

Policy and Scrutiny

Open Report on behalf of the Interim Executive Director of Children's Services

Report to:	Children and Young Peoples Scrutiny Committee
Date:	1 June 2012
Subject:	Performance of Primary Schools

Summary:

This report summarises the challenges facing primary education and identifies schools' current performance in terms of Ofsted gradings, leadership development and attainment at Key Stage 1 and 2. The paper considers strategies that are in place and suggests future strategies we would like Scrutiny to consider to develop and support primary schools. These strategies are being suggested to address the changes to Ofsted inspections from 1st September 2012, however we do not know the outcome of the recent consultation by HMCI.

Recommendation(s):

To consider the contents of the report, the challenges facing primary education and to gain Scrutiny comments on our proposals.

1. Background

1.1 Primary Education in Lincolnshire

Lincolnshire currently has 276 schools which educate children in the primary age range 4-11. Over the last three years the priorities for school performance have been fourfold:

- Firstly, to raise standards at the end of Key Stages 1 and 2, so more children are working at age related expectations in both English and Mathematics
- Secondly, to reduce the number of schools whose performance is below the national floor standard at the end of Key Stage 2, i.e. 60% of pupils attaining Level 4+ in English and Mathematics, or schools where more than 87% children make 2 levels of progress in English throughout Key Stage 2, or schools where 86% children make 2 levels of progress in Mathematics throughout Key stage 2
- Thirdly, to improve the number of schools that are categorised as good in Ofsted inspections
- Fourthly, narrowing the gap in performance by raising the attainment of the most vulnerable groups of pupils.

None of these priorities reduces in importance as we take on board the coalition government agenda. However, what is clear is that they may well be harder to achieve and the quality of school leadership will be vitally important if schools are to be successful in meeting the challenges that are facing them.

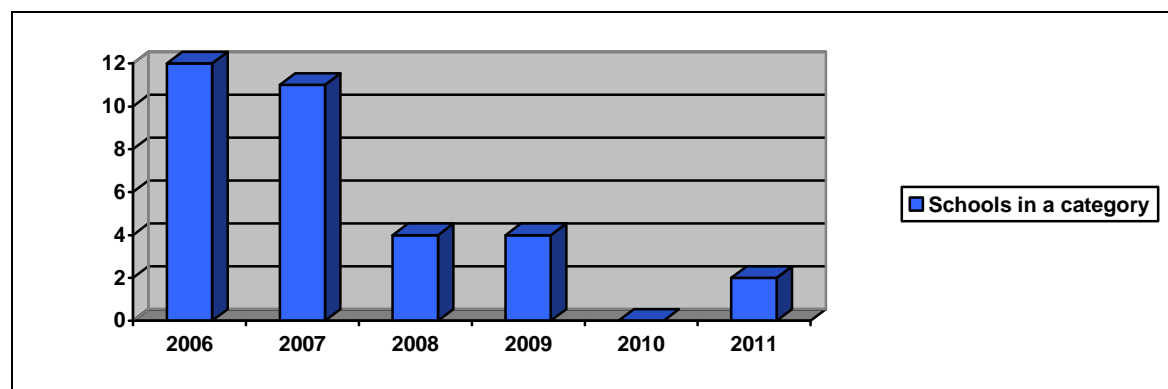
The new testing formats that are being introduced will provide a new mechanism for Ofsted and the DfE to measure schools' performance. The phonics screening check being introduced in Year 1 will provide an externally moderated check on Year 1 performance, allowing the comparison of school performance within Raise OnLine. The introduction in 2013 of the grammar and spelling tests at the end of Key Stage 2 will provide the opportunity for the government to introduce a new measure of performance and, more than likely, the revision / increase of the floor standard. The intention to publish the results of all schools with more than 5 pupils in a cohort, as opposed to the current figure of 10, will mean the majority of schools with more than 35 pupils on roll will now have their standards published in league tables and will also be measured against floor standards. The need to ensure that attainment and progress rates remain consistently high is, therefore, critical and clearly reliant on good or better teaching.

The proposed revisions to the Ofsted framework, including the introduction of short notice inspections and the removal of the 'Satisfactory' Ofsted category, present significant challenges for a high number of our schools.

We currently have 96 schools that are judged to be satisfactory, with 3 that have a Notice to Improve and 3 that have been placed in Special Measures. Of the satisfactory schools, 56 have been judged satisfactory in their last two inspections and appear on the government's list of satisfactory schools, i.e. those schools that need to be doing better.

Whilst we continue to have schools that fall into categories, we can clearly demonstrate a reduction in these numbers, particularly in relation to the national picture. Indeed, prior to the last revision in the framework, Lincolnshire was the only shire county in the country to have no schools in an Ofsted category. However, each revision to the Ofsted framework brings new challenges for schools and all vulnerable schools have always been identified by SIS and will already be receiving considerable support. This has meant that although schools have been placed into a category their improvement has been rapid.

The chart below shows the impact of our proactive strategies:



The challenges that face our satisfactory schools are well rehearsed: many of them are small and many are sited in more challenging areas, with significant levels of deprivation.

Within the primary sector we are already beginning to see how the pressures of meeting higher standards, with the real consequence of being forced to become a sponsored academy if there is a failure to do so, are manifesting themselves. There has been a marked increase in the number of primary exclusions since September 2011 compared to previous years. There is also a growing number of headteachers who are suffering under the pressure and are either taking early retirement or are absent with stress related illness.

In Lincolnshire, members have made it clear that there are also local priorities which may not align with national government policy. The first of these is the maintenance of rural education in the primary sector; second is support locally for more vulnerable children in our society; and third, the maintenance of the arts, music and sports which helps to develop and promote the wellbeing of our young people.

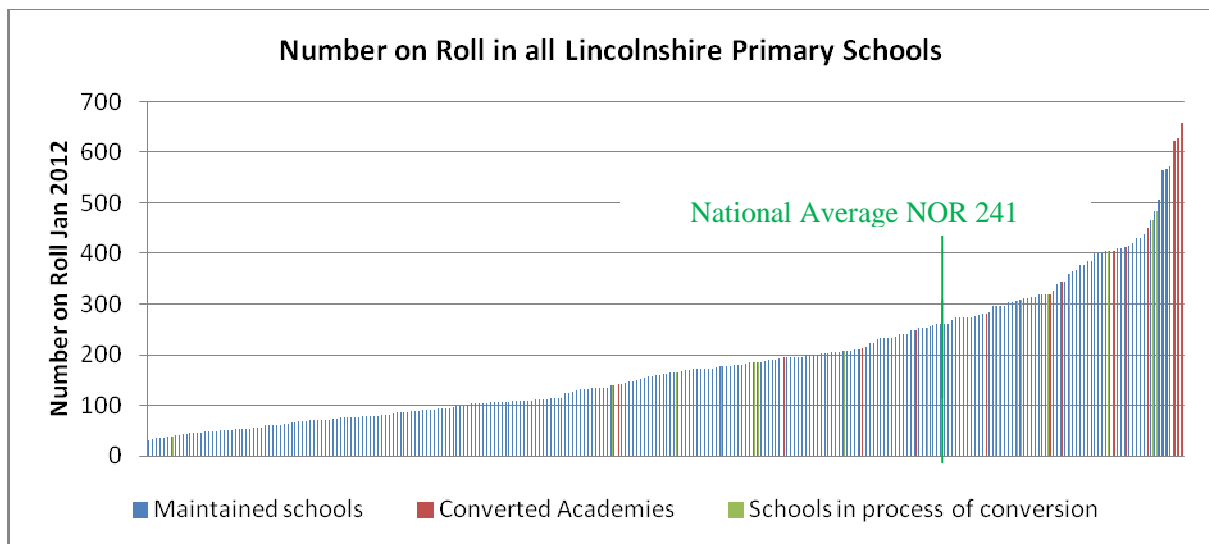
1.2 Number on Roll and Academies

The pace of primary schools converting to academy status seems to have remained relatively steady, although the upward revision of Lincolnshire's LACSEG figure since April has undoubtedly enticed some schools to seek to convert.

There are currently 36 primary schools that have converted to academies, or are in the process of doing so. This represents 13% of Lincolnshire's primary schools which have 23.3% of the primary aged children on roll.

	All Primary Schools	Maintained	Academies
Number	276	240	36
Average NOR	185	163	332
Number of schools above national average NOR (241)	73	49	24
Number of schools at or below national average NOR (241)	203	191	12

26.4% (73 schools) have above the national average Number on Roll
73.6% (203 schools) have the national average Number on Roll or fewer.



66.6% of primary academies have above the national average Number on Roll, whereas only 20.4% of maintained primary schools have more than the national average.

Maintaining high standards, whilst at the same time maintaining rural schooling, presents a considerable challenge. The table and graph below indicates the average performance at Level 4+ in English and mathematics combined. It clearly demonstrates the lower performance of the smallest schools.

Size of School	No of Primary & Junior Schools	Average Performance at Level 4+ in E+M 2011	Average Performance at Level 4+ in E+M 2010	Average Performance at Level 4+ in E+M 2009	Average Performance at Level 4+ in E+M 2008	Average Performance at Level 4+ in E+M 2007
Up to 90	73	70.3	72.9	70.8	71.7	67.1
91-180	77	76.8	76.9	75.7	75.7	72.7
181-270	52	75.7	75.4	72.2	74.4	70.4
271-360	29	76.8	75.3	74.7	74.1	73.5
More than 360	25	76.0	74.8	74.7	74.5	76.0

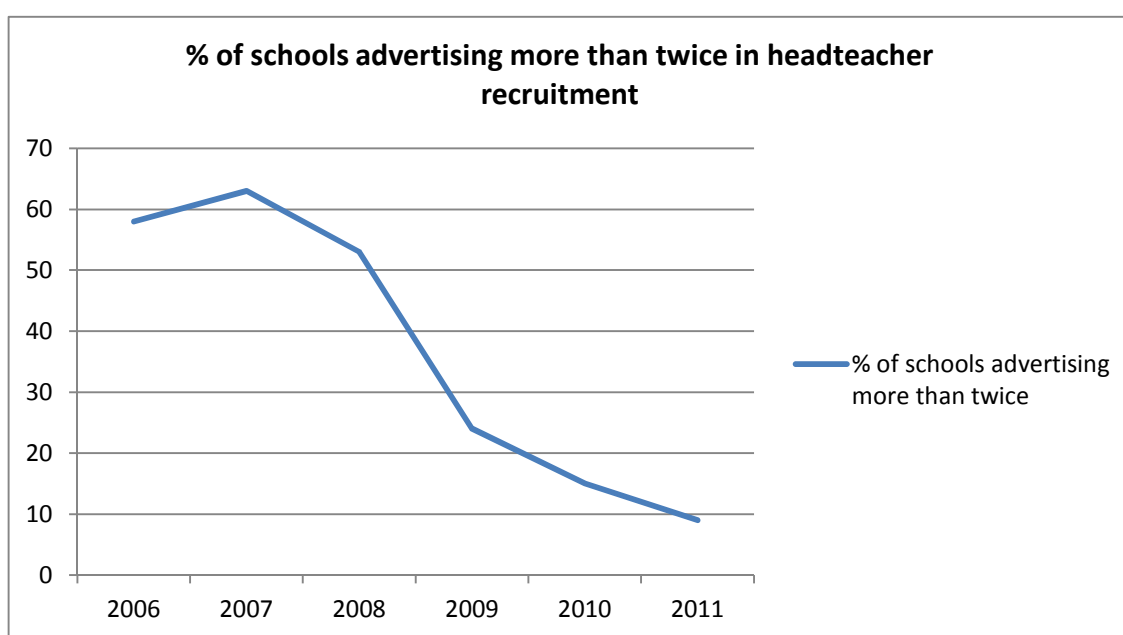
This financial year, 10% of funding for Lincolnshire primary schools went to the 14 primary academies (5.1% of Lincolnshire primary schools) opened before 1st April.

1.3 School Performance and Strategy

We have developed a number of successful strategies over the last few years which have enabled us to become proactive rather than reactive in our support for schools. One example of this is the development of 'Notepad B' which allows us to collect and debate with schools, attainment and progress data for all year groups of pupils throughout the school, thus clearly identifying any gaps in children's learning. In this way, we have successfully reduced the number of schools failing to attain the floor standards and we have an improving Ofsted profile compared to schools nationally.

We are currently moving forward with the collaborative partnership strategy in order to secure a position in which, through collaboration, we can ensure stronger leadership of teaching and learning and an improved quality of provision for our most vulnerable learners.

We also have a well established and highly regarded leadership development programme which has enabled us to identify 135 future school leaders, train and support them so that we have a pool of potential new Heads. Thus, over the last three years we have seen the number of candidates in headship interview fields increase, a reduction in the number of schools having to repeat the process more than twice and a growing number of enthusiastic but inexperienced headteachers. This, again, is contrary to the national picture where many counties are reporting a difficulty in finding high calibre headteachers. Over the last three years we have also trained a further 215 aspiring leaders at various stages of their leadership careers.



- Since September 2011, 31 headteachers have been appointed to their first substantive headship
- In the same period, 11 headteachers have moved to their second headship of a bigger school
- Currently, there are 7 acting Heads and 14 Executive Heads in post.

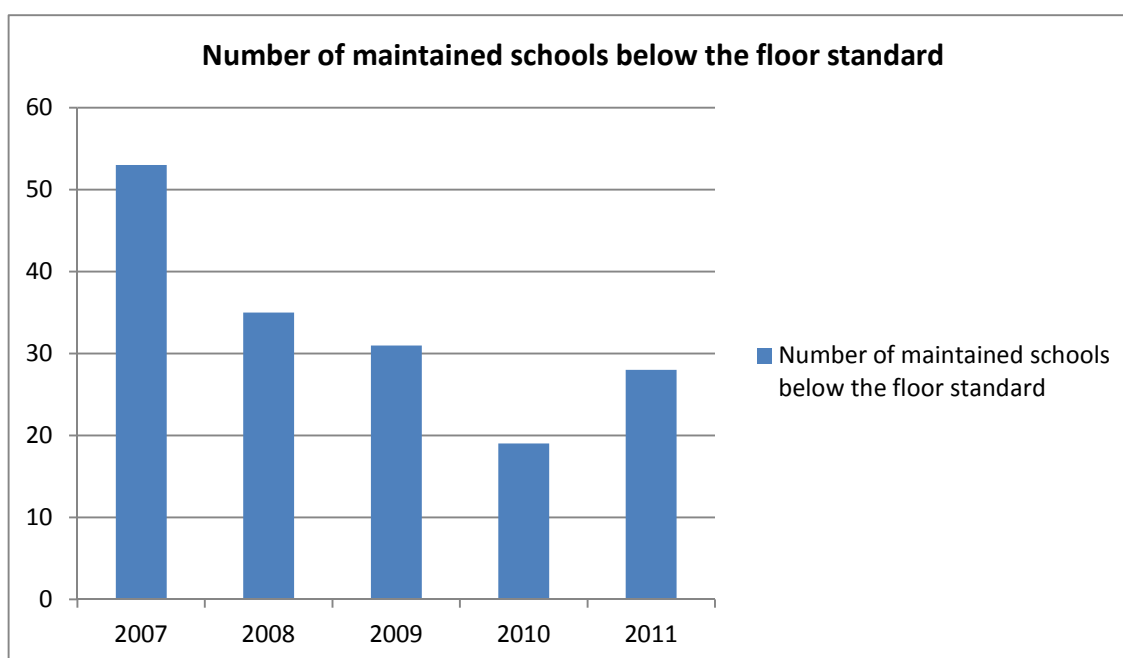
Whilst this is, of course, a great success story, it does mean that we need to ensure a high level of coaching and support is provided to these new Heads so that they can continue to grow and be successful.

In Lincolnshire, there are currently 9 ongoing headteacher recruitments, 4 of which are unlikely to be completed for a substantive headteacher to be in place for September. This means that these schools will be covered in the Autumn Term through acting arrangements. For the most vulnerable schools, this will be members of our outstanding interim headteacher team; for others, it may be a secondment opportunity for our next generation of senior leaders.

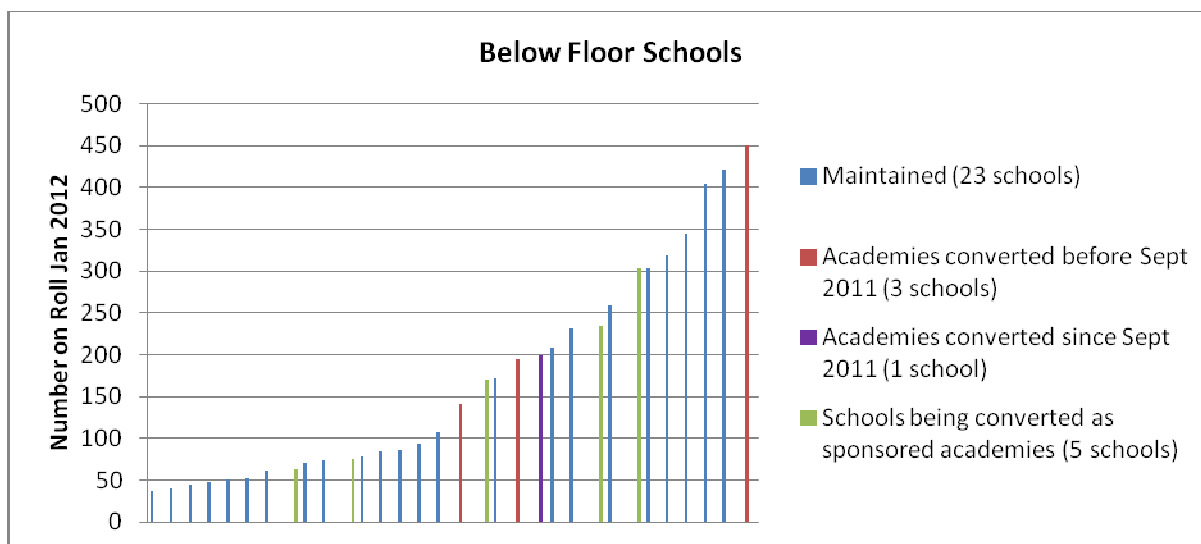
The challenge for the authority is how we maintain a high level of support and in some cases intervention for all schools not only to ensure success for those that are currently deemed satisfactory, but also to prevent decline or failure in those currently perceived good or better.

1.4 Number on Roll and Performance in Relation to the Floor Standard

In 2011, 32 schools (28 maintained schools and 4 academies) were below the floor target of 60% Level 4+ English and Maths with 2 levels progress lower than the national median in English and/or Mathematics. This represents a significant reduction over time from 53 schools being below the floor target in 2007 to 32 schools in 2011.



Of these 32 schools, 24 (75% of those below floor) had less than the national average NOR of 241. Indeed, 50% of the below floor schools had less than 120 NOR, which is half of the average national size. Only 8 (25%) had a NOR of greater than 241.



1.5 Ofsted

Inspections since September 2011

Since September 2011, 73 primary schools have been inspected. Of these 73, 50 (68.5%) were judged to be good or better, 18 (25%) were judged satisfactory and 4 (5.5%) were placed in a category.

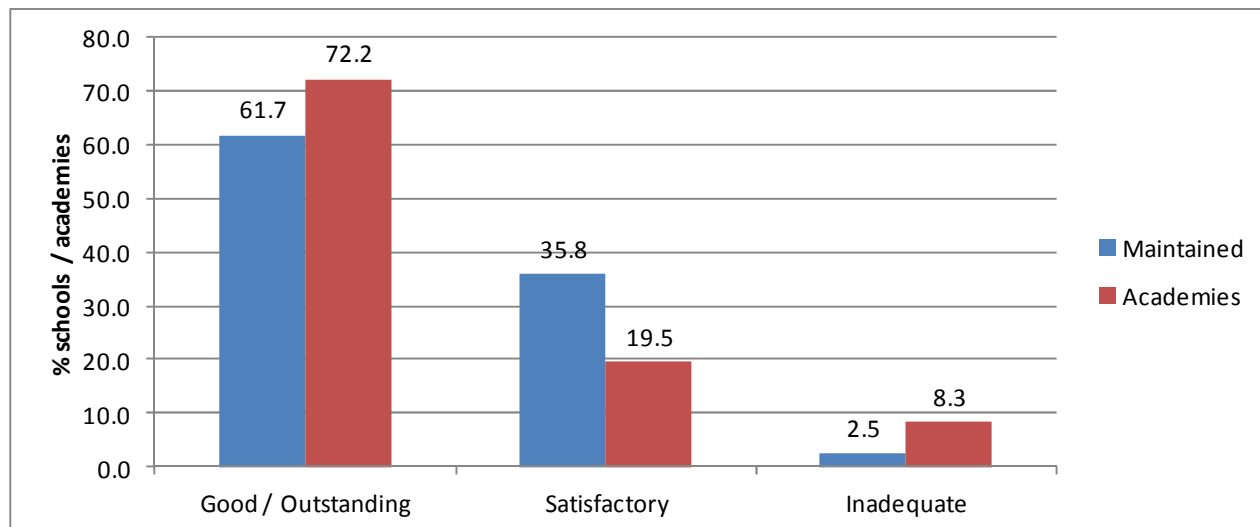
Of the 50 schools judged to be good or better, 32 had previously been good or better, but 16 schools had previously been satisfactory and 2 in a category.

Of the 18 schools judged to be satisfactory, 12 had previously been satisfactory and only 6 had been good or better. All 4 of the schools placed in category had previously been satisfactory. This means that in this period, 41 schools (56% of those inspected) remained at their previous judgement, 11 schools (15%) had a lower judgement but 21 schools (29% of those inspected) had an improved judgement.

The Current Ofsted Gradings in Lincolnshire

Latest Ofsted Grading	All Primary Schools	Schools inspected since January 2012- National figures	Maintained	Academies
Good / Outstanding	174 (63.0%)	57%	148 (61.7%)	26 (72.2%)
Satisfactory	96 (34.8%)	31%	86 (35.8%)	7 (19.5%)
Inadequate	6 (2.2%)	13%	6 (2.5%)	3 (8.3%)

These figures represent some marked improvements in a significant number of our primary schools, particularly when we look at the anecdotal evidence of schools being inspected since January under the new framework, and the number of schools that have been placed in an Ofsted category nationally. However, if the proposed revisions to the Ofsted framework are adopted in September 2012, it is our professional view that we will have at least 30 Primary schools placed in a category within the next 16 months.



1.6 Standards

Overall standards at the end of Key Stage 2 in Lincolnshire Primary schools have improved year on year in line with the national rate of improvement. We remain 1% above National attainment levels for the percentage of children attaining Level 4+ in English and Mathematics. We are now broadly in line with the National rates of progress although we need to maintain a focus in English, particularly the development of reading at Level 4+.

Measure	Geography	2008	2009	2010	2011
%Level 4+ in English and Maths	Lincolnshire	74	73	74	75
	England	73	72	73	74
	Statistical Neighbours	73	72	73	74
% 2levels Progress in English	Lincolnshire	81	80	83	83
	England	82	82	83	84
% 2levels Progress in Mathematics	Lincolnshire	78	81	83	83
	England	78	81	83	83

Performance at Level 5, whilst again remaining in line with national levels, is an area which is overlooked by some schools in their determination to secure a high percentage of pupils attaining Level 4+ in English and Mathematics.

Measure	Geography	2008	2009	2010	2011
% Level 5+ in English	Lincolnshire	31	30	31	29
	England	30	29	32	29
	Statistical Neighbours	29	28	32	29
% Level 5+ in Maths	Lincolnshire	31	34	34	34
	England	31	35	34	35
	Statistical Neighbours	31	33	33	34

Key Stage 1 Performance

	% Level 2+ 2011		% Level 2+ 2010		% Level 2+ 2009	
	Lincolnshire	National	Lincolnshire	National	Lincolnshire	National
Reading	84	85	83	85	83	84
Writing	81	81	80	81	80	81
Maths	89	90	89	89	89	89

	% Level 2b+ 2011		% Level 2b+ 2010		% Level 2b+ 2009	
	Lincolnshire	National	Lincolnshire	National	Lincolnshire	National
Reading	72	74	69	72	70	72
Writing	61	61	58	60	58	60
Maths	74	74	72	73	74	74

	% Level 3+ 2011		% Level 3+ 2010		% Level 3+ 2009	
	Lincolnshire	National	Lincolnshire	National	Lincolnshire	National
Reading	25	26	22	26	23	26
Writing	13	13	11	12	11	12
Maths	21	20	18	20	19	21

Key Stage 1 performance has improved greatly in 2011, with improvements at a greater rate than that seen nationally. Whilst performance at all levels is now broadly in line with national standards, performance in reading is still an area that requires further improvement.

1.7 Strategies in Place for Continuing to support and Improve Primary Provision

The strategies for school improvement are many and varied and are targeted at all levels within schools. The following are extracts from the current provision:

➤ School to school support

- This is being developed through the development of collaborative partnerships. We are also seeing more intervention from the DfE in seeking to develop academy sponsorship by good or outstanding existing academies
- There are currently 8 collaborative partnerships which are keen to move forward in a variety of governance structures, some through a memorandum of understanding and others through a more formal legal

agreement. Other collaborative partnerships are still in the early stages of formalising their relationships and are dependent on securing the appropriate level of funding going forward

- Currently, 45 schools have expressed an interest in continuing to pursue the partnership arrangements, whilst 23 schools to date have declined to take part.

➤ **Leadership support**

- This is comprehensive and aims to cover potential leaders in addition to new and established headteachers and governors
- There is a five tier leadership development programme focussed on growing leaders from middle leadership through to headship. There is considerable training for the induction and mentoring of new headteachers (whether they are completely new or new to Lincolnshire)
- Strengthening leadership programme. This is an intensive coaching programme for headteachers of satisfactory schools to help move them rapidly to good
- Targeted governor training for schools that are currently satisfactory
- Support for individual schools and headteachers is also provided from NLEs and LLEs, the interim headteacher team, targeted additional adviser support and the deployment of consultants to fulfil an additional leadership role within the school, in order to strengthen the schools leadership capacity
- In cases where the performance of the headteacher is felt to be less than good, there is also a robust challenge given to the headteacher and Chair of Governors so that they are clear about the areas in which improvement is required.

➤ **Teaching support**

In order to improve the quality of teaching we, again, have a range of strategies:

- We run a developing teacher programme. This is a bespoke programme which focuses on supporting satisfactory teachers to become securely good. We also provide a range of courses and targeted provision to improve teaching in Mathematics, English including Phonics and Science
- The targeted provision is currently provided at no cost to schools, but is funded through the funding provided to support the development of the English Baccalaureate in primary schools
- In partnership with Northampton University and Bishop Grossteste College, we run a Maths Specialist Teacher programme in which we have currently trained 69 maths 'experts'. We are the leading authority in the region in terms of the number of teachers trained providing a strong resource for Lincolnshire schools. We are, once again, seeking to recruit to this programme for next year, and recruit a further 15 teachers.

➤ **Targeted support to raise standards and Narrowing the Gap**

- We have a range of support targeted at particular groups of pupils to support them in attaining the next step in their learning
- We ensure that all schools are assisted in the identification of their vulnerable groups of pupils. We then work closely with the SENCo and the

headteacher to ensure the planned additional provision for these pupils is suitable and of high quality

- This provision includes the development and training for a range of specific intervention packages in reading, writing and mathematics
- We also currently support and assist in running approximately 80 Easter and Summer schools
- Supporting the delivery of 1:1 tuition
- Consultants are deployed to work intensively with our most vulnerable schools in order to support raised attainment.

➤ **Pre- Ofsted support**

- In order to continue to meet the challenges of the new Ofsted framework we have proposed a number of changes to our working patterns
- Currently all schools who are notified of an inspection receive an immediate offer of consultant support and a visit from their adviser to help the leadership team in their preparations. 95% of all schools take up this offer of support and in some cases the support can be more intensive, if the school is experiencing particular challenges
- Schools that are due inspection in the next 12-18 months are reviewed regularly, any concerns are shared on a weekly basis and appropriate support offered to the school

If the proposed changes to the Ofsted framework are implemented from September, we will seek to amend our working pattern to further support schools. This will be through implementation of the following strategies:

1. Education Services will fully staff an 'expert inspector' hotdesk. A senior colleague will be on call to answer questions and direct support to schools having an inspection
2. Intensive support will be provided, from notification to completion of inspection on a needs basis
3. Schools deemed 'satisfactory' by Ofsted or those below the floor standards will be placed in Local Authority intervention
4. Schools with two 'satisfactory' Ofsted reports will be subjected to a no-notice/short notice review by Education Services
5. Schools below floor standards or with significant inadequate progress will be subjected to a no-notice/short notice review by Education Services
6. Schools in 3, 4 and 5 above, will have the quality of teaching monitored at least twice a year and support programmes will be provided to raise the standard of teaching.

CfBT's actions in terms of the strategy for school improvement are being reviewed and will accommodate the changes when Ofsted confirm their strategy and the DfE revise their Schools Causing Concern regulations (for the sixth time in 3 years!), however the following are proposed:

School Improvement – Monitoring, Challenging and Supporting Schools

In Lincolnshire, the framework for fulfilling the local authority's statutory duty to monitor, challenge and broker support to its schools is exercised in the first instance through the team of professional advisers.

The professional adviser will moderate the school's self evaluation through a range of joint activity and discussion. The adviser will work with the headteacher, senior leadership team and governors to ensure that the school has effective systems for evaluating performance and addressing its improvement priorities.

The Role of the Professional Adviser for Schools (PAfS)

A Professional Adviser for Schools is quality assured annually and appointed to the school by the Education Services. Professional Advisers are responsible to the Principal School Improvement Adviser (PSIA). In Lincolnshire, Professional Advisers have themselves all been successful primary headteachers.

A Professional Adviser acts as a critical professional friend, helping a school leadership team evaluate its performance, identify priorities for improvement and plan effective change. The role is to support the school in setting ambitious targets, building the school's capacity to improve the attainment of children and young people and to achieve other key outcomes that impact on achievement.

The guiding principles for the work of Lincolnshire's PAfS:

- Respect for the school's autonomy to plan its development, starting from the school's self-evaluation and the needs of the community, especially the pupils
- A focus on pupil progress and attainment, and the many factors that influence it, including pupil well-being, extended services and parental involvement. There is a particular focus placed on strategies to support vulnerable children, including those with SEN
- A structure of professional challenge and support, so that the headteacher feels that practice is improved by interaction with the Professional Adviser and that there is evidence of impact
- An evidence-based assessment of the school's performance and its strategies for improving teaching and learning
- Any intervention is in inverse proportion to success, and is coherent, so that external agencies address the school's needs and support the school's normal cycles of evaluation, planning and action
- Strict adherence to confidentiality within the context of the Freedom of Information Act and the Code of Practice on Local Authority-School Relations.

Monitoring and Shaping Support

The Professional Adviser reports the main outcomes of the work with the school to the headteacher, the governing body and the local authority, including a clear identification of the school's strengths and areas of weakness.

The Professional Adviser and headteacher will discuss the range of external support required to enable the school to make improvements. Once an action plan has been agreed, this will be drawn up by Education Service consultants working with the school to ensure that school staff and the Education Service are clear about the actions needed to ensure improvement. Schools will also be able to access additional support and training provided by the Education Services or partner organisations as part of their workforce induction and development strategy including performance management.

All packages of external support must:

- Have clear outcomes and activities that address the school improvement priorities directly
- Make best use of school partnerships, which the Professional Adviser may help broker.

Monitoring Schools - sharing information across the Children's Services Directorate

Annual Processes and Procedures: The constant analysis of data and schools' self-review provides intelligence on how a school is performing. In August and September, every school's provisional performance is analysed by the Education Services and an initial assessment made. Where performance is unexpectedly poor, or has fallen significantly, action will ensue in September using a tiered approach. The Assistant Director School Improvement, in consultation with Principal School Improvement Adviser (PSIA), will determine the appropriate tier of engagement with the school ranging from minor concerns, Tier 1, to significant concerns, Tier 5.

Tier 1 Additional visit from the Professional Adviser and/or District Head of Service to discuss performance and review the support required

Tier 2 Visit to school by the Education Services Head of Service: Intervention.

Tier 3 Visit to school by Principal School Improvement Adviser.

Tier 4 Visit to school by Assistant Director School Improvement and Principal School Improvement Adviser.

Tier 5 Headteacher and Chair of Governors asked to attend a meeting with Assistant Director School Improvement.

The school's response to Education Services concern will determine whether it is placed in intervention and any other action taken.

Professional Adviser Monitoring, Challenge and Support: Intelligence Reporting: The Professional Adviser will gather intelligence on the performance of a school during their visits and particularly from the assessment of the school's self review. As a result of the Professional Adviser reports, the Principal School Improvement Adviser may recommend to the Assistant Director School Improvement that the school be placed in intervention. Before the final decision is taken, discussion will take place with the school and one of the Tier 3 to Tier 5 meetings will occur. If the self-review is graded a "4" the school will automatically be placed in an intervention category.

Capturing Intelligence: A range of sources will be used to capture intelligence on a school's performance. These will include those within and beyond Children's Services which provide indicators of a school's well-being including parental complaints, staff absence, level of exclusions, pupil attendance, effectiveness of drawing upon support services for children or in responding to statutory processes, e.g. applying for statements, the popularity of a school through admissions, and the atmosphere within a school.

School Alert System: The Education Services operates a school alert system, which operates at Head of Service (HoS) level across the Children's Services directorate. If a HoS is informed of any significant concerns, the HoS can alert colleagues in the Education Services through the alert system. This alert is issued to all other HoS. If shared concerns emerge a case conference will be called. If no other issues emerge, the Principal School Improvement Adviser (PSIA) refers the alert back to its original source, to be dealt with at that level. When a case conference has been held, action will be determined and in the vast majority of cases agreed with schools.

Monthly Reporting by Area Heads of Service: To make intelligence collection more robust, the Education Services will survey the seven District Heads of Service on a monthly basis for information on schools, and as part of that process a monthly update will be issued to these Heads of Service.

Weekly Monitoring by Education Services: On a weekly basis the Education Services senior management team will discuss issues in schools and initiate appropriate action. This may result in an internal case conference being called. These internal initial case conferences do not involve school personnel as the meetings are primarily to decide on what, if any, action needs to be taken.

School Causing Concern Monitoring Committee (SCCMC): Every four months the Assistant Director School Improvement chairs the School Causing Concern Monitoring Committee (SCCMC), where senior members of the Children's Services directorate and the Education Services staff review progress of all schools in an intervention category. Discussion is focussed on the impact of action plans and consultancy support. Any decision to remove schools from a category is taken at this meeting.

The Local Workforce Agreement Modernisation Group (WAMG): The Lincolnshire WAMG which consists of representatives of the local authority, associations, school staff and governors review issues affecting schools particularly with regard to workforce issues, future skills and needs, adherence to national agreements, professional development, remodelling and succession planning.

Context for Intervention

The Education Services aims to work in partnership with schools for a common purpose and will only resort to using statutory powers to bring about change. When intervention is deemed necessary, Education Services is committed to working with schools to tailor effective support from experienced consultants.

There are five main reasons why a decision is taken to intervene in a school.

1. A school is placed in an Ofsted category – the school is subject to immediate intervention, clear national protocols framing work are set out and followed
2. If the school is graded "4" by the Professional Adviser it is automatically placed in intervention - following the annual self-review carried out by the Professional Adviser. Schools are classified in line with Ofsted grading.
3. A school has been warned that it is "coasting", needs to improve and the school fails to make the necessary improvements.

4. The school fails to comply with or meet statutory requirements or guidance. This can apply where schools are not compliant with legislation such as the National Agreement, PPA time for teaching staff, performance management and “rarely cover” arrangements. The Assistant Director School Improvement may place a school in an intervention category until the issue is addressed effectively.
5. A critical incident occurs which may place the learning or well-being of children at risk. The school will be placed in intervention and an explanatory letter is likely to be sent to the headteacher and chair of governors.

We are including an additional criteria:

6. The school is below the floor standard or is currently deemed ‘Satisfactory’ by Ofsted.

2. Conclusions

There have been notable improvements in all areas of primary school performance and we are proud of our working relationship with schools. In 10 years, we have only exercised our full statutory powers by removing a Governing Body once. However, it remains the case that with new demands on schools and higher expectations, schools need to be increasingly robust in maintaining high quality provision for their pupils. For smaller schools that stand alone, we believe this will become increasingly difficult.

3. Proposals for Structuring Future Support

- Address the future demands for Headship – continue to support the Future Leadership Programme in Primary education as we expect a serious fall-out of early retirements and a reluctance to take on Headship in the emerging challenging environment. Although we have not seen what is happening in other parts of the country yet, we believe it is merely a matter of time. Getting the right Headship is critical to the future sustainability of the system. We will therefore be seeking to sustain the current level of support for the leadership development programme.
- Provide funding to support interventions in schools through subject consultant support in English and mathematics and the removal of inadequate teaching staff. We will be seeking to create a single intervention fund for schools, which will enable us to support schools who are struggling and to help the school bring about changes in staffing where necessary. We believe a sum of £600K is the minimum requirement.
- More intensive reviewing and monitoring of ‘satisfactory’ schools from advisers by increasing the allocation to each school, helping to identify teachers in need of greatest support. We will seek to do this from existing resources, although currently the estimated costs, with 4 below, do not add up. We need to do some modelling and look at the success or otherwise of the collaborative programme, which we see as a major part of the preventative programme for the next 2 years.

- The high number of schools going into a category will be a key issue for Education Services and of course this will be a massive draw on our resources. Such schools will require intensive care through the Ofsted category processes if we are to maintain our philosophy of ensuring governors make the choice on whether to become an Academy or not.

Consultation

a) Policy Proofing Actions Required

Not applicable.

Background Papers

No background papers within Section 100D of the Local Government Act 1972 were used in the preparation of this report.

This report was written by Elaine Radley, who can be contacted on eradley@cfbt.com or 01522 553373.