Excellence Officer</p>	<p>Standards and Excellence Officers have held discussions with senior leaders in all maintained schools where there is more than a 10% gap between disadvantaged pupils and non-disadvantaged pupils nationally.  Addressing this gap remains a priority for all schools where it is present or to share strengths where this gap has been narrowed effectively.  6 Suffolk schools who are eligible for pupil premium awards based on 2015 outcomes have been identified and will be celebrated wider.  Validated data strongly suggests this gap closed in Suffolk in 2015- Further work is still required</p>	<p><i>YES, based on the existing Coasting definition</i></p>

<p>2.7 Design and implement a termly review (focused and random sample) of clerked governing body minutes</p> <p>Empower governors in gaining the skills, knowledge and understanding in order to increase their level of challenge to schools by linking monitoring and review outcomes to professional development for senior leaders, including governors. (Reference the personalised approach set out in 'Securing good or better learning for all Suffolk children' according to a school's specific circumstances).</p>	<p>headteachers.</p> <p>a. Governor reviews indicate an increased level of challenge and support to headteachers in holding them to account for pupils' achievement.</p> <p>Termly meetings with headteachers and chairs of governing bodies reinforce the message in holding schools to account.</p>	<p>June 2015 onwards</p>	<p>Senior Adviser Governance</p> <p>Governor Services</p> <p>Lead Standards and Excellence Officers</p>	<p>Governors are empowered in a number of ways: Heads &amp; Chairs Briefings, The Knowledge, a free email newsletter giving information, updates, training news etc. (now has over 3,000 individual subscribers and is highly valued by governors), training through the core programme (redesigned for the 2015 academic year in consultation with Suffolk Governors Forum), training through tailored individual governing body sessions, training to small groups or governing bodies, bespoke training for GBs in schools of concern or at risk of dropping below 'good', training which focuses on skills as well as knowledge, rigorous, supportive reviews conducted by trained and experienced internal and external reviewers which make explicit recommendations for enhancing governor effectiveness and developing their ability to hold the school to account, review follow-up which analyses the impact of interventions.</p> <p>Additional governors (AGs) have been shown to have an impact on strengthening governance, and this has been reflected in Ofsted reports and monitoring letters. Many schools where there is an additional governor deployment feel they have gained a great deal from working with experienced governors. Key areas have been in monitoring the work of the school from the perspective of a lay person and framing challenging questions appropriately. AGs have helped governing bodies reconstitute, restructure, manage the budget. Additional governors are deployed according to their strengths to focus them on specific aspects of work in order for their limited time to have the greatest impact.</p> <p>Monitoring the work of clerks and governing bodies that are causing concern Red rag rating where there is access.</p> <p>Minute checks on schools due to receive Warning</p>	<p>YES</p>
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				<p>Notices have highlighted areas of development. These will be reported back to the Chair of Governors and support offered, i.e. training, Governance Review etc. An increasing number of schools are requesting formal Governance Reviews in advance of inspection. On the whole, external validation report that governors are being empowered to drive school improvement (inspection reports).</p>	
b. Termly meetings also provide an opportunity for chairs to feedback to the local authority any strengths and/or areas for improvement.	September 2015 onwards	<p>Senior Adviser Governance</p> <p>Lead Standards and Excellence Officers</p>	<p>Headteachers and Chairs briefings – Autumn. RAG rating, risk tool info shared. Informal feedback – like more governance information. More time to raise issues raised by The Knowledge.</p> <p>A new schedule of HT meetings is in place from spring 2016 to add to the schedule of existing meetings for school leaders</p>	YES	
c. Websites and governors meeting notes indicate clearly how they plan to spend the pupil premium for the forthcoming year and how effective it has been already in narrowing the gap between disadvantaged pupils and 'other' pupils in school		<p>Senior Adviser Governance</p> <p>Governor Services</p> <p>Lead Standards and Excellence Officers</p> <p>Senior Standards and Excellence Officer</p>	<p>Officers are monitoring and evaluating this online information e.g. Standards and Excellence Officer visits – e.g. padlocked areas, personal details. Governors are uploading new requirements. Not all schools were compliant and a letter has been sent to all schools reminding them of the importance of a compliant web site.</p> <p>AELPs include this as an action for narrowing the gap between disadvantaged pupils and other pupils nationally.</p> <p>Monitoring has indicated that this is an area that needs improving for many schools and a letter has/is being sent to alert governors to the need to ensure websites are compliant and to follow up issues identified by SEO visits in the past year.</p>	Partial- requires further refined wok	

	and nationally.				
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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

<p><b>Outcomes:</b></p> <ul style="list-style-type: none"> <li>▪ 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</li> <li>▪ All schools participate in local area consultation with their colleagues, local authority and other agencies</li> <li>▪ All schools express an opinion that they are well informed about education and learning, through the Raising the bar strategy within Suffolk</li> <li>▪ 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</li> </ul>	<p><b>Measured by:</b></p> <ul style="list-style-type: none"> <li>▪ A higher return rate of information through consultation than the expected average return of 30% i.e. 65%</li> <li>▪ All schools participate in consultations</li> <li>▪ Telephone samples conducted by external sources find a high satisfaction rate for communications between the Suffolk County Council and school leaders</li> </ul>
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**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: AD of E&L supported by	Comment/Evidence of Impact	On Track
3.1  Re-launch the Education and Learning service, post its 'transformation'  Embrace new technologies and approaches to improve the effectiveness of communication with all schools	a. Schedule of gathering feedback from school leaders on clarity of key messages/communications is in place and implemented.	September 2015	Deputy Assistant Director for Education and Learning  Communications/public relations officer  Suffolk County Council communications team	Feedback from headteacher and governor briefings is positive. Colleagues report the sessions very helpful in enabling them to articulate key aspects of their school.	YES
	b. New structure is completed and all staff in post.	September 2015	Deputy Assistant Director for Education and Learning	Transformed team is in place. There are vacancies that are being filled through recruitment processes.	YES
	c. Branding is completed.	September 2015	Communications/public relations officer	New logo for Raising the Bar emphasising the overall purpose and implementation timescale has been developed and is being applied to all relevant communications. Chart presenting senior posts in new structure designed and communicated widely.	YES
	d. Local authority events are	September 2015	Strategic leads Officers (LT)	New over-view chart and PowerPoint presentation on the Raising the Bar	

	planned around the county and internally.		Suffolk County Council communications team	2015-2017 programme prepared and circulated to staff for use in meetings.	
	e. <b>Headteacher focus group is consulted about new technologies and preferred methods to be used or trialled.</b>  Target replaced with a face to face meeting with groups of HTs led by Comms Lead and AD for Skills	September 2015	Strategic Lead for Standards and Excellence  Communications/public relations officer  SCC Communications team	AD for Skills has met with a range of HT representative to review how information is shared. A clear new strategy based upon feedback is being shared Spring 2016  Further targeted work planned spring 2016	Partially
	f. School leaders are clear on the principles and way of working of the new Education and Learning Team and what this means to them.	October 2015	Communications/public relations officer  SCC Communications team	Work in progress in line with phase 3 risk rating consultation	Partially
3.2 Listen to and act on direct feedback from	a. The views of school leaders are gathered through the single point of	May 2015 onwards	Communications/public relations officer  Education and	One-to-one meetings being held with Head teachers across the county to determine preferred approaches to communication and consultation.  Survey Monkey questionnaire circulated to all school	Partially

<p>school leaders on consultation and communications</p> <p>Co-produce a communication strategy for all Suffolk schools</p>	<p>contact function visit in the summer 2015 and autumn 2015 are gathered and analysed to identify themes and issues.</p>		<p>Learning Leadership Team</p>	<p>leaders to provide information on their preferred approaches to communication and consultation.</p> <p>Outcomes to be shared Spring 2016</p> <p>This is likely to be an ongoing annual process</p>	
	<p>b. Formal mechanisms are in place for consultation and communication between schools and the council. These are consistently applied.</p>	<p>November 2015</p>	<p>Communications/public relations officer</p> <p>Education and Learning Leadership Team</p>	<p>Communication Strategy and Action Plan re Raising the Bar drafted and consulted on with the programme's Reference Group.</p>	<p>Yes</p>
<p>3.3</p> <p>Provide clarity to school leaders on roles and responsibilities of the local authority officers</p>	<p>a. Revised School Improvement Strategy document is shared with school leaders.</p>	<p>September 2015</p>	<p>Communications/public relations officer</p> <p>Education and Learning Leadership Team</p>	<p>Chart presenting senior posts in new structure designed and communicated widely.</p> <p>Revised CYP structure charts are being finalised for distribution</p>	<p>Partially, reflecting ongoing restructures within SCC</p>
<p>3.4</p> <p>Embed best practice from other parts of the wider council with regard to communication and</p>	<p>a. A formal communications group with representation from across the council and school leaders is in place.</p>	<p>September 2015</p>	<p>Suffolk County Council Communications team</p>	<p>School to School Support Partnership, developed with school leaders is in place. The partnership website is live and showcases best practice- Further work to collect best practice ins underway.</p> <p>The School to School Support Partnership will oversee review of the website and its contents as part of its system leadership role.</p>	<p>YES</p>

consultation					
3.5  Appoint a Communication/public relations officer through the transformation of the ELT	a. A new Communication/P ublic relations officer is in place and has completed their induction.	August 2015	Children & Young People Directorate Management Team	A communications/public relations officer has been appointed.	Yes
	b. Coverage of strengths, progress, and limitations in all communications internal and external is balanced and monitored.	October 2015	Communications/pu blic relations officer  Education and Learning Leadership Team	Communications protocol developed regarding coordination of Raising the Bar communications staff, corporate communications staff and the Cabinet Member to ensure shared foresight and better planning.	YES

**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

<p><b>Outcomes:</b></p> <ul style="list-style-type: none"> <li>▪ 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</li> </ul>	<p><b>Measured by:</b></p> <ul style="list-style-type: none"> <li>▪ All school leaders agree a strategy to strengthen leadership, advance or improve teaching and learning</li> <li>▪ The proportion of schools that gain or sustain a good or</li> </ul>
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schools	<p>outstanding judgement following an Ofsted inspection increases from 74% (January 2015); (76% in July, DfE ); (77% in September) to 85% in January 2016 and 100% in</p> <ul style="list-style-type: none"> <li>▪ January 2017</li> <li>▪ All schools meet their challenging attainment and progress targets by January 2016, January 2017, particularly in improving outcomes for disadvantaged groups</li> <li>▪ The council meets its challenging targets for an increase in the percentage of good or outstanding schools by January 2016 and January 2017</li> </ul>
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**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: AD of E&L supported by	Comment / Evidence of Impact	On Track
4.1 Review all current strategy documents such as Raising the bar and school	a. The strategy for rapidly improving achievement, particularly for the disadvantaged groups is	September –December 2015	Deputy Assistant Director Education and Learning  Communication/ public relations	School Leaders were consulted during the autumn term in the light of the revised Risk Tool .  The RtB stakeholder group and Board revised the Raising the bar strategy to a single side of A3  In response to feedback the School improvement	YES

<p>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>	<p>redefined and in place. It ensures clarity of roles and responsibilities of schools and local authority.</p>		<p>officer</p>	<p>Strategy and Securing Good Documents have been summarised to a single side of A3.</p> <p>These documents have been shared with the Regional Director for Ofsted and following minor modification will be shared at HT meetings in the second half of the spring term.</p>	
	<p>b. Support and challenge available to schools, it is clear who offers it and who is accountable for it is clear and transparent. A co-produced AELP reflects individual schools' targets and ambitions for each of the five geographical areas.</p>	<p>January – March 2016</p>	<p>Strategic Leads for Standards and Excellence supported by Lead Standards and Excellence Officers</p> <p>Senior Standards and Excellence Officer</p>	<p>Schools in challenging circumstances are clear about the support available to them from Education and Learning and this has been clarified in School Improvement Board meetings; one to one meetings for schools issued warning or pre warning notices</p> <p>Draft guidance has been produced clarifying support for all schools from the Standards and Excellence team and feedback from school leaders will be sought on this.</p> <p>Further work is required around support to schools not deemed to be underperforming. There is strong work underway with the School to School Support Partnership to address this.</p>	<p>Partially</p>
<p>4.2</p> <p>Review and refine the 'securing good or better' learning document</p>	<p>a. Sections to the document specifically around support available to schools are added.</p>	<p>July 2015  <b>Revised further January 2016</b></p>	<p>Strategic Lead for Standards and Excellence</p> <p>Strategic Lead Quality Assurance</p>	<p>Joint work with strategic leads Challenge and Support and strategic Lead leadership development to ensure clear and simple communication to schools setting out entitlement to support and how to access additional support. Single flow chart produced which combines the standards and excellence team's work and school to school support.</p>	<p>YES</p>
<p><b>Target updated:</b></p>	<p>b. The 'flow diagram' is</p>	<p>July 2015  <b>Revised</b></p>	<p>Strategic Lead for Standards and</p>	<p>The 'flow diagram' has been simplified based on feedback from the headteacher consultation group.</p>	<p>YES</p>

<p><b>Following consultation with Heads through the Autumn 2015, a further simplified strategy is being developed</b></p>	<p>simplified and reviewed based on key leader feedback. There is a really clear linear approach to the identification of vulnerable schools that leads to appropriate and timely intervention</p>	<p>further January 2016</p>	<p>Excellence  Strategic Lead Quality Assurance</p>	<p>As above.</p>	
	<p>c. The document is reissued to all school leaders and Chairs of Governors</p>	<p>July 2015 Revised further January 2016</p>	<p>Strategic Lead for Standards and Excellence  Strategic Lead Quality Assurance  Communications/pu blic relations officer</p>	<p>In response to further consultation with Heads revised strategy documents to be shared Spring 2016</p>	<p>YES</p>
	<p>d. Feedback indicates the effectiveness of the process; revisions take place as they are needed.</p>	<p>October 2015 Revised further January 2016</p>	<p>Strategic Lead for Standards and Excellence  Strategic Lead Quality Assurance  Communications/pu blic relations officer</p>	<p>Collection of feedback planned for Summer 2016</p>	<p>YES</p>

**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: AD of E&L supported by	Comment/ Evidence of Impact	
5.1  Complete the transformation of the Education and Learning Team	a. 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. <i>Learning Improvement Service and Inclusive services are joined to create Education and Learning Team where attainment, progress and inclusion are equal priorities.</i>	September 2015	Head of Inclusive Services  Suffolk County Council Human Resources (HR)	Staffing structure in place from 14 September 2015 New education and learning structure in place from 14 <sup>th</sup> September 2015 integrating Inclusive Services, Early Years and the Learning Improvement Services. Configuring services around the new five localities has supported stronger locality focus and engagement. This can be evidenced through the success of the In Year Fair Access Panel (IYFAP) that has significantly reduced the number of permanent exclusions (PEX) through increased ownership from school leaders for the vulnerable learners in their community. In addition the creation of the 'Local Offer Broker' and Provision Development officer roles within education and learning has increased our capacity to develop the local offer to meet the diverse range of need.	YES
	b. Performance management targets link to	September 2015	Education and Learning Leadership Team	PM Targets in place for Excellence teams, linked to team priorities. Further development work planned with HR to support in managing staff performance where required	YES

	team priorities.				
	c. QA process is in place and implemented to ensure high quality services that make a measurable impact on school performance.	September 2015	Strategic Lead Quality Assurance	<p>The Standards and Excellence Team use standard templates to record pre-visit analysis of school information and these are subject to quality assurance procedures. The quality of Standards and Excellence Officers' analysis is rapidly improving. Key questions have been identified to ensure conversations with senior leaders are appropriately focused on strengths and weaknesses. Standards and Excellence Officer 'standards' have been introduced to staff. These have been matched to Suffolk's 'ASPIRE' values and to person specifications at all levels. These standards form the basis of Professional Development Reviews and inform CPD planning..</p> <p>A QA Lead has been appointed</p> <p>All LSEO and SEO work with schools is subject to QA</p>	YES
5.2	a. 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	<p>Assistant Director Education and Learning</p> <p>Suffolk County Council Human Resources (HR)</p>	A strategic development post to lead on school-to-school support has been appointed.	YES
5.3	a. Presentation of consultation findings to Corporate Management	May 2015	<p>Senior officer leadership</p> <p>Suffolk County Council Human</p>	Presentation took place and direction of travel endorsed by CMT	YES

Partnership for school to school support through a focus group of Head teachers and key stakeholders such as representatives from the Diocese	Team (CMT) of Suffolk County Council for feedback is completed.		Resources (HR)  Communications officer		
	b. Presentation to stakeholder group including headteachers and Diocese for feedback is completed.	May 2015	Strategic Lead School Leadership Development	This was undertaken with the appropriate stakeholders. The school-to-school Support Partnership was established. This includes the 6 Teaching School Alliances, the Bury Schools Partnership and the South West Ipswich Secondary Schools (SWISS) partnership. In time the Diocese will also be a key partner.	YES
	c. The outcome of the consultation and the model for a revised Partnership for school to school support is shared with all schools and settings.	July 2015	Strategic Lead School Leadership Development	A letter was sent to schools in July 2015 outlining the remit of the School to School Support Partnership.	YES
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	a. A strategic lead for the project from Suffolk County Council is appointed.	August 2015	Strategic Lead School Leadership Development  Teaching School Alliance representatives	A strategic development post to lead on the school-to-school support project has been appointed.	YES
	b. Communication/public relations officer advises on	September 2015	Communications/public relations officer	This is an ongoing process in the preparation of the launch of the school-to-school Support website. The key date for the launch of the School to School Support Partnership website (sharing good practice) is Nov 23 <sup>rd</sup> 2015	YES

	provides regular messages to schools.				
	c. Delivery of Partnership for school to school support in targeted school to school support has commenced and can demonstrate its impact on pupils' achievement	December 2015	Strategic Lead School Leadership Development  Strategic Leads for Standards and Excellence	Communications support provided regarding the launch of the new School to School Partnership website. Case studies featured on the school-to-school website being considered for wider communication. There have been two strategic meetings: the first being the first meeting of the school-to-school Support Partnership – Nov 13 <sup>th</sup> 2015 to agree terms of reference, ways of working etc. The key project for the Autumn term is to construct a CPD offer for all schools across the county. The schools within the partnership in liaison with the LA will lead this. The LA will support the development of the partnership by facilitating the building of the infrastructure. The second meeting was on Nov 20 <sup>th</sup> 2015. This is known as the Identification Support meeting where the school-to-school Support Partnership worked in partnership with the LA to identify those schools which need support including the process of the applying for funding from the National School to School Support fund.	YES
5.5 Continue to recruit high quality associates to the Education and Learning Team to add additional capacity	a. A 'pipeline' of high quality associates for short term target specific work is recruited.	April 2015 onwards	Strategic Lead for Standards and Excellence  Suffolk County Council Human Resources (HR)	Currently underway. 7 currently on the books	YES
	b. The work of associates and school leaders in providing support	June 2015 onwards	Strategic Lead for Standards and Excellence	Clear impact of the work of associates in named schools- See targeted school record	YES

	to ensure it is high quality is quality assured and leads to improved outcomes for all pupils.		QA		
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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

<p><b>Outcomes:</b></p> <ul style="list-style-type: none"> <li>▪ To complete the staff transformation of Education and Learning within Suffolk County Council</li> <li>▪ To ensure that the purpose of new job roles within Education and Learning are understood by all staff and school leaders</li> <li>▪ To ensure that every school in Suffolk has access to local authority officers in relation to monitoring, challenge and signposting for appropriate support</li> <li>▪ All school leaders and governing bodies understand the changing role of the local authority</li> <li>▪ All school leaders have an agreed understanding with the local authority about what is understood by 'challenge and support'</li> </ul>	<p><b>Measured by:</b></p> <ul style="list-style-type: none"> <li>▪ All school leaders are clear about the purpose of the local authority officer role</li> <li>▪ All school leaders are aware of the need for challenge and support and where both challenge and support are available</li> <li>▪ 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</li> <li>▪ All school leaders can understand the purpose of local authority monitoring to ensure that 'all children attend a good or outstanding school'</li> </ul>
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**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: AD of E&L supported by	Comment/Evidence of Impact	On Track
6.1 Complete the first phase of the transformation of Education and Learning	a. The staffing structure is completed and all staff are appointed to specified roles.	September 2015	Deputy Director Education and Learning  Strategic Lead Inclusion  Suffolk County Council Human Resources (HR)	Senior posts have been filled. All Lead Standards and Excellence Officer posts have been allocated and work within regions is being implemented. Senior Standards and Excellence Officer post are in place.  Interviews are currently being held to appoint additional Standards and Excellence Officer posts.  Deployment is underway.	YES
6.2 Intensively train all appointed Education and Learning Officers in their roles and responsibilities	a. Mandatory CPD is identified for all and personal training plans and a training schedule is in place.	July 2015	Education and Learning Leadership Team	A training schedule is underway based on two levels. Each training course consists of three days with 'gap' tasks to promote reflection of practice. One level assumes prior knowledge of school improvement 'challenge' visits to schools; the other assumes little strategic working with senior leaders. The feedback has been positive. Early indications are that this training will prove highly effective in raising Education Improvement Professional's ability to work strategically with leaders at all levels towards school improvement. Evidence of impact thus far includes:	Yes

				<ul style="list-style-type: none"> <li>▪ Raised expectations of their roles and responsibilities in improving outcomes for all children and young people in Suffolk</li> <li>▪ greater awareness and understanding of standards for Education Improvement Professionals (EIP) and the implications for work with school leaders at all levels</li> <li>▪ more focused on EIP competencies and an awareness of which skills need to be developed further</li> <li>▪ increased set of 'tools' to use in school to develop the professional skills of school personnel, including governors</li> <li>▪ greater knowledge and understanding of the local authority's post-Ofsted action plan (POAP) and the ways in which they can contribute to its outcomes – 'I'm beginning to see the big picture now' .... 'I understand where I am going now' – two examples of common views expressed by colleagues after reflecting on the POAP document.</li> <li>▪ much clearer understanding of the attainment gaps that exist for disadvantaged pupils and 'other' pupils both in school and nationally; that it widens as children move through the system unless checked together with a renewed commitment to guide and influence schools and holding them to account for the 'narrowing of the gap'</li> <li>▪ an increased appreciation of the need to keep up-to-date professionally with research and publications</li> <li>▪ increased knowledge and understanding of the Ofsted Common Inspection Framework (CIF) from September 2015; in particular, the inextricable link between curriculum, assessment and progress.</li> <li>▪ explicit understanding of the need to establish baselines and evaluate the evidence of impact of</li> </ul>	
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				<p>their work</p> <ul style="list-style-type: none"> <li>▪ increased ability to write evaluatively</li> <li>▪ more capacity within the education and learning team to improve schools</li> <li>▪ improved knowledge and understanding of school's responsibility to plan for and promote pupils' spiritual, moral, social and cultural development and British values and an awareness of requirements for it to be explicit in curriculum planning.</li> <li>▪ increasing awareness of working across all phases including looking at performance data and considering features of effective learning and teaching from early years to 19</li> <li>▪ deeper understanding of how inspectors use their 'professional judgement', taking account of all available evidence, including evidence from their discussions with local authority personnel and from looking at their notes of visits</li> <li>▪ greater clarity about how schools can demonstrate progress to all stakeholders and to Ofsted in inspection</li> </ul>	
	b. Training schedule is completed.	September 2015 Revised	<p>Strategic Lead Quality Assurance</p> <p>Senior Standards and Excellence Officer</p>	<p>Training schedule is complete for all bar one colleague in the current team of Educational Improvement Professionals (EIP)</p> <p>Senior colleagues are clear about the strengths and weaknesses of EIPs – and driving areas for improvement in each locality.</p> <p>Four more training days have taken place for the Standards and Excellence Team. The foci have been using all available evidence to prepare for a school visit and safeguarding. A pre-visit proforma has been trialled and agreed. Each Standards and Excellence Officer has been provided with detailed feedback on the quality of their written record. As a result, Standards and Excellence Officers' analytical skills</p>	YES

				have improved. They are able to write with greater clarity, focusing their analysis on key strengths and weaknesses to form the basis of Standards and Excellence Officer visits to schools in the Autumn Term. They report increased confidence in being able to provide challenge and support to senior leaders who in turn approve of the improvements in discussions focussing on the information that contributes to the unique nature of a school. Standards and Excellence Officers have an improved and wider knowledge and understanding of the range of safeguarding documentation as well as implications for schools.	
	c. 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.	September 2015 Ongoing	Education and Learning Leadership Team	Rolling programme of PM for managers in place, further session planned	YES
6.3 Ensure clear communication	a. Share transformation process, information,	May 2015 onwards	Lead Standards and Excellence Officers	The transformation process has been shared with schools leaders in steps during the Autumn Term as it moves towards finalisation. School leaders were consulted in communication of key messages.	YES

around structure and purpose of the newly designed roles taking into account feedback from the pilot approach	timeline and findings with school leaders.				
	b. Share collated findings from school visits with school leaders.	September 2015 onwards	Lead Standards and Excellence Officers	Feedback scheduled as part of new structure of HT meetings	YES
Rewrite the Education and Learning team's style guide to ensure greater consistency in documentation, especially in written reports.	c. The style guide is adhered to by all Education Improvement Professionals and provides a clear and consistent framework for writing conventions.	September 2015 onwards	Strategic Lead Quality Assurance	Revision of the 'style guide' is complete and is awaiting approval. It is too early to assess its impact. The 'style guide' has been finalised and shared with the Standards and Excellence Team. Already, it is leading to a greater consistency in recorded documentation and is having a very positive impact on its quality. Use of the style guide has been emphasised in locality team meetings and shared with ASEOs.	YES
6.4 Clearly define and balance challenge and support offered to all schools	a. Revised 'Securing good or better learning' document shared with all stakeholders.	September 2015	Education and Learning Leadership Team	<b>See 4.2</b>	
	b. Regular feedback from schools inform half-termly communications 'messaging' and	September 2015 onwards	Communications/public relations officer  Lead Standards and Excellence Officers	Ongoing as part of the dialogue with schools. Further work required to link with the planned weekly bulletin to school leaders	Partially

	reinforce understanding of what support and challenge is and where it can be accessed.				
6.5 Incentivise effective school leaders in Suffolk to support other, more vulnerable schools	a. The number of effective school leaders (as identified by the local authority) putting themselves forward to support other schools doubles from 15 to 30.	December 2015	Communication /public relations officer  Education and Learning Leadership Team  Lead Standards and Excellence Officers	School leaders of good and outstanding schools have worked with teachers of RI schools on "Securing Good or Better Learning" CPD in the Autumn term.	YES

## Area Structure for Service Delivery

