



Hackney Education School Improvement Service

What is the role of the school improvement partner?



Who are School Improvement Partners?



Leadership & Management Advisers:

Cross phases: 2;

Secondary including Special: 2;

Primary: 3 (and three sessional). Practitioner SIPS (Primary) 4 applied through application process.

All experienced Senior school leaders

Other areas include: WAHMS, SEND, Behaviour, Curriculum development, Assessment, Headteacher performance management, Governance, Training and development, Whole school reviews and audits

Traded work including 30 schools in other boroughs

Annual Survey Feedback

Categories of support

<p>Core: The schools have, at least, good sustained capacity to improve and demonstrate ambition for pupils</p>	<p>3 half day School Improvement Partner Visits</p>
<p>Focused: Where it is identified that a school has good capacity to improve but has one or two specific aspects of its work which necessitates support (e.g. specific subject areas), the school will be identified for focussed support.</p>	<p>14 hours over the year additional LaMA/HLT officer time, Termly Trust Action Group Meetings 3 half day SIP Visits Access to additional funding</p>
<p>Enhanced: Schools placed at Enhanced Support can demonstrate sufficient capacity to manage improvement alone. However, with some additional support, targeted to specific aspects, subject or key stages, progress could be accelerated</p> <p>Any school graded 3 or at the risk of being judged as Requires Improvement from an Ofsted inspection will be automatically categorised for additional enhanced support.</p>	<p>14 hours per term additional LaMA/HLT officer time</p> <p>Termly Trust Action Group Meetings</p> <p>3 half day SIP Visits</p> <p>One day review at agreed point in year</p> <p>Access to additional funding</p>
<p>Intensive A/B</p> <p>Intensive A - schools judged by HLT to require improvement because they were graded 3 in previous inspections and there is a high risk of being graded the same in the next inspection, schools that have had a significant decline in performance or schools that cannot demonstrate sufficient capacity to improve.</p> <p>Intensive B: those judged by Ofsted as having serious weaknesses or requiring special measures or schools where HLT has significant concerns about the standards of performance and an Ofsted judgment of good could be at risk.</p>	<p>Minimum 14 hours per term additional LaMA/HLT officer time</p> <p>Termly Trust Action Group Meetings</p> <p>3 half day SIP Visits</p> <p>One day review per term</p> <p>Access to additional funding</p>

Core Programme of SIP Visits 2021 -22 (maintained schools)

SIP 1 Autumn Term	SIP 2 Spring Term	SIP 3 Summer Term
<p>Update on current context and changes and agreement of focus areas for visits two and three.</p> <p>School context, changes and self-evaluation, School Development Priorities. Key aims for 2021-22</p> <p>Three year trends to 2019. Current standards and cohort differences.</p> <p>Identification of vulnerable groups, including LAC pupils, and school actions to remediate learning gaps.</p> <p>Curriculum development and implementation.</p> <p>Pupil perspectives and the role of pupil voice in school development.</p> <p>Agreed areas of focus and related actions for SIP 2 and 3</p> <p>Any concerns regarding safeguarding, buildings, Governance or finance</p>	<p>This visit will look deeper at the quality of education against the priorities agreed at the start of the year.</p> <p>School context, changes to staffing and self-evaluation</p> <p>Progress of key groups and initial impact of pupil catch up premium</p> <p>Impact of stated curriculum intent and implementation including staff development and training.</p> <p>Agreed actions related to school strategy and development focus areas</p> <p>Attendance and exclusions</p> <p>Any concerns regarding safeguarding, buildings, Governance or finance</p>	<p>This visit will evaluate progress and impact against targets and the priorities agreed at the start of the year as well as elements of pupil well-being, Governance and forward planning for 2022-23.</p> <p>Context, changes, leadership structure and staffing for the 2022-23 academic year.</p> <p>Effectiveness of Governance</p> <p>Progress of key groups including LAC pupils, and impact of pupil catch up premium</p> <p>Impact of stated curriculum intent and implementation including staff development and training and any strategic planning for 2022-23</p> <p>What has been the impact of the school's actions against agreed priorities?</p> <p>Attendance and exclusions</p> <p>Pupil behaviour and well being</p> <p>Any concerns regarding safeguarding, buildings, Governance or finance</p>

Discussion Areas:

Overall Performance over time

How effectively are the school identifying vulnerable groups? What is their ambition for these groups?

Vulnerable Groups including:

- Pupils with SEND
- Looked After Children
- Children with a social worker
- Other Groups: e.g. TKC, BCrb



Exclusions

Have there been any exclusions or conclusion of exclusion panels since the last visit?

Number and type of any exclusions including ethnicity and gender.

Are there any pupils at risk of exclusion, what is being done to support these pupils?

N.B. PEX = permanent exclusions, FTE = fixed-term exclusions

	2019-20	2020-21	2021-22 [YTD]	Hackney 2019-20	National 2019-20
PEX number				24	
PEX rate				0.19	0.13
Black PEX rate				0.26	0.13
Black Caribbean PEX rate				0.53	0.25
FTE number				1617	
FTE rate				11.28	7.43
Black FTE rate				15.48	7.28
Black Caribbean FTE rate				24.55	11.79

Agreed improvement focus for follow up visits

Focus	Rationale	Actions for School/SIP
Improve the quality of the Numeracy curricula so that students' knowledge and skills grow demonstrably over time and impact can be measured and evaluated.	School focus on the impact of the Head of Faculty and a revised curriculum	Deep dive in maths: Meet with lead, visit to classrooms, discussion with teachers
Improve the quality of the Humanities/ Creative Arts curricula so that students' knowledge and skills grow demonstrably over time and impact can be evaluated.	School data School improvement focus	Deep dive in Humanities/creative arts: Meet with lead, visit to classrooms, discussion with teachers
Leaders at all levels systematically evaluate impact using a data led, evidence-based approach and drive sustained improvement	School self-evaluation and improvement aim to develop a faculty led approach to developing classroom pedagogy	Meet with CPD/T&L lead re strategy and impact of school's approach to develop teaching and support from additional staff. Meet with staff/pupils re received offer

Agree three foci for the next visit that are in line with the school development plan priorities and also meet broader school improvement aim that are looked at in greater depth on the second and third visits of the year.



Academies/Free Schools

Academies, Independent Schools, Free Schools are free from local authority control. **However, we regard any child learning within our boundaries as a Hackney learner whether they are attending a maintained school or not. We also hold a safeguarding responsibility for all Hackney children.**

We can play an important role in supporting partnership, developing respect and promoting cooperation between all schools in our borough.

All Academies, Free Schools and Colleges have a named school improvement partner who visits the school twice a year.

Brokered support (including the full SIP programme) also open to these schools..

Schools Receiving Additional Support



The Supported Schools Cycle

School Risk Assessment

Meeting with Headteacher & Chair of Governors

Categorisation

Allocation of LaMA and co-ordination of additional support begins

Termly Team Action Group/Team Around the School meetings

Supported Reviews

Termly HE Risk Assessment (Heat Map)

Exit / Re-categorisation within 2 years



Who makes the decisions?

- Schools are primarily autonomous.
- Budgets are set and owned by the school
- Each school must have an LA Governor
- Curriculum content must meet the same breadth and depth as the National Curriculum
- Policies approved by the Governing body of the school
- Governors performance manage the Headteacher
- Ofsted inspections every 4 years
- Meaningful change is usually only achieved through the school leadership team
- Intervention powers and working through influence





Hackney Education has the following six statutory intervention powers:

1. to appoint additional governors;
2. to suspend the delegated budget;
3. to issue a direction requiring specified actions;
4. to issue a formal warning notice;
5. to appoint an Interim Executive Board subject to approval by the Secretary of State for schools in Ofsted categories; and
6. in extreme cases, to move towards proposals to close the school.

The Secretary of State has the following intervention powers:

1. to require governing body to enter into arrangements;
2. to appoint additional governors;
3. to direct closure of a school;
4. to appoint an interim executive board (IEB);
5. to take over responsibility for an IEB;
6. to make an academy order

Successes

- 96% of schools good or better (London ave 93%; national ave 86%)
- Key groups perform typically better than those nationally
- Continued ambition
- All schools remained open to vulnerable pupils throughout the pandemic. Improved online & remote offers
- Governance support and strategic change where schools are in difficulty
- Diversifying curriculum
- Well Being and Mental Health
- RSE
- Systemic work to reduce exclusions



Challenges

- Central Government policy and vulnerability of maintained sector. Continued reductions in funding.
- Maintaining dialogue with various stakeholders e.g Dfe, RSC, Dioceses
- Ensuring school leaders recognise key issues and weaknesses
- Capacity of smaller schools
- External pressures on schools: Finance, pupil numbers, increasing SEND, Covid

