



**Rutland**  
County Council

**SCHOOL IMPROVEMENT ARRANGEMENTS**

**STRATEGIC PLAN**

**2014-1016**

**Rutland County Council**

**People Directorate and Lifelong Learning**

**February 2014**

# SCHOOL IMPROVEMENT ARRANGEMENTS STRATEGIC PLAN 2014-2016

<b>CONTENTS</b>	<b>Page</b>
<b>Section 1 Introduction and context</b>	<b>3</b>
<b>Section 2 Rutland's School Improvement Arrangements: A Partnership Framework</b>	<b>5</b>
<b>Section 3 Local Authority Support for School Improvement: Systems, Resources and Methods</b>	<b>6</b>
<b>Section 4 Schools Causing Concern</b>	<b>10</b>
<b>Section 5 Support and Challenge for Leadership in Schools</b>	<b>15</b>
<b>Section 6 Virtual Head Teacher and Looked After Children</b>	<b>16</b>
<b>Section 7 Support for Teaching Staff and School Assistants</b>	<b>17</b>
<b>Section 8 SEN and Inclusion</b>	<b>18</b>
<b>Section 9 Safeguarding</b>	<b>19</b>
<b>Section 10 Education Support Services</b>	<b>21</b>
<b>Appendix 1 School Improvement Priorities 2014</b>	
<b>Appendix 2 Education Performance Dashboard</b>	
<b>Appendix 3 Self-Evaluation Process and Annual Visits</b>	
<b>Appendix 4 Self-Evaluation Tool</b>	
<b>Appendix 5 Key Support Roles for School Improvement</b>	
<b>Appendix 6 Standards and Quality Assurance Commitment</b>	

## 1 Introduction

1.1 This School Improvement Plan is one of the key plans within the overarching Local Authorities Learning and Achievement Strategy which provides the context and aims for school improvement support arrangements and partnership working in Rutland for the next two years.

### 1.2 Context

- The role of Local Authorities in relation to education has significantly changed as a consequence policy initiatives introduced by successive governments.
- The long term policy direction has been to take schools out of LA control; in Rutland (as in some other Councils) most children will be in non-maintained schools by the end of the 2013/14 academic year (10 out of 21 schools)
- This has been accompanied by a transfer of funding for school improvement from the Local Authority to schools, and reduced capacity to monitor, intervene, challenge and support
- All schools, but academies, in particular, have been encouraged to see themselves as not accountable to Local Authorities and conversely government has indicated to Local Authorities that they are not responsible for the performance of non-maintained schools
- In May 2013 this changed when Ofsted made it clear that Local Authorities have both responsibilities to monitor performance and powers to intervene, and stated its intention to inspect Local Authorities on how they discharged this responsibility
- From the LA perspective this has required a review of what is required to meet the new expectations and how they can be resourced
- While this changes the position for Local Authorities it also by implication alters the way in which schools are expected to relate to Local Authorities, which, if it is to work will need schools to cooperate with information sharing and the creation of a new partnership approach

1.3 It is clear that Local Authorities must adapt to the new types of school and school governance introduced by the government. However, each of these types of school shares the common challenge and aim of raising educational standards for every learner and ensuring continuous improvement of their performance and provision. Academies have developed a significant level of autonomy, self-governance and independent processes for planning, implementing and evaluating their educational provision. However, it is clear that all schools should also move forward in a coherent and coordinated way and commit to shared values and educational principles in the interests of local cohesion and national policy development.

1.3 In the coming years there will be no single solution to the way schools should be developed or the way they should undertake improvement. But as school-to-school support systems emerge, it is clear that a flexible framework, with agreed principles and shared aspirations, might provide a useful and important basis for schools to create their own local visions and make their own locally relevant plans within a shared and coherent framework. This strategic plan sets out a

framework for supporting these approaches and for our continued development of partnership working.

- 1.4 There also is new regulatory assessment of the arrangements for supporting school improvement as set out in the *Ofsted framework for the inspection of local authority arrangements for supporting school improvement* published May 2013. These school improvement arrangements have not been inspected by Ofsted and other inspectorates since 2004/05, when the former local education authority (LEA) inspections by Ofsted were replaced by joint area reviews.
- 1.5 The reintroduction of local authority inspection aims to assist local authorities in their duty to promote high standards and fulfilment of potential in schools and other education and training providers so that all children and young people benefit from at least a good education.
- 1.6 This new inspection framework is now being implemented using Her Majesty's Chief Inspector's (HMCI's) powers to carry out an inspection of the performance of a particular local authority function as set out in section 136(1)(b) of the Education and Inspections Act 2006. Specifically, HMCI can use this power to inspect how well the local authority is fulfilling its general duty to promote high standards and fulfilment by every child of their educational potential as set out in section 13A of the Education Act 1996.
- 1.7 From January 2013, Ofsted established a more focused regional presence. This enables closer scrutiny of local education arrangements and provides greater support for schools and other education providers. This inspection framework will act as a powerful lever for improvement in helping to challenge inconsistencies and will enable Ofsted to report more rigorously on the contribution of local authorities to improving education in England.
- 1.8 Inspection will not be universal. Ofsted will inspect only where significant concerns about performance are apparent or where requested to do so by the Secretary of State. Where inspections are undertaken they will report on the effectiveness, or otherwise, of the local authority functions for promoting improvement in relation to education.
- 1.9 Ofsted will inspect the effectiveness of local authority education functions in promoting improvement, high standards and the fulfilment of educational potential of children and young people in schools. Ofsted recognises that the configuration of school improvement functions will be diverse and relevant to local circumstances. Ofsted has no fixed view on the configuration of such functions, but will focus on their impact and effectiveness.
- 1.10 In particular, Ofsted will evaluate:
  - the effectiveness of corporate and strategic leadership of school improvement;
  - the clarity and transparency of policy and strategy for supporting schools' and other providers' improvement, and how clearly the local authority has defined its monitoring, challenge, support and intervention roles;

- the extent to which the local authority knows schools and other providers, their performance and the standards they achieve and how effectively support is focused on areas of greatest need;
- the effectiveness of the local authority's identification of, and intervention in, underperforming schools, including, where applicable, the use of formal powers available to the local authority;
- the impact of local authority support and challenge over time and the rate at which schools and other providers are improving;
- the extent to which the local authority brokers support for schools and other providers;
- the effectiveness of strategies to support highly effective leadership and management in schools and other providers;
- support and challenge for school governance, where applicable;
- the way the local authority uses any available funding to effect improvement, including how it is focused on areas of greatest need.

1.11 Rutland County Council is seeking to embrace the creativity and professionalism of both internal partnership working with schools and other providers and the rigour and assessment of Ofsted and other external regulatory frameworks to ensure the continuous focus on its school improvement arrangements to strengthen the performance and improve the standards of learning and achievement in its schools.

## 2. Rutland's School Improvement Arrangements: A Partnership Framework

2.1 The Local Authority wishes to continue to work closely in partnership with all schools and provide appropriate levels of support and challenge to contribute to the school improvement process. It also wishes to ensure that its statutory duties are understood and undertaken effectively. To this end a focus on evaluation and monitoring of school performance through a risk assessment model involving key partners in Rutland is seen as a main function in the local school improvement process and is central to the use of the Local Authority's school improvement resources and setting of priorities (**Appendix 1**).

2.2 Accordingly the Local Authority has developed a **risk assessment approach** to the monitoring of a range of key indicators in relation to its statutory duties and responsibilities relating to the learning, achievement and performance of schools.

2.2 Key indicators are set out in an **Education Performance Dashboard (Appendix 2)**. These help to inform and support the monitoring role of the Local Authority, along with agreed school improvement priorities for each school year. The key indicators are wide ranging and will include information provided by parents, Key Stage results, school governance intelligence, national and agency performance data and local performance data provided by schools.

2.3 The monitoring role of the Local Authority will be supported by a **Learning and Achievement Partnership Board** whose remit will include regular consideration of risk assessment and performance monitoring reports. The Learning and Achievement Partnership Board will involve representatives from maintained

schools, academies, Diocese, Local Authority school improvement and Elected Members and other education stakeholders, as appropriate.

- 2.4 The Local Authority will also use an **annual desktop performance data analysis exercise (Appendix 4)** each October to collect school performance data. The results of this work will be reported to the Learning and Achievement Partnership Board to support the monitoring of school performance against the range of agreed key performance indicators.
- 2.5 The desktop analysis of school performance data will also provide the basis for **risk monitoring** which will involve key education partners and stakeholders and will identify actions that the Local Authority and those partners should consider to secure improvement in schools.
- 2.6 In addition to the above processes and systems a range of support will be arranged, provided or brokered for schools either by the Local Authority or schools themselves to contribute to the school improvement process. The remaining sections in this plan explain the methods and priorities arranged by the Local Authority for supporting school improvement in 2014-16.

### 3 Local Authority Support for School Improvement: Systems, Resources and Methods

- 3.1 In addition to the **Learning and Achievement Partnership Board** and the main approaches and systems outlined in Section 2, two important scheduled activities will be provided annually by the Local Authority to enable effective support and challenge for school performance. These methods involve **self-evaluation** and **annual visits** and are explained below. Maintained schools will be *required* to complete a self-evaluation and academies will be *invited* to complete a self-evaluation.

#### Self-Evaluation

The outcomes of the Local Authority Desktop Annual Performance Data Exercise and analysis of the school's own self-evaluation form (where this is available) will be critical in monitoring school performance and will be reported to the Learning and Achievement Partnership Board.

#### Annual Visit

The objective of the annual visit is to gain information and engage in dialogue with schools. This is in addition to the desktop performance data exercise and may include, for example, observing the environment for learning, staff and children morale, behaviour, safeguarding standards, social and cultural approaches and quality of governance.

### 3.2 Self-Evaluation and Annual Visit: Follow Up

Two main actions will follow the self-evaluation and annual visit activities:

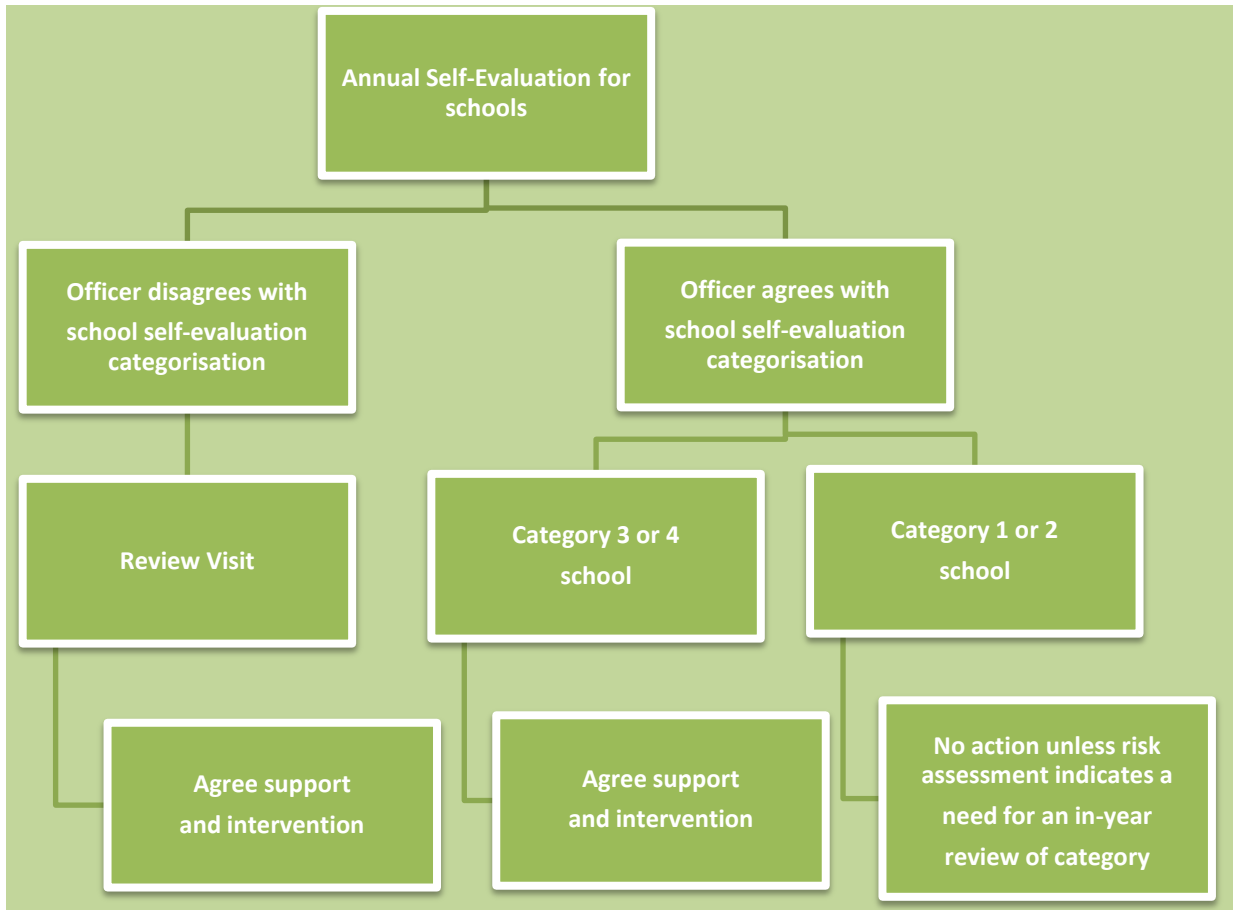
- An agreement will be made with each school whether the school self-evaluation is sufficiently accurate and robust and whether further challenge and accountability is required;
- The Local Authority will provide a summary of feedback on the annual visit by an agreed date and will offer dialogue about appropriate support.

As well as outcomes from the desktop analysis (**Appendix 4**) it is possible for the **annual visit** to contain some of the following areas or others as agreed with each school:

- Teaching, Learning and the Curriculum;
- Specific teaching underperformance issues;
- Learning walks;
- Information about the school partnership work, alliances and collaborations;
- Progress to or within Academy status;
- The nature of partnerships with the local authority;
- Leadership and management including Governance;
- Budget and Financial Management;
- Performance Management;
- Professional Development
- Parents, Community and Stakeholders

3.3 Diagram to show the Annual Performance Data Analysis and Follow-Up Process.

The diagram below illustrates the data analysis and follow up process which will take place each year for Rutland maintained schools and academies, as appropriate.



Every encouragement will be made to include academies in this process as part of the partnership approach. Rutland wishes to ensure that standards and performance in all schools achieves an outstanding grade wherever possible.

Detailed explanation of the self-evaluation process and the annual visits to schools is set out in **Appendix 3**. This also shows the types and levels of support available to schools.

3.4 Early Intervention: Eliminating Barriers to Pupil Progress

The Local Authority recognises the value of early intervention. Not only does this mean that solutions to emerging or existing difficulties are likely to be easier and more quickly realised but, crucially, it minimises any adverse impact on the outcomes for pupils. Everything possible within the resources available should be undertaken to eliminate barriers to children and young peoples' learning at the earliest opportunity.



### 3.5 Allocation of Resources

Allocation of Local Authority school officer time is subject to available resources but is generally in inverse proportion to success. The school officer will provide the school with details of the time allocation they will have to work alongside the school. If support is on-going, the same officer will work with the school unless individually agreed otherwise.

### 3.6 School Performance: Good or Better

The attainment level of Rutland schools has reached a high level over recent years. Additionally, of its 21 schools, 17 have received a good or outstanding grade following their Ofsted inspection.

However, in 2013 one primary school was placed in Special Measures and three primary schools have been identified as requiring improvement following their inspection. The **Education Performance Dashboard (Appendix 2)** provides relevant performance data for each school year and new overall attainment targets for the Local Authority will need to be agreed by the Learning and Achievement Partnership Board following review of the data.

The quality of teaching and leadership in Rutland schools is of the highest priority and robust programmes of support have been developed to ensure that the schools which require improvement make rapid progress and achieve at least a good grade at their next inspection. The programmes of support and challenge in place for these schools will remain a priority for the Local Authority during the period of the 2014-2016 School Improvement Strategic Plan, until such time as their performance improves to the requisite level.

### 3.7 School Performance: Learner Attainment at Key Stage 2 and Key Stage 4

The attainment of pupils at Key Stage 2 and Key Stage 4 are a priority for the Local Authority. This priority is also set out in the People Directorate Strategic Plan.

In 2013 overall Key Stage 2 attainment fell and this performance has been identified as a priority area for improvement in 2014-2016. There are a number of factors which account for the fall and these will be addressed robustly and monitored through the Learning and Achievement Partnership Board.

Key Stage 4 performance remains good. However, support and challenge will be continued to further improve the outcomes for learners in the three secondary school academies in Rutland.

### 3.8 School Performance: Phonics

The new, statutory phonics screening check for all Year 1 pupils took place for the first time in June 2012. The purpose of the phonics screening check is to ensure that high quality phonics teaching is providing children with a solid base

on which to build as they progress through school. Children who learn the mechanics of reading are well-placed to go on to develop to be confident readers.

The check is designed to confirm whether individual pupils have learnt phonic decoding to an appropriate standard and have grasped the essential skills that underpin good reading. Pupils who have not reached this standard at the end of Year 1 should receive extra support from their school to ensure they can improve their phonic decoding skills. They will then have the opportunity to retake the screening check in Year 2.

The Government has commissioned an independent evaluation of the phonics screening check which is currently taking place and will provide valuable information about the impact of the check on phonics teaching, and the design of the assessment. The first interim report should be available shortly. This will be considered by the Learning and Achievement Partnership Board.

The Local Authority will work with schools as required to ensure that they are effectively undertaking the screening check and are developing the standard of reading and progress being made by their pupils.

### 3.9 School Performance: Wider Achievement

Every effort will be made with our schools and education partners to secure a broad and balanced curriculum experience for every learner in Rutland schools. Whilst academic attainment is important, so too is the education experience which learners have in our schools including social, cultural and religious education.

## 4 Schools Causing Concern

### Support and Intervention

4.1 Where the Local Authority identifies, through the school officer, the Schools Causing Concern monitoring system, the Learning and Achievement Partnership Board risk assessment monitoring and self-evaluation processes or from Ofsted or other regulatory inspections, that performance in a school is below an acceptable standard, the Local Authority will intervene. School Causing Concern are in most cases those graded by Ofsted as Requires Improvement, Serious Weakness or Special Measures schools or those likely to be graded at this level of performance by Ofsted.

### 4.2 Schools Causing Concern: Support and Challenge

The chart below outlines the steps involved in the response to Schools Causing Concern. Please note the use of Local Authority Reviews.

Maintained Schools	Academies/Free Schools
<p>A <b>Local Authority Review</b> will take place when the local authority officer supporting a school identifies that a school is becoming vulnerable and is likely to require considerable external support.</p> <p>Alternatively, a school may request an <b>external audit</b> of their work.</p> <p>The <b>Local Authority</b> will seek assurance from the school that it has the necessary plans in place to deliver rapid and sustained improvement.</p> <p>The <b>Local Authority</b> will use its statutory powers of intervention if assurance cannot be provided or improvement is slow</p>	<p><b>The Local Authority</b> will seek assurance from the school that it has the necessary plans in place to deliver rapid and sustained improvement.</p> <p>If assurance cannot be provided or improvement is slow the Local Authority will be required to contact Ofsted and the DfE to highlight their concerns.</p>

The Local Authority will determine, with the school, the nature of the required intervention and broker appropriate support as required. The impact of support will be monitored and evaluated and further action taken as required.

School officers play a crucial role in this process by planning, coordinating and monitoring the intervention.

As well as informal communication between school staff and Local Authority officers, early identification of concerns over schools will take place through:

- the systematic scrutiny of annual school Self-Evaluation;
- outcomes from monitoring meetings and Local Authority Strategy meetings in schools Requiring Improvement, Serious Weakness or in Special Measures;
- standing item on the Local Authority Schools Causing Concern two-monthly meeting agenda;
- feedback from across Council Services recording concerns and actions which have already been discussed with the school.

#### 4.3 In-Year Changes to Grading Levels for Schools Causing Concern

The performance of schools causing concern will be reviewed regularly and, if the circumstances and risks presented by the school change to the extent that the level of support or intervention requires changes, the Local Authority will recommend a new level of risk with the school.

Recommendations for a change in risk level will be considered by the Local Authority through the **Schools Causing Concern Monitoring System** and a professional dialogue will be held with the school to agree any change in the level of risk presented by the school.

#### 4.4 Action Planning and Deployment of Local Authority Staff

Local Authority school officers will provide a school with details of the time allocation and level of resource that will be available to work alongside the school. If support is on-going, the same officer will work with the school unless agreed otherwise.

In all existing schools within the categories of **Requires Improvement, Serious Weakness or Special Measures**, within the first two weeks of term, the school officer will visit or contact the school to confirm the priorities of the school's action plan. Alternatively, this may be through a Local Authority Strategy Meeting (see below).

An agreed action plan agreed with the Local Authority and Governing Body will be required to inform the school's improvement processes.

Where an individual member of staff needs specific support which the school cannot provide, an individual action plan will be written by the Headteacher and school officer with the teacher. The school officer will discuss the details of the work required with the Headteacher and a written agreement will be reached to commit the school and the Local Authority to address the identified challenges.

#### 4.5 Local Authority Strategy Meetings for Schools

The purpose of Local Authority **Strategy Meetings** is to monitor and record progress towards identified priorities in schools graded by Ofsted as Requires Improvement, Serious Weakness or Special Measures schools.

Meetings will be held approximately every 6 weeks at the school. The criteria for the start and end of the use of Strategy Meetings are set out below:

Start criteria:

- School given Ofsted grade; Special Measures/Serious Weakness/Requires Improvement;
- Schools facing particularly challenging circumstances;
- Schools failing to respond sufficiently to Local Authority support with appropriate urgency.

End criteria:

- School achieving 'good' Ofsted or agreed self-evaluation grading;
- Challenging circumstance resolved;
- Evidence of significant and sustained improvement.

#### 4.6 Strategy Meetings: Membership and Reporting Progress

Attendance from the school should include the Headteacher, senior members of staff, and a representative of the Governing Body (normally the Chair).

The Local Authority will be represented by the Head of Lifelong Learning Services, school officer and other key officers as appropriate e.g. Early Years Adviser, SEN officer.

The local Church of England and Catholic Diocese will be invited to attend for church schools, respectively.

Progress is recorded at each Strategy Meeting and reported to the next meeting of the Local Authority **Schools Causing Concern monitoring system** which are held on a two-monthly basis and involve key officers from the Local Authority.

#### 4.7 Rapid Response for Schools Causing Concern

If early indications of concern about a school emerge, the school officer will work with the school to ensure that appropriate plans and support are in place and concerns are quickly addressed.

**When required, for example, where concerns escalate in a school which Requires Improvement, the Local Authority will include the school on its list of Schools Causing Concern and implement Strategy Meetings and a supporting Action Plan.**

#### 4.8 Schools Causing Concern: Action Plans

All Schools Causing Concern, whether identified by Ofsted or the Local Authority, will be expected to work with the Local Authority in addressing their areas of weakness. The school and the Local Authority will produce an action plan that:

- outlines the actions to be taken by the school and the Local Authority to address the issues causing concern;
- identifies the success criteria to be used when judging improvement, with milestone targets and dates;
- details mechanisms and names those responsible for monitoring and evaluating progress;
- identifies resources in order to address priorities within an agreed action plan. These will include resources from the school itself and from available Local Authority resources. The expectation is that wherever practicable schools will take prime responsibility for resourcing their action plan.

The school should set out an Action Plan, agreed by the Governing Body and senior management team, which is focused, operational and sets out clear objectives for raising attainment and improving rates of progress within a shorter timescale than is usual in whole-school planning. This shorter timeframe is typically over 3-4 months. It should be the main focus of the school's work for the duration of the time it is considered to be a School Causing Concern.

The Action Plan will also identify outcomes, success criteria, milestones, designated resources and termly monitoring and evaluation arrangements.

Arrangements for Local Authority reviews will be explicit in each plan. All Schools Causing Concern will have an agreed level of Local Authority support and a monitoring plan which will identify roles and responsibilities including the Local Authority, Governing Body and senior management team.

#### 4.9 Local Authority Support for Implementing Action Plans

The Local Authority will provide support for the implementation of action plans for Schools Causing Concern including:

- ✓ Additional school officer time;
- ✓ Support from experienced school leaders including NLEs and LLEs;
- ✓ Support through partnership with another school;
- ✓ Short term enhancement of leadership capacity;
- ✓ Specialist consultancy support to improve classroom practice, senior and middle management and subject leadership, learning and teaching, curriculum, behaviour;
- ✓ Support for tracking pupil progress and the use of data;
- ✓ Help from Local Authority staff in drawing up budget plans or dealing with staffing issues;
- ✓ Support and guidance from other schools and institutions;
- ✓ Support for the school Governing Body.

#### 4.10 Schools in Ofsted Categories: Minimum Level of Support

For schools identified as Causing Concern in Rutland, the minimum monitoring and evaluation schedule is six weekly Local Authority Strategy Meetings.

Progress against the agreed improvement action plan will be regularly evaluated, and successes or barriers to raising standards and performance will be identified.

Timelines for schools judged to need Special Measures or Requires Improvement are set out in the DfES 'Statutory Guidance on Schools Causing Concern' (September 2008) which can be accessed through the following link: <http://www.standards.dfes.gov.uk/sie/si/SCC/>

## **5 Support and Challenge for Leadership in Schools**

- 5.1 The Local Authority will also support leaders in schools to help with the process of continuing improvement of management and school governance.
- 5.2 Our shared strategic aim must be to promote effective practice, to keep each school and its Governing Body up-to-date with local and national developments, and to achieve effective support and challenge for leadership and management at all levels in order to be professionally and robustly accountable for our work.
- 5.3 The capacity of the Local Authority to support leadership, whilst an important resource, is reduced compared to previous years, so it is essential that resources are effectively targeted for maximum impact. The range of services is therefore restricted but will focus on statutory duties and key areas of development in agreement with leadership in schools.

These services include:

- Provision, facilitation and brokering of professional development opportunities for leadership and management at all levels including NLE and LLE;
  - Support for Governing Bodies including support for making appointments for vacant Headteacher and Deputy Headteacher posts;
  - Support and advice regarding Headteacher Performance Management;
  - Support for Governing Bodies, leaders and Head Teachers dealing with the management of under-performance in schools;
  - Support for Governing Bodies to ensure that they fulfil their roles and responsibilities effectively;
  - Support for developing school self-evaluation;
  - Support for Inspection
- 5.4 The Local Authority will also endeavour to support leadership in schools seeking to develop experience of school-to-school, Teaching School and peer working.
  - 5.5 Accreditation as a National Leader of Education (NLE) or Local Leader of Education (LLE) is also seen as providing a high quality resource for schools in Rutland.

## 6 Virtual Head Teacher and Looked After Children

6.1 An important commitment within the School Improvement Strategic Plan is to ensure that the local authority provides appropriate support for **looked after children**.

This will involve:

- Having robust procedures to monitor and track educational progress and attainment;
- Providing annual training, development and support for carers, Local Authority staff, Designated Teachers and Governors in schools and colleges to ensure that they understand their roles and responsibilities and the needs of looked after children;
- Having clear lines of accountability for the discharging of the statutory duty around looked after children which are monitored rigorously by the Virtual School Head;
- Acting where necessary to address underachievement and promote improvement in outcomes for individuals and cohorts. The Local Authority will identify and address barriers to learning and, where necessary, provide targeted funding for Looked After Children, over and above the Pupil Premium;
- Ensuring that all looked after children, wherever they are placed, in and out of the county, have a Personal Education Plan (PEP) that is of high quality.
- In order to provide the very best transition, from 2013 this includes those children who are in the year before admission to school;
- Ensuring that the Designated Officer will lead PEP meetings in school three times per year;
- Ensuring that the Local Authority's powers to admit looked after children to the most appropriate school are used wherever necessary.



## 7 Support for Teaching Staff and School Assistants

### 7.1 Professional Development

Schools hold primary responsibility for the support of teachers and teaching staff including their professional development and performance management.

The School Improvement Strategic Plan will support the facilitation of a range of curriculum and professional development (CPD) opportunities for teachers and teaching staff across all phases in response to identified needs.

Professional development opportunities will be developed and advertised to schools on a needs-led basis throughout the year. This represents a flexible approach to current needs and avoids varying attendance at events within large scale programmes set at the beginning of the school year.

### 7.2 Underperforming Teachers

Support for individual under-performing teachers in maintained schools and academies will be focused in schools which are in a 'requires improvement' or serious weakness OFSTED category the school improvement team will offer and/or facilitate, within available resources, an appropriate level of intervention and support for underperforming teachers as part of an agreed action plan with the school.

### 7.3 Newly Qualified Teachers

Newly Qualified Teachers (NQTs) are supported through a statutory induction process over a year (FTE). Appropriately targeted Professional Development opportunities will be made available by the local authority to support NQTs.

All information relevant to NQTs and their mentors in schools is available from **CfBT** who work in partnership with Rutland County Council to support NQTs in Rutland schools.

## **8 SEN and Inclusion**

- 8.1 The Rutland County Council Inclusion Service works closely with a wide range of agencies to ensure that the needs of a child or young person with special educational needs (SEN) are met.
- 8.2 The service undertakes the statutory assessment of pupils' special educational needs in accordance with the SEN Code of Practice. This includes issuing Statements of Special Educational Needs/Education, Health and Care Plans (EHCP), and monitoring pupils' progress through the Annual Review of the Statement/EHCP.
- 8.3 County Council Officers provide advice and support to schools and families during and following the Statutory Assessment process and continue to be a point of contact while the Statement/EHCP remains in place.
- 8.4 The service has a team of Inclusion Officers who have specialist and extensive experience in working with children and young people with special educational needs. They can provide advice, support and training for staff working with pupils with additional needs and also provide advice and support to parents and carers.
- 8.5 The Educational Psychology Service makes a distinctive contribution through applying psychology to help young people solve problems and improve learning. The Educational Psychologist will provide psychological assessments and advice as part of the Statutory Assessment process. In addition they can support schools, pupils and parents/carers in identifying and monitoring pupil outcomes.
- 8.6 The Local Authority will continue to monitor special school placements both within Rutland and outside Rutland by use its contracts with schools and through Individual Placement Agreements. More work needs to take place with Special Schools in Rutland to establish the best way to deliver and monitor overall standards and outcomes outside of individual placements.

## 9 Safeguarding

- 9.1 The newly revised Working Together to Safeguard Children (DfE August 2013) states that:

*Local authority Chief Executives and Directors of Children's Services are required to follow this statutory guidance, as they exercise their social services functions, unless exceptional reasons apply. It should be read and followed by LSCB Chairs and senior managers within organisations who commission and provide services for children and families, including social workers and professionals from health services, adult services, the police, Academy Trusts, education and the voluntary and community sector who have contact with children and families.*

The guidance also provides:

*a clear framework for Local Safeguarding Children Boards (LSCBs) to monitor the effectiveness of local services.*

- 9.2 Section 175 of the Education Act 2002 places a duty on local authorities (in relation to their education functions and governing bodies of maintained schools and further education institutions, which include sixth-form colleges) to exercise their functions with a view to safeguarding and promoting the welfare of children who are pupils at a school, or who are students under 18 years of age attending further education institutions. The same duty applies to independent schools (which include Academies and free schools) by virtue of regulations made under section 157 of the same Act.

In order to fulfil their duty under sections 157 and 175 of the Education Act 2002, all educational settings to whom the duty applies should have in place the arrangements set out in Working Together.

In addition schools should have regard to specific guidance given by the Secretary of State under sections 157 and 175 of the Education Act 2002 namely, *Safeguarding Children and Safer Recruitment in Education and Dealing with allegations of abuse against teachers and other staff.*

- 9.3 Early years providers have a duty under section 40 of the Childcare Act 2006 to comply with the welfare requirements of the Early Years Foundation Stage. Early years providers should ensure that:
- staff complete safeguarding training that enables them to recognise signs of potential abuse and neglect;

- each provider has a practitioner who is designated to take lead responsibility for safeguarding children within each early years setting and who should liaise with local statutory children's services agencies as appropriate. This lead should also complete child protection training.

Additionally, Ofsted adopts the definition of safeguarding used in the Children Act 2004 and in the Department for Education and Skills (now DfE) guidance document *Working together to safeguard children*, which focuses on safeguarding and promoting children's and learners' welfare.

This can be summarised as:

- protecting children and learners from maltreatment;
- preventing impairment of children's and learners' health or development;
- ensuring that children and learners are growing up in circumstances consistent with the provision of safe and effective care;
- enabling children and learners to have optimum life chances and to enter adulthood successfully.

- 9.4 The Local Authority also has a duty to provide model policies and procedures on all aspects of safeguarding and to ensure that schools are aware of, and comply with, their responsibilities.
- 9.5 As part of its statutory duties, the Local Authority is expected to arrange the provision of appointments, advice and training for school governors.

## **10 Education Support Services**

### **10.1 Youth Option Service**

The local authority Youth Options Service provides a dedicated Youth Options Adviser who has the responsibility for the Looked After Children and Care Leavers caseload. This role ensures that young people within these two areas have access to one-to-one support in relation to information, advice and guidance (IAG) within their education, employment and training provision.

The Youth Options Adviser also oversees the progress of Looked After Children and Care Leavers who are placed out of county. Although no direct work takes place with these young people due to the distance of some placements, the Youth Options Adviser will make direct contact with the young person and the information, advice and guidance service in that area to ensure support is being offered where appropriate. Progress is updated at the operational Looked After Children and Care Leavers group chaired by the Virtual Headteacher.

### **10.2 SACRE**

The Local Authority will support the operation of the Rutland Standing Advisory Council for Religious Education (SACRE) through appropriate resources and the support of a Local Authority officer as advisor.

SACRE is required to meet three times a year and its role is to advise and promote religious education (RE) and collective worship for schools in Rutland.

The recommendations of SACRE will be considered by the Learning and Achievement Partnership Board.

### **10.3 Key support roles for School Improvement are summarised in **Appendix 5**.**

### **10.4 Standards and quality assurance commitments from the Local Authority are outlined in **Appendix 6**.**