



St. Helens Council

Education and Leisure Services
School Improvement Service

Support4Success

Raising Achievement for All Learners The Improvement Process

Principles

- **Partnership** – a relationship of trust
- **Support & Challenge** - to raise achievement
- **Sharing best practice** – learning from each other
- **Well Timed Support** – improvement where it is needed most
- **Coherence** – joined up support working effectively
- **Self-evaluating schools** - continuous improvement through self- review
- **Monitoring & evaluating** – assessing impact

A: The Improvement Process

All schools engage in self-review. In every school, the process will be a cycle of review, planning, action and the monitoring and evaluation of progress. The School Improvement Service supports this process by:

- Working with all schools and other partners to provide self-review materials such as The St Helens Framework and The Early Years' Quality mark
- For all schools, providing a challenging external perspective to self-review, improvement planning and evaluation, for example through the link adviser or support in drafting OFSTED S4
- For a few schools, providing support in the form of a Joint LEA/School Review. The Joint LEA/School Review toolkit materials are recommended for ALL schools and are designed to supplement the St Helens Framework and OFSTED criteria underpinning S4.

LEA support has four aspects:

- **Support4Success** – Primary and Secondary Strategies focussed on assessment, teaching, learning, curriculum, ICT, Early Years, NQT induction
- **Sharing4Success** – the promotion of effective practice: ASTs, Lead teachers and Departments, Specialist Schools
- **Leading4Success** – support to leadership and management at all levels
- **Thirst4Success** – the application of study skills, summer schools

LEA support is in proportion to need and falls into three broad categories:

- Light touch core support
- Enhanced support for specific purposes
- Significant support where schools are vulnerable or causing concern

These 3 categories are cross-referenced to the LEA Strategic Statement on Monitoring, Challenge and Support, which has 5 levels. Schools, which require significant support because they are vulnerable or causing concern may be at any one of levels 3 to 5. At the start of the school year, all schools will receive information setting out the support they are expected to receive.

Light Touch Core Support

Schools in this category receive Link Adviser visits to support school self-identified needs, LEA wide themes and statutory responsibilities such as target setting. They may elect to take LEA support in the form of INSET courses and NQT induction programmes. They engage in activities under the National Primary and Key Stage 3 strategies.

Enhanced Support

Schools will receive Link Adviser and other support outlined above but will also get support for specific purposes. This may range from a relatively low level of support to a more pronounced level depending on needs identified by the school and LEA. Primary schools may get support from Headteachers acting as Primary Strategy Consultant Leaders and from LEA Consultants for literacy, Numeracy, ICT, science and early years. Secondary schools will be supported through Secondary Consultants for specific subjects or for generic work in teaching and learning.

Significant support

Most commonly, this is for schools which:

- Have been designated as a cause for concern, either by the LEA or OFSTED
- The LEA considers are vulnerable and could get into difficulty
- Show significant evidence of underachievement.

Here, support is at its most intensive and follows a clear process for improvement, which is described below.

B: Provision for Significant Support Schools

Stage 1: Joint LEA/School Review - agreeing priorities

An Adviser in what is called an SIA role (School Improvement Adviser) will lead this stage, supported by the Link Adviser. An LEA support team works with these advisers and the school to establish evidence. The Team may include other Advisers, Access and Inclusion officers and Primary and Secondary Consultants as appropriate. Consultants will make a particular contribution by undertaking scrutiny of pupils' work to establish subject standards. This stage is organized as follows:

- Pre-review commentary checking out initial evidence such as: achievement and performance data, the School Improvement Plan, LEA notes of visit, the school's OFSTED report. The commentary will draw on the school's own self-review.
- This trawl of information will lead to key questions being drafted. These will be explored with the school to provide focus for the next stage of the review, which is -
- Gathering first hand evidence: lesson observations (jointly with school leaders as appropriate) discussions with staff, pupils and governors, scrutiny of pupils' work
- Evaluating evidence with the school's leaders and a discussion about what it shows
- Post-review report to identify what works well and what can be made more effective.
- Evaluations are made on a 7-point scale (1=excellent to 7= very poor).

Stage 2: Planning to support improvement

An LEA Raising Achievement Plan (RAP) will be drafted by the review team, led by the SIA. This will be agreed with the school to fit the school improvement plan (SIP) or a post-OFSTED Action Plan. It is a statement of the support to be provided by the LEA and the actions to be taken by the school and sets out:

- The objectives to be achieved through support
- Actions to be undertaken and by whom and when
- Success criteria against which impact can be judged
- Resources available including Standards Fund and professional development
- Consultant and adviser time and other support to be allocated

The RAP measures the success of LEA support and school improvement and will be checked at mid-year review and at regular intervals by support teams.

Stage 3: Providing support

Support will be provided by a **Project Team** co-ordinated by the Link Adviser who now takes over from SIA in leading support. This team will draw on resources from across the Education Department. The first team meeting to plans support based on the RAP and involves: School SLT, Link Adviser, Lead Consultant and other consultants as appropriate, SIA, Access & Inclusion, other LEA officers if needed. The team will agree dates for further meetings. Headteachers will be able to access Primary or Secondary Consultant support through the linked Lead Consultant.

Stage 4: Monitoring improvement

There will be a formal mid point review by the project team – this will have been agreed in the RAP. This stage will be led by the SIA. This will normally be 8-16 weeks after the RAP has been agreed; further reviews will be undertaken as needed and are dependent on progress. Progress will be reported to governors each term. **Emphasis will be given to the celebration of progress and achievement.** Where progress is not being made, the LEA may issue an Improvement Notice setting out what the school is expected to improve. This is most likely where the SIA and Link Adviser judge that the school's capacity for improvement is less than satisfactory. Where vulnerable schools do not show sufficient improvement within one year, then they would normally be considered a cause for concern. Where adequate improvement is evidenced then the school would be placed in enhanced support.

C: Roles and responsibilities

Improvement is dependent on teams with clear roles and effective communication. In a small team of advisers, each person carries a multiplicity of roles e.g. Link Advisers also provide specific and specialist support for particular aspects.

Who	Role
Advisers as Link Adviser	General support, monitoring and challenge to all schools in proportion to need, self-review & improvement planning, target setting & achievement analysis, review of LEA themes, Director's representative in schools. Leads project teams in SCC/vulnerable schools.
Advisers as Primary Strategy and Key Stage 3 Strategy Managers	Support function. Lead national strategies & organise/line manage Primary and Secondary Consultant teams. Report to Regional DfES Directors. Deploy Standards Fund.
Advisers acting as SIA	Monitoring and accountability function. Lead Joint LEA/School Review in schools actually or potentially a concern or schools vulnerable/facing challenging circumstances; monitor progress against RAP, report to school SLT/governors.
Advisers providing specialist support for curriculum subjects or other aspects	Support function: Early Years, ICT, Leadership and Management, MFL, NQT support, Literacy, Numeracy in all schools – links to national strategies. Monitor improvement in specialist areas across LEA
Excellence in Cities Co-ordinator and EIC Team members	Co-ordinator leads, supports and monitors EiC, line manages EiC team, leads on Leadership Incentive Grant. Team members support EiC strands.
Primary and Secondary Consultants	Support function: specific subjects and/or generic support for teaching and learning – planning, observation and assessment, demonstration lessons, team teaching, classroom organisation, work sampling. Support schools in proportion to needs identified by Link Advisers and strategy managers. Undertake curriculum development work, classroom based support and training/INSET. Support Joint LEA/School Review by assessing achievement in specific subjects and generic teaching and learning issues.
Primary National Strategy Consultant Leaders	Support function: Serving Heads acting as consultants to other headteachers – engaged in supporting school self-review and planning. Receive National Strategy training. Supported by LEA Primary Strategy Manager and Leadership and Management Adviser. Work to agreed LEA protocol.
Headteachers seconded as Associate Advisers	Support for specific school aspects not covered by LEA personnel- particularly in relation to school leadership issues
Headteachers working as Workforce Remodelling Consultants	Specific support for the remodelling agenda. Report to the Adviser for Leadership and Management.

D: Overall Summary School Improvement Service - Raising Standards for all Children in St Helens Policy Framework	
<p style="text-align: center;">Support4Success</p> <ul style="list-style-type: none"> • National Strategies – Primary & Secondary • General Link Adviser Support • Specialist Advice -Early Years, ICT, MFL, literacy, numeracy • Statistical support • 14-19 Support • Excellence in Cities • OFSTED support • Support for self evaluation • NQT support 	<p style="text-align: center;">Sharing4Success</p> <ul style="list-style-type: none"> • Supporting & promoting the development of learning partnerships • Partnerships between schools • Leading Teachers and Advanced Skills Teachers • Headteachers/Deputies working in a consultative capacity • Current Projects • Resources • Innovative and successful practice • Nationally recognised Quality Marks
<p style="text-align: center;">Leading4Success</p> <ul style="list-style-type: none"> • Leadership Support • Appointment and induction - NQTs • Workforce remodelling • CPD/EPD • NCSL links • Leadership Incentive Grant 	<p style="text-align: center;">Thirst4Success</p> <ul style="list-style-type: none"> • Study Support • SAM Learning • Summer Schools
<p>Support Providers</p> <ul style="list-style-type: none"> • Link Advisers/Specialist Adviser support • Primary and Key Stage 3 Strategy Managers • LEA Primary and Secondary Consultants • Headteachers in the role of Primary Strategy Consultant Leaders • Associate Advisers (Seconded Headteachers) • EiC Co-ordinator and Support team • EAZ Director and Consultants • Workforce Remodelling Consultants • LEA Project Team for Schools in receipt of Significant Support 	
<p>Strategic Policy Documents</p> <ul style="list-style-type: none"> • Single Education Plan • Compact With Schools • Strategic Statement -Monitoring, Challenge and Support • Secondary Transformation Plan 	<p>Operational Documents</p> <ul style="list-style-type: none"> • St Helens Self-Review Framework • Joint LEA/School Review Toolkit • Early Years Quality Mark • Annual Report to Governors • School Statistical Profiles • Annual Support Allocation • SIS Operational Service Plan • NQT Handbook