

Birmingham School Improvement Framework 2018-2020

Introduction

During the spring term 2018, Birmingham City Council (BCC) undertook an open external procurement process to secure a provider of School Improvement Services for the academic years 2018/19 and 2019/20.

The contract has now been awarded to Birmingham Education Partnership (BEP) to deliver school improvement 2018-2020.

The Purpose of this document is to:

1. For the information of all schools.
 - Summarise the scope and requirements of the School Improvement Service commissioned by Birmingham City Council (BCC) for delivery over the academic years 2018/19 and 2019/20.
 - Summarise the services to be provided by Birmingham Education Services that will contribute toward the outcomes sought.
2. For schools causing concern.
 - Explain the process to be used to identify those schools that are to be a priority for provision of support.
 - Outline the type of support available to schools and how it is to be provided.
 - Explain the expectations of schools that are to receive support.
 - Provide a summary of other school improvement services that BEP will provide that supplement those funded by, or directly linked to, the contract awarded by BCC.

Information for all schools

Context

The funding available to BCC to commission school improvement services has been reduced and this is reflected in both the contract value and the scope of the contract.

BEP will work with Teaching Schools and other partners to secure additional resources that can be combined with contract funding and to maximise the potential for school to school improvement across the city.

A significant proportion of the contract value will be used by BEP to provide targeted support to those *maintained schools* judged by Ofsted to be inadequate or to require improvement, and a number of maintained schools that are currently rated as good or outstanding which are known to be vulnerable.

Achievement of the contract outcomes for improved attainment will require that support is provided for *both maintained schools and academies* where performance is significantly below national average and that additional resources are secured to deploy in combination with those provided by the contract.

The contract will enable BEP to make a limited contribution towards city wide challenges relating to attendance, exclusions and SEND. These challenges are complex and require a strategic, city wide, cross agency response that is beyond the scope of this contract.

The scope and requirements of the School Improvement Service

The contract specification for the service and the related performance targets are attached as appendix 1

The contract specification requires that the service works across three areas:

1. Schools causing concern
2. Whole City standards
3. The needs of the vulnerable

1. Schools causing concern

- I. Achieve incremental improvement year on year of the number of maintained schools being found in inspection to be good or better.
- II. Close the attainment and progress gaps in KS1 and KS2 in reading, writing and maths.
- III. Ensure that no Primary school falls below the floor standards set by the DfE in educational attainment. With the expectation that the Birmingham percentage of schools below floor standards will be below average by 2020.
- IV. Ensure that no secondary school should fall below the floor standards set by the DfE in educational attainment maintaining lower levels than the national average, with no schools below the standard by 2020

2. Whole City Standards

- I. Improve attainment at **Key Stage 1** to national averages of pupils achieving at least the expected level of attainment in reading, writing and maths.
- II. Raise Birmingham's rankings in relation to other local authorities in the number of pupils achieving the expected level of attainment in reading, writing and maths as well as RWM combined at **Key Stage 2**.
- III. Raise the average progress made between **Key Stage 1 and Key Stage 2** to national levels or better.
- IV. Maintain and raise Birmingham's ranking in relation to other Local Authorities for **Progress 8 at Key Stage 4**.

3. The needs of the vulnerable

- I. Improve **performance of children with special educational needs and disabilities** at all key stages relative to core cities, statistical neighbours and national average.
- II. Maintain and improve the **performance of for disadvantaged children** in Birmingham across all key stages while **at the same time, closing the gap in attainment** to non-disadvantaged children nationally.
- III. Improve **attendance at primary and secondary, and of vulnerable populations** relative to core cities, statistical neighbours and national average each year.
- IV. Reduce **permanent exclusions** and number of children in **part time placements**. Quarterly reporting.
- V. Reduce number of **NEETS**

Summary of the services to be provided by Birmingham Education Services that will contribute toward the outcomes sought by the school improvement contract.

1. Schools causing concern

Where a school is defined as causing concern:

BEP will establish systems and undertake activity, that enables the following Ofsted LASSI questions to be answered effectively:

- How well does the Local Authority understand the school's strengths and weaknesses, its performance and the standards pupils achieve?
- What measures are in place to support and challenge the school and how well do these meet the needs of the school?
- What is the impact of the Local Authorities support and challenge over time to bring about school improvement?

BEP will identify those maintained schools that are a priority for support and agree a list of schools to be supported through this contract.

- Agree action plans that will maintain or improve each schools Ofsted judgement.
- Review and quality assure the work being done with, and by, each school.
- Review the schools causing concern list and agree removals and additions.
- Escalate concerns were necessary.
- Support schools on the list at Ofsted inspection feedback meetings.
- Summarise and report on work carried out and outcomes achieved.

BEP will provide each school with an experienced Priority Partner to monitor and support school improvement. The work undertaken by BEP will be quality assured fortnightly by a School Improvement Advisory Board made up of high achieving recently serving Headteachers and school improvement experts.

2. Whole City School Improvement

2a. Engagement

- I. To ensure that knowledge of school performance and potential risk is maintained across the school system BEP will engage with:
- II. Academies where there are serious concerns.
- III. Maintained schools in transition from vulnerable good to good.
- IV. Maintained schools that are good but may become vulnerable.
- V. Those schools that are disengaged from consortia.
- VI. BEP will deploy senior school leaders to engage with school consortia and individual schools, and report findings to system leaders.

2b. Key Stages 1 and 2

Attainment in Birmingham in KS1 is lower than national average and is particularly low in reading and writing. There is a significant gap in the performance of boys and girls.

Utilising a combination of contract and other resources BEP will provide three responses:

1. ***To improve the leadership of English and Maths across the school.*** A Project in 11 maintained infant and primary schools (including SEN) A five term project funded by the Strategic School Improvement Fund (SSIF1)

£501,650 from Summer 2017 to end of Spring term 2019.

2. **Raise reading attainment at KS2 to at or above national averages by 2019.** A Reading project with 50 primary schools with reading standards and progress at KS2 well below national average. 16 of these are maintained schools causing concern. A five-term project funded by combining resources from the contract with that from the SSIF2 £774,600. Running Spring 2018-Summer 2019.
3. **To increase attainment in boys reading at KS1.** Narrowing of the gap in attainment between boys and girls and increasing pupils reading for enjoyment (particularly boys). A Pilot project with a selection of schools where performance in reading at KS1 is in the bottom 25% for the city, and where support is not being received from either of the projects above.

Proposed project subject to consultation with schools. Contract funded.

2c. Key Stages 3 and 4, especially the performance of disadvantaged pupils

BEP will provide for around 24 schools in the lowest quartile for P8 and A8 for Birmingham.

- Support for 8 schools to establish an expert teacher of reading in each the schools
- Support for schools in the RADY project providing best practice sharing days, support for some individual schools from an expert consultant practitioner.
- A half day Pupil Premium conference in September looking at national and local best practice
- Provide CPD and Communities of Practice on Academic Language for HoDs

3. The needs of the vulnerable

3a. Performance of children with special needs

Four special schools are included in the project to improve the leadership of English and Maths

3b. Performance of disadvantaged pupils

See 2c. Key Stages 3 and 4, especially the performance of disadvantaged pupils

3c. Inclusion

Attendance and exclusions:

BEP will provide expert support to communities of practice at both Primary and Secondary level where experience and best practice can be shared.

- Proposed project subject to consultation with schools and others working in these areas.

New Start project: providing training for designated mental health workers for primary schools

NEETs:

BEP will continue to deliver the Birmingham Enterprise Advisor Network that seeks to support all secondary schools through direct links to businesses in the development of a careers strategy that meets the Gatsby benchmarks, careers information, and meaningful exposure to the world of work for their pupils.

Funded from BEP and external resources to 2020.

Schools causing concern

BCC have commissioned BEP to identify and support, maintained schools that are causing concern. Responsibility for academies that are a concern lies with the Regional Schools Commissioner although BEP may provide some support where asked to do so.

BCC wishes to:

- Achieve incremental improvement year on year of the number of maintained schools being found in inspection to be good or better.
- Close the attainment and progress gaps in KS1 and KS2 in reading, writing and maths.
- Ensure that no Primary school falls below the floor standards set by the DfE in educational attainment. With the expectation that the Birmingham percentage of schools below floor standards will be below average by 2020.
- Ensure that no secondary school should fall below the floor standards set by the DfE in educational attainment, maintaining lower levels than the national average, with no schools below the standard by 2020.

Definition of a school causing concern

The working definition of 'schools causing concern' will be:

- All maintained schools that are categorised by OFSTED as Inadequate (Special Measures or Serious Weaknesses) and Requiring Improvement in its most recent inspection.
- Good or Outstanding maintained schools agreed to be "Vulnerable" (a)
- Good or Outstanding maintained schools agreed to be "in crisis" (b)

Experience indicates to us that between 65 and 70 schools meet this definition at any given point in the academic year.

a. Vulnerable schools are those maintained schools where:

- A recent Ofsted inspection letter indicates that while the school is currently good issues exist which require support and another Ofsted inspection within two years.
- The school is categorised as Good or Outstanding but are believed to be vulnerable (as indicated by performance data, and/or, intelligence, regarding to leadership and management, **and** have an imminent OFSTED inspection due.) This includes those schools judged by DfE to be below floor standards and that BEP and BCC agree to need support.

b. Schools in crisis are those maintained schools identified to need urgent support to stabilise a crisis in relation to leadership and management.

N.B. This working definition extends the DfE's guidance regarding Schools Causing Concern, to include other maintained schools, identified jointly by BCC and BEP, to need support.

The School Improvement Cycle

Stage 1 - Identification

BEP has a well-established and transparent process for the identification of Schools Causing concern that has the trust of Birmingham headteachers.

At the end of each academic year 2017/2018, 2018/19 and 2019/20 BEP will review all schools currently on the priority list that have received support during that year and will agree which are to be carried forward into the following academic year. This will be confirmed with each school.

Prior to the start of the new academic year:

BEP and BCC will undertake an initial data led assessment to categorise **all maintained** Birmingham schools in relation to their performance and need for support and intervention. This will include assessment of school data relating to attainment in EYFS, KS1, KS2, KS4 and KS5, performance of disadvantaged children, attendance, permanent exclusions, and number of children in part time placements.

The data led assessment will be married together with any intelligence that BEP holds regarding individual schools relating to leadership, staff vacancies, governance, or finance, to provide a wider picture of school vulnerability.

The full assessment will be reviewed by BCC and BEP, in order to identify new schools causing a concern and requiring support, during the academic year.

Following this, BEP will contact the Head teacher of those maintained schools who are rated good or outstanding, but where concerns about the data, Ofsted imminence, school leadership or other issues has determined them to be vulnerable for the first time and will visit to discuss with the Head teacher the apparent vulnerability and agree whether or not the school is a priority for support.

By October half term BCC and BEP will formally agree a list of all the maintained schools requiring support, including those whose data is good but who are determined to be vulnerable for other reasons. Each school on the priority list will be allocated an individual priority partner.

BEP will then send a formal letter to the Headteacher and Chair of Governors of all maintained schools in the city to confirm whether or not the school is a priority for support and the rationale for this decision. For schools agreed as a priority a link to this school improvement framework will be included. All other schools will be invited to let BEP know if they feel they should be a priority and invited to access other BEP services for future support.

Where the annual process outlined above raises significant concerns about academies BEP ensure that these are notified to the Regional Schools Commissioner and Education Improvement Group in September.

Stage 2 – Action Plan

The Priority Partner will visit all schools identified as a priority to meet with the Head Teacher to determine appropriate school improvement support. They will undertake a detailed assessment of performance, school challenges, actions being taken to address challenges, and school capacity to engage in school improvement activity. This will include performance in KS1, KS2, or KS4, KS5 (dependent on school phase), attendance and exclusions. The priority partner will agree with the school an action plan, that details the school's priorities and the actions the priority partner will take during the year to address these and the resources that are available to support this. The support identified will be provided or brokered by BEP and progress monitored by the School Improvement Advisory Board.

The action plan will always prioritise those actions which are required to ensure that Ofsted outcomes are maintained or improved upon.

The school action plan will include actions to address data variabilities in both attainment and progress in all key stages and key measures including attendance and exclusions, **where** performance is in the lowest quartile in Birmingham and **and where** there is capacity in the school to focus on these areas as well as those that are required to maintain or improve Ofsted outcome.

The content of action plans will be bespoke to each school.

BEP will provide direct support to schools, broker support from other sources, and advise on the most applicable, evidence-based resources, that the school may wish to commission.

Examples of the type of direct support that BEP will provide include

- Rapid support to stabilise leadership particularly the provision of effective interim head teachers.
- Support for school leaders as individuals and in groups for monitoring, evaluating and development for all aspects of the Ofsted framework.
- Support for the recruitment of headteachers
- School Performance Boards
- Ongoing monitoring of school improvement by priority partners
- Priority inclusion in city wide projects

BEP will also act as a broker for the school to secure support from the most appropriate schools within the city.

In the first instance, support will be prioritised to focus on those schools where an OFSTED inspection is most likely to take place and those schools deemed to be most vulnerable.

For schools that were priority schools in the previous year the action plan will be finalised by October half-term. This may take longer to finalise for new priority schools.

Progress will be monitored by the priority partner.

Intelligence gained from these meetings and the monitoring process, will be reported to BCC through the monthly schools causing concern meetings and through the monthly school improvement priority schools report.

Response to 'school self-reported' vulnerability and schools in crisis.

For those Good and Outstanding schools who have self-reported that they are vulnerable, and where this has been agreed, an agreed plan will be determined, with the school. BEP will use this information to determine whether or not the school should be added to the list of schools requiring support.

If the school isn't included in the support list, BEP may continue to work with the school, but the service level agreement and funding arrangement would be between the school and BEP. Such an agreement would sit outside this contract.

Stage 3 - In-year review, prioritisation and issue of warning notices

The School Improvement Advisory Board, (SIAB) will quality assurance the work of BEP and Priority partners and recommend changes to that work. Details of membership of the SIAB and priority partners are attached as appendices

This will include quality assurance of a selection of Priority Partner reports by an HMI and direct observation of a sample group of priority partner meetings with schools by Tracy Ruddle or a member of the SIAB.

The School Improvement Advisory Board will meet fortnightly, to review:

- Those schools determined to require support and those that have self-identified as having concerns

- The impact of the support provided or brokered by BEP, as laid out in the school plan.

The School Improvement Advisory Board will recommend:

- removal from priority list or addition to the list of schools requiring support
- changes to the support and challenge that BEP are providing or have brokered for individual schools.
- the issuing of 'letters of concern', to Head Teachers and Governors where there is insufficient engagement in the process of school improvement or insufficient progress being made
- issuing of a formal warning notice to a school, from the Director of Children's Services (DCS).

*The criteria for removal from the list of schools requiring support is that the school has received a judgement of Good or Outstanding at their most recent inspection, **and**, the Ofsted feedback does not indicate a requirement for further support*

The School Improvement Advisory Board will record the rationale for their recommendations.

BEP will act on the recommendations made by the School Improvement Advisory Board; inform BCC of changes to the scope of the work that BEP is undertaking and the rationale for those changes.

Where schools are to be removed from the list of schools receiving support BEP will write to the Head teacher and Chair of Governors to confirm this.

Where the School Improvement Advisory Board has recommended the issuing of a formal warning notice, BEP will inform the DCS of this recommendation and the rationale for it.

BEP anticipates that BCC will inform BEP of the DCS response to the recommendations of the School Improvement Advisory Board and the actions taken, so that BEP may inform the School Improvement Advisory Board of the decision made by the Director of Education and the action taken.

Stage 4- Schools causing concern meetings

BEP will meet monthly with representatives of the Councils Finance, HR, ER and School Governor services to, share and review information concerning any maintained Birmingham Schools that are causing concern. These meetings will:

- Review any school that is of concern to the Council.
- review the list of schools that BEP are supporting, including changes made as a result of recommendations made by the School Improvement Advisory Board
- review the notes of the Education Improvement Group* meeting to determine any themes or issues, which could be addressed in a co-ordinated way, actions needing to be addressed
- Agree further actions that BEP or BCC are to take, including the need to refer issues to the next Education Improvement Group.

We anticipate that BCC will continue to monitor the effectiveness of governance, HR and finance in maintained schools. When a maintained school is determined to need support to strengthen their governance, HR or financial issues, it is proposed that the schools causing concern meeting be used to determine who is best placed to provide, or commission, the support needed.

Where it has been agreed that BEP are best placed to provide or commission the support the required the same cycle of school improvement will take place, i.e. the school will be notified, an action plan will be agreed, and the support will be provided or brokered. All actions will be monitored to ensure progress is achieved. If there is non-compliance or a lack of progress, the issues will be escalated, and the issue of a formal warning notice considered.

The Education Improvement Group is made up of regional lead HMI Ofsted, Director of Children's Services (DCS), BEP CEO and Director of Continuous School Improvement, the Regional Schools Commissioner and BCC Assistant Director of Education and Skills.

Stage 5 - Escalation

BEP will notify BCC, when their ability to impact on school performance is impeded by lack of engagement from, or disagreement with, Head Teachers, governing bodies, or the relevant Diocese.

It is proposed that BCC then escalate this matter, in the half-termly Education Improvement Group meeting, where the issues will be discussed, and mutual actions agreed.

Ofsted Inspections

In the case of schools causing concerns, BEP priority partners will attend OFSTED inspections and meet inspectors to explain the external support provided to the school and to highlight progress, and will attend verbal feedback, take notes, and inform BCC of the outcome.

BEP will attend Ofsted inspections of other schools, or speak to the lead inspector, where we have been specifically requested by HMI or BCC to do so.

Reporting

BEP will produce a monthly report that provides the commissioner with a summary of:

- Updates made to the priority schools list.
- The outcome of all maintained schools' inspections.
- The impact on the total number of maintained schools that are good or outstanding.
- The total number of children being taught in maintained schools that are good or outstanding.
- The number of Primary and secondary schools below floor standards.
- The total number of children being taught in maintained schools that are below floor standards.

Expectations of schools causing concern

Where it is agreed with a maintained school that they are a school causing concern and are to receive support from BEP is expected that:

The Headteacher will inform the senior leadership team and the Board of Governors that this decision has been made and the reasons for it.

The Headteacher will engage with the Priority Partner provided to support them to:

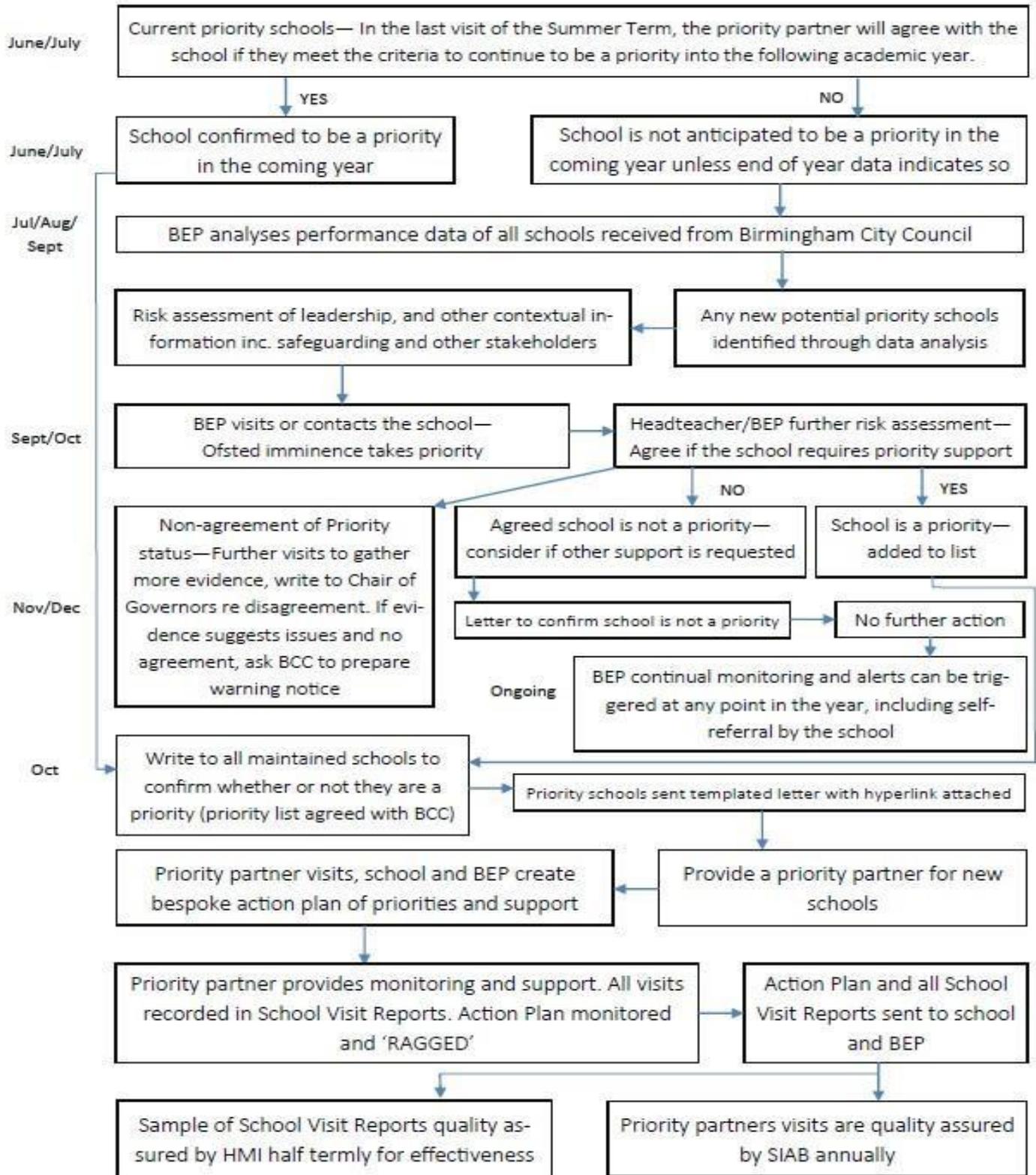
- Identify areas of school performance that need to be addressed and the improvements that need to be achieved.
- Prioritise those areas of improvement that are to be addressed first.
- Agree an action plan to address those issues prioritised.
- Review the delivery of the plan and the impact this is having on school performance.
- Re-establish priorities.

The Headteacher will enable the Priority Partner to meet with the Board of Governors if required to discuss the improvements that the school needs to make, the action plan agreed, and progress being made.

The Headteacher will report progress to their Board of Governors and senior leadership team on a regular basis.

The school improvement process is summarised in the flow chart below.

Priority Support Delivery Model



Services provided by BEP in support of contractual aims and outcomes

BEP's mission is to secure a deeply good academic, social and civic education for every child and young person in Birmingham.

To progress toward achievement of this mission BEP aims to ensure that:

- More schools deliver a broad and balanced curriculum.
- Fewer schools are judged to be of concern.
- Attainment is increased.

The services provided in delivery of this contract will make a significant contribution toward the achievement of that mission, however, the narrow scope of the contract and the funding available to deliver it is insufficient to bridge the gap between the current position in Birmingham and that to which we aspire.

To ensure that contractual ambitions can be achieved, and more schools can be helped to deliver a deeply good education, BEP will:

- Work with all schools to increase the number of school to school partnerships that enable self-improvement.
- Work with teaching schools and others to increase capacity for system leadership across the city.
- Collaborate with teaching schools and other stakeholders to secure additional funding for the delivery of school improvement.
- Coordinate deployment of school improvement resources within Teaching School system and maximise effectiveness of support provided.
- Work with the commissioners and providers of mental health services for young people to; improve communication between schools and MH services, improve access to MH services for those most in need and help schools to develop internal capacity and expertise to meet lower level need.
- Work with stakeholders to deliver projects which drive school improvement through a Broad and Balance curriculum.

[Details of the work delivered in the academic year 2017/18 are contained in our annual report.](#)

Current projects include:

Peer Review: A project that provides schools with an evidence based, structured, approach to the delivery of school to school review.

NewStart: A project funded by the CCG to help create emotionally supportive school environments, identify pupils most likely to need support, and to provide the support required.

Arts development: A project with Arts Connect to help schools improve the arts curriculum, engage with major arts organisations, and to provide professional support to specialist teachers.

Sport and PE: A primary project in partnership with the Youth Sport Trust to; create and support a sports strategy, improve the sport and PE curriculum, and to provide professional support to specialist teachers.

Careers and Enterprise: A secondary project with the Careers and Enterprise Company, BCC and B'ham Professional Services to support all secondary schools through direct links to businesses in the development of a careers strategy that meets the Gatsby benchmarks, careers information, and meaningful exposure to the world of work for their pupils.

Global development: A short-term project in partnership with Tide Global to support schools in the development of links between global issues and the curriculum and to facilitate discussion about global issues with young people.

[Details of all current projects are contained within our website.](#)

Appendices

1. Background

The Council decided in 2014, to commission the school improvement arrangements, to raise standards in schools and to improve outcomes for all children and young people in the city. This has been achieved through the current school improvement arrangements, currently being delivered by BEP, through a 3-year Contract.

This contract will cease in August 2018. The contract has been funded from the Dedicated School Grant at a value of £1.080 million per financial year. Schools Forum has agreed the continuation of this funding on annual basis. Moving forward, school improvement is still a focus of the Government's agenda. The current Strategic School Improvement Fund is a grant to further build a school-led system and aims to target resources at the schools most in need to improve school performance and pupil attainment. This fund is not intended to hold schools causing concern to account as outlined in the DfE guidance (Ref: Schools causing concern-intervening in failing, underperforming and coasting schools – Sept 2017).

Therefore, there is still a requirement for the Council to continue to commission school arrangements from September 2018. An external tendering process has taken place to identify a new provider, who will support and challenge schools to improve outcomes by:

- Building strong working relationships with Head Teachers, encouraging challenge and support
- Intervening early where performance of a school is declining
- Identify schools that may require support and challenge
- Deliver a programme that ensures schools remain 'good' and that improvement is maintained
- Timely and effective intervention where underperformance is identified
- Signposting schools to access appropriate support
- Exploring regional links for sharing good practice and driving up collective performance across the region
- Produce an annual risk assessment of the school estate

The provider must meet the requirements of 'The framework for inspecting local authority arrangements for supporting school improvement in England' (LASI) and will be required to work within the relevant government frameworks and take account of changes in policy or legislation as it impacts on the services being delivered.

The new provider will be expected to deliver local partnerships that ensure every school is supported, provide a local face for education, allow schools to shape local service offers and supports and challenges schools singly or in groups to commission services that extend or augment the local offer.

The annual value of the Contract is £1.08m. The contract will have annual break clause, to enable School Forum to agree the continuation of the school improvement funding. The maximum length of the new arrangement will be no longer than 2 academic years, starting from September 2018.

2. Current Position

The performance of schools in Birmingham compares favourably with other core cities*, with 81% at least Ofsted 'good' (*Birmingham, Bristol, Leeds, Liverpool, Manchester, Nottingham, Newcastle, Sheffield). However, there are disparities in performance across the city and some vulnerable populations perform below the national average for those populations.

Summary of Ofsted Inspection Outcomes for Birmingham

(Provisional, latest inspection: 06 June 2018)

Schools & Academies		Inspections ²		Outstanding		Good		Requires Improvement		Inadequate		Good / Outstanding		Special Measures	
Phase	Total	With	Without	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%
Nursery	27	27	0	14	51.9%	13	48.1%	0	0.0%	0	0.0%	27	100.0%	0	0.0%
Primary	298	297	1	55	18.5%	178	59.9%	49	16.5%	15	5.1%	233	78.5%	12	4.0%
Secondary	79	77	2	28	36.4%	37	48.1%	7	9.1%	5	6.5%	65	84.4%	3	3.9%
All Through	7	5	2	1	20.0%	1	20.0%	2	40.0%	1	20.0%	2	40.0%	1	20.0%
Special	27	27	0	13	48.1%	9	33.3%	1	3.7%	4	14.8%	22	81.5%	2	7.4%
PRU / Alternate	7	5	2	0	0.0%	3	60.0%	1	20.0%	1	20.0%	3	60.0%	1	20.0%
Total	445	438	7	111	25.3%	241	55.0%	60	13.7%	26	5.9%	352	80.4%	19	4.3%

N.B. 7 Schools which have opened and not yet had an inspection

Overall performance is below the national average for KS1 and KS2 although Birmingham performs better at KS4.

More detailed analysis of Education Performance can be found through

https://www.birmingham.gov.uk/info/20113/policies_and_strategies/1076/education_performance_and_statistics

Birmingham has a significant number of outstanding schools, some of which are National Support Schools led by National Leaders of Education (NLEs). It also benefits from having 17 teaching schools and alliances, which includes many good schools whose head teachers are Local Leaders of Education (LLEs). Experience and research show that under performing schools can achieve rapid and sustained improvement when high quality support and challenge is provided by outstanding schools.

3. Scope

The Council is commissioning school improvement to raise standards in schools and to improve outcomes for all children and young people in the city. The service will extend across statutory school age provision and include a focus on improving outcomes for vulnerable populations.

The Council's role following the awarding of a new contract will include involvement in the decision making surrounding the use of the statutory powers of intervention (including IEBs and warning notices), managing the 'cross-cutting' process, and maintaining an overview of school improvement and those activities involved in contract management.

3.1 Aims

The partnership between the Contractor and the Council will support and challenge schools to improve outcomes for all children and young people across the city by:

- Intervening early where the performance of a school is declining – ensuring that schools are challenged and secure the support needed to improve to at least 'good'.
- Identify schools that may require support, may need to be challenged as well as those that are known to require support and challenge
- Delivering a programme that ensures schools remain 'good' and that improvement is sustained.
- Taking timely and effective action where underperformance is identified.
- Encouraging good and outstanding schools to take responsibility for their own improvement
- Encouraging good and outstanding schools to support and challenge others through a mentoring role or similar.
- Building strong working relationships with Head Teachers – encouraging challenge and support.
- Signposting where schools can access appropriate support.
- Work with partners to develop support mechanisms where it is deemed there are gaps in support required.
- Exploring regional links for sharing good practice and driving up collective performance across the Midlands.
- Knowing our schools better and influencing schools to become engaged in service design, commissioning and delivery at the local level.
- Using Peer Review as a means to build trust and change and so bring about school improvement.
- Develop appropriate partnerships to build capacity for school improvement in Birmingham. This might be evidenced by attracting funding but also by releasing capacity from school or other organisations.

The service must meet the requirements of 'The framework for inspecting local authority arrangements for supporting school improvement in England' (LASI). The Contractor is expected to work within the relevant government frameworks and to take account of changes in policy or legislation as it impacts on the services being delivered.

The responsibilities of the contractor with regard to the LASI are detailed in appendix A

<https://www.gov.uk/government/collections/ofsted-inspections-of-local-authority-arrangements-for-supporting-school-improvement>

3.2 Contractor Outcomes

BCC expects the Contractor to deliver improvement for all Birmingham pupils and across all Birmingham schools—delivering or brokering school improvement activity for maintained schools and taking a role in the co-ordination of system led improvement.

The Council recognise performance may be impacted by changes in assessment and school performance measures. It is evident that performance indicators will need to be revised in light of those changes and this will form part of the contract management process.

The outcomes are:

- Birmingham children are increasingly attending good or outstanding schools – achieving incremental improvement year on year relative to the core cities, statistical neighbours and national averages.”
- Improve performance at key stages 1 and 2 relative to the core cities, statistical neighbours and national average each year.
- Improve performance relative to the core cities, statistical neighbours and national average each year at key stage 4 for the duration of the contract.
- Improve performance of children with special educational needs and disabilities at KS1 KS2 and KS4 relative to the core cities, statistical neighbours and national average for the duration of the contract.
- Maintain or improve the performance of disadvantaged children relative to the core cities, statistical neighbours and national average.
- Improve the performance of looked after children relative to the core cities, statistical neighbours and national average each year.
- Improve attendance in the primary phase, secondary phase and vulnerable populations relative to the core cities, statistical neighbours and national average each year.
- Reduce permanent exclusions and the numbers of children in part time placements – quarter on quarter reporting.

Reduce the number of young people not in education, employment or training- periodic review.

Key Central Bep School Improvement Roles

The Director for Continuous School Improvement:

The Director for Continuous School Improvement sets the strategic direction for school improvement activity and delivery across the partnership. Working closely with the SIAB, Teaching Schools, all schools, Priority Partners and BCC to:

- Ensure that every school is part of an effective cluster minimising isolated schools.
- Know every school's Ofsted judgement and identify appropriate resources.
- Restore coherence and trust to the Birmingham community of schools.
- Uncover and mobilise new strengths for the system by developing a cadre of potential Heads and system leaders.
- Provide a new and additional data source to the local authority owned database based on local district intelligence.
- Provide a mechanism for dialogue on school and district level data.

School Improvement Advisory Board (SIAB):

Working closely with the Director of Continuous School Improvement, the SIAB ensure on-going oversight of the performance of every school in city using all pertinent performance data. The group is made up of an external, independent Chair and recently serving Birmingham expert head teachers across all phases.

The Board is responsible for monitoring and evaluating the effectiveness of school improvement and has established procedures and criteria for support, challenge and intervention as part of its quality assurance remit. In particular the Board identifies and monitors closely schools causing concern acting as the decision-making body in respect of school categorisation based on performance and contextual data and including the use of formal powers of intervention where necessary. The Board meets on a fortnightly basis to review the progress of the work plan and newly available data and information.

In addition to analysing trends and anomalies through high quality school performance data the group receives regular updates and 'soft intelligence' gathered from the district teams. This helps to identify early signs of schools causing concern as well as levels of engagement of all schools in system school improvement. On the basis of this the Board works with the Director of Continuous School Improvement in commissioning the most appropriate support programmes which are explicit, flexible and tailored to need which they quality assure. They draw upon the expertise residing in the school system to provide this support but where necessary seek capacity for school improvement from outside the city or provide this themselves, also engaging with regional and national bodies accordingly.

The Board, on behalf of the BEP, conducts an annual risk assessment of schools using the most robust available data and involving appropriate stakeholders. This is kept under continues review. The annual school improvement work plan is a product of this risk assessment and the Board has oversight of this plan.

The Role of Priority Partners:

A Priority Partner provides professional challenge and support to a number of schools by:

- acting as a critical professional friend to the schools, helping their leadership to evaluate their schools' performance, identify priorities for improvement and plan effective change;
- helping build the schools' capacity to improve pupils' achievement and to realise other key outcomes for pupils that bear on achievement;
- contributing to whole-school improvement in the schools,
- providing challenge and support for the senior leadership team in the schools; and
- brokering support as required.
- Attending Ofsted Inspections as an external quality assurance on behalf of BCC.

Quality Assurance of the work of Priority Partners.

The work of the priority partners will be quality assured in the following ways:

1. **Priority Partner recruitment** -All vacancies are widely advertised. Application forms and letters of application are sifted and short listed prior to interview. Interviews are held with Director of Continuous School Improvement and/ or the Chief Executive.
2. **Priority Partner induction** - All members of the team receive a day's formal induction at the start of each year. New team members are also invited to team meetings prior to starting. Induction includes an introduction to paperwork and roles and responsibilities and ways of working with schools and BCC.
3. **Priority Partner training** - We require all team members to access appropriate training programmes, including local Ofsted training to ensure there is a capacity to lead effective meetings in all schools regardless of circumstance (this includes attendance at local conferences / team meetings etc.). All members will access Keep in Touch events at least termly which will align national and local priorities.
4. **Priority Partner Performance Review** - Each member will have an annual performance review at the end of the summer term with the DCSI. Prior to this meeting, members will be required to undertake their own self-assessment based on school improvement in terms of levels of engagement with schools, effectiveness of brokered support, pupil outcomes and Ofsted judgements. Regular 1 to 1 meetings take place between the Priority Partners and the DCSI.
5. **Priority Partner School Visit reports** – Priority Partners will produce reports for all visits. These reports are shared with Head teachers and a copy is sent to BEP central office. The reports are subject to quality assurance by the BEP through the use of recently serving HMI. The QA undertakes a moderation activity, the outcomes of which will be shared with the priority partners and an overview of reports as a whole.
6. **Priority Partner shadowing** - Each Priority Partner will be shadowed for one school visit a year by the DCSI or one of the SIAB. The DCSI will agree the visit with the head teacher of the school involved. The priority partner will receive feedback on this activity which will feed into the Performance Management Process.
7. **Gathering the views of Schools** - Each year at the beginning of the Autumn Term schools will be asked to feedback on the work of the priority partners through a questionnaire sent to head teachers and Chair of governors. The outcomes of this activity will be shared with team members through the performance management process.

In addition, the Intelligent Client Function (a QA process of BEP) will quality assure the work of the team members and individual school Ofsted reports will offer further judgements on effectiveness. LASI (LA Ofsted) will also evaluate the work of the team.

School Improvement Advisory Board

Tracy Ruddle, Director of Continuous School Improvement

Tracy Ruddle is the Birmingham Education Partnership Director of Continuous School Improvement. She is responsible for the school improvement in over 220 maintained schools in Birmingham. This involves identifying priority schools and producing and delivering packages of support and challenge to address their current issues. She is also responsible for carrying out reviews of schools, numerous visits, working with new MATs to assist brokerage of school support and supporting FGBs with academy process and decision making. She is also the sub-regional lead for Birmingham on behalf of the Teaching Schools Council working closely with the Teaching School Alliances in the city. Previously she worked for a large national academy chain United Learning where she was the Primary Director leading and supporting primary and all through schools across the country. As a Headteacher of 4 schools in both Sandwell and Dudley she led a Teaching School Alliance as well as leading the primary strategy in the Black Country Challenge.



Professor David Woods, CBE

David Woods has been a teacher and senior leader in schools, a teacher trainer in higher education and a local authority adviser in two LAs. He was the Chief Education Adviser for the City of Birmingham before joining the Department for Education in England as a Senior Education Adviser working closely with Ministers to develop educational policy and subsequently becoming Head of the Department's Advisory Service. He joined the London Challenge programme from the beginning as the Lead Adviser and then became the Chief Adviser for London Schools and the London Challenge. He has the unique distinction of having been the Chief Education Adviser for England's two biggest cities, Birmingham and London. He has written and spoken extensively on educational leadership, on school improvement and related education matters. Currently he is an Education Consultant working with schools, local authorities, Multiple Academy Trusts and Teaching Schools, as well as being a Visiting Professor at Warwick University and at the Institute of Education, University College, London. He is also the Chair of the London Leadership Strategy (successor body to the London Challenge), and the Chair of the Birmingham School Improvement Advisory Board as well as being a member of the National Education Commission for Wales.



Viv Randall

Viv was the head teacher at Colmore Infant and Nursery School. She retired in July 2015 after 22 years as a head teacher and executive head teacher. She has been actively engaged in school support in many Special Measure and Requires Improvement schools for over 10 years. Viv was the Chair of Birmingham School Improvement Group from 2010-2015. The group works to support primary and secondary schools to engage in a school led system. She has also liaised with the DfE over support and challenge for vulnerable schools, worked in partnership with the LA to support vulnerable schools and been a member of the BEP commissioning group since September 2015. She has also published research papers on developing children as researchers and arts development and received an OBE in November 2014.



Cheryl Millard

Cheryl was at the Colmore Junior School for 20 years as a head teacher and executive head teacher. The school was rated Outstanding during her most recent inspection in 2007. Her experience includes working as an Ofsted inspector until last year, being an NLE, an Associate Director at OPTSA and an educational consultant.

Her main area of expertise is in leadership and management, and all aspects of school improvement. She has also participated in research carried out by NCTL and Nottingham University.



Paul Roberts

Paul was the head teacher for Fox Hollies (Secondary Special) School from 2004-2015. The school achieved outstanding Ofsted reviews in 2007, 2009 and 2014. He has been an NLE from 2012-2015 and jointly led a review of Birmingham Strategy for SEN in 2013. He has been Brays Teaching School Manager since 2015.

He monitored two special schools, first for the LA and then for BEP. One of these schools moved from RI to outstanding and the other moved from Special Measures to Good. Paul's specialisms include SEN and School Improvement.

Chris Owen

Chris Owen was headteacher of Bartley Green School (Secondary) from 1994 to 2014. When she became head, the school was judged to be failing. The catchment area is one of socially disadvantaged white students, a mixed school with a heavy preponderance of boys. The school gained outstanding status in 2005, confirmed again in 2008 and 2013 and became a converter academy in 2009. In the same year, Bartley Green was identified as one of HMCI's "Twelve Outstanding Secondary Schools: Excelling Against the Odds". Following many years of freely sharing good practice and supporting other schools in challenging circumstances, Bartley Green became one of the first tranche of Teaching Schools. As an NLE, Chris Owen continues to work part-time with the Arthur Terry Partnership, supporting leadership in three schools in an Ofsted category. She has also been on two IEBs, one ongoing, and is Vice-Chair of a C of E primary MAT. Chris Owen was awarded an OBE in January 2009.



Elaine Kenney

Elaine was Headteacher of Swanshurst School for 14 years before taking early retirement. She is an LLE and trained as an Ofsted inspector. She has been involved in many local and national school improvement initiatives and organisations over very many years.

Elaine is a member of an IEB and has also been closely involved in teacher education for a long time.



Priority Partners 2018-19

In addition to Viv Randall, Cheryl Millard, Chris Owen, Elaine Kenney and Paul Roberts all of whom carry out Priority Partner work as part of their School Improvement Advisory Board role. We additionally have the following leaders working in the priority partner role.

Neil Clark

Neil has spent 28 years as a teacher, including 10 years as a Headteacher. During his teaching career he has given school improvement support to a number of schools. He has knowledge of data analysis, school improvement planning and self-evaluation, coaching and mentoring, leadership and management. Neil has been a District Lead with Birmingham Education Partnership for the last year and enjoys the theatre in his spare time.



Bernadette O'Shea

Bernadette has been involved in primary education over the last 39 years. She was the headteacher of a catholic primary school for 15 years until 2015. Since retiring from her post she has been actively engaged in whole school improvement support work for BEP as a Priority Partner, working with many headteachers and senior leaders across over thirty primary schools in Birmingham.



Mark Feldman

Mark has been involved in teaching for 36 years. He was Headteacher of a Warwickshire Comprehensive school for eight years and previously a deputy headteacher for 4 years. He was a Local Leader of Education. Mark is an Associate and Area Leader for PiXL. His areas of expertise include supporting leadership and management, raising achievement (including of disadvantaged pupils), developing the quality of teaching and advising governors.



Andrew Steggall

Andrew has been a Head teacher in Birmingham for 10 years. He has been Chair of the Four Oaks Cluster and is a director of the Learning Trust for Excellence. Over the past 4 years Andrew has worked as an LLE and then an NLE. Moor Hall school is now a National Support School following a recent Outstanding OFSTED inspection, moving from a Grade 3. He has been working with BEP since its inception.



Ava Sturridge-Packer

Ava has recently started work for BEP as a Priority Partner following her retirement as Executive Headteacher of St Mary's CE Primary School which she led for 21 years. Ava has a wealth of experience of leading schools and was regularly seconded to lead other schools during her time at St Mary's. She is a National Leader in Education and received her CBE for Services to Education in 2000.



Ed Carter

Specialty: School Performance Boards and Tailored Leadership Development at all levels. Ed has spent 23 years as a Head teacher in two outstanding schools in Solihull. He has been a Senior Advisor in Coventry from 2009-2013 and an Independent Leadership Consultant since 2014. Ed joined BEP in January 2016 and has been working in School Improvement Support in schools causing concern and on School Performance Boards in over 30 schools, both primary and secondary. He provides highly effective support to schools through a robust challenge and support. His achievements include introducing School Improvement Boards to Coventry, helping the local authority to become the most improved local authority in the country helping to raise the percentage of children in good schools from 42% in 2013 to its current 95%. He is also commissioned by other local authorities, Consortia and Trusts to provide challenge and support. He is also the Founding member of the Anglo-China Head teacher Professional Development Programme.



Russell Hinton

Russell Hinton is a practising Head teacher at an all age special school. He has been a Head teacher since September 2004 and has led the school to three consecutive outstanding Ofsted judgements. Russell has been an Ofsted inspector since 2008, inspecting all remits; primary and secondary mainstream schools and special schools. He has been an NLE since 2009 and the school is an NSS. Formerly Russell was a deputy Head teacher for seven years in a mainstream secondary school and previous to that he was a Head of Modern Languages. He has been in teaching for 32 years.



Kathy Yates

Kathy has been involved in teaching for 35 years. She was a Head Teacher of a Walsall special school and previously a deputy Head Teacher in a mainstream secondary school in Wolverhampton. Kathy has been working as a School Improvement Advisor since 2010 - supporting both special schools and PRUS (including those schools causing concern) across the West Midlands. Kathy has had 5 years' experience of inspecting both special school and PRUs during this period.



Marilyn Mottram

Between 2012 and 2018, Marilyn was one of Her Majesty's Inspectors (HMI). In her role as HMI, she led inspections of schools and initial teacher education. She also worked with Ofsted's quality assurance and policy teams. She contributed to national surveys, and the Chief Inspector's annual report. She is a qualified teacher and, prior to working for Ofsted, was a senior school improvement adviser in a local authority. She has been a senior lecturer in education and head of primary English in a university. Her areas of expertise are primary English, language acquisition and assessment.

