

School Improvement Framework



The School Improvement Framework is an evolving approach with the aim of providing support and challenge to every school in Liverpool to continue to improve the life chances of our children and young people.

The framework outlines a commitment to securing and investing as much centrally commissioned funding into the schools' system in the City as possible, enabling the development of a strong sustainable infrastructure to deliver the priorities set out in the Education Improvement Plan:

- Ensure the mental health and emotional wellbeing of all children and young people is supported so that they can flourish in their education.
- Ensure that children and young people will access a curriculum that allows them to acquire the necessary oracy, fluency and comprehension in reading.
- Ensure that the needs of children and young people with SEND are met by inclusive educational establishments.
- Ensure that Liverpool recruits, develops, supports and retains the best teachers and leaders.
- Ensure that children and young people are equipped to engage in lifelong learning with clear pathways towards successful employment.

School Support Allocation (SSA) process:

- In the autumn term of each year, maintained schools and academies will be identified for the appropriate School Support Allocation (A to D) as part of the annual cycle of school improvement support.
- The SSA will be negotiated and agreed between the SIP and the Headteacher/Principal.
- All negotiations will be based on the evidence currently available to the SIP and the Headteacher/Principal, and will be evaluated according to the SSA criteria.
- SIL Principal Officers will monitor the annual allocations. Any initial disagreement between a SIP and a Headteacher/Principal about the appropriate SSA will be referred to the appropriate Principal Officer.
- If a Headteacher/Principal remains concerned about the SSA the matter would be referred to the Director of Education.

Principles of the School Support Allocation (SSA):

- SSA is the process that is in place to enable schools and academies to access the appropriate level of support for the current context of the setting.
- School SSA is known to the school or academy and School Improvement Liverpool.
- This is a “best fit” model, schools and academies may have significant strengths in other areas of the criteria, but may have an SSA due to the need for support to develop some other aspects of the setting’s provision.

	Criteria	School Improvement Role
A	<ul style="list-style-type: none"> • Evaluated as good or outstanding and expected to uphold commensurate inspection grades. • Leadership and governance both highly effective, with proven capacity to sustain current performance, and to improve/develop further. • Self-evaluation is robust and accurate; it informs effective school development planning. • Outreach provides support and expertise to other schools, across many aspects of education. • Curriculum and delivery are at least a Good standard. • The teaching of reading is at least good • Pupil/student outcomes are consistently in line with applicable national measures, including in progress measures. • The school is inclusive in its practice and SEND provision is effective. • Exclusions are low and attendance is at or above national average. • Safeguarding is effective. 	<ul style="list-style-type: none"> • Allocated SIL SIP with one core visit focused on school improvement, outcomes and school self-evaluation this day includes preparation and report writing • Termly half day contact (inclusive of the above) either face to face or virtual. • Access to Headteacher Briefings. • Support for Headteacher recruitment (shortlisting and final interview). • Access to governor briefings and newsletters. • LA performance information. • Access to SIL professional development and consultancy. • Access to subject leader networks. • Opportunities to broker additional visits. • One Day SIP support for Headteacher Performance Management. • Two days of SIP support for new to headship where applicable.
	Criteria	School Improvement Role
B	<ul style="list-style-type: none"> • Evaluated as good and expected to uphold commensurate inspection grades. • May hold a current Ofsted RI grade, but leadership demonstrates strong improvement capacity, with evidence of impact and school is highly likely to uplift to Good when next inspected. • Capacity in both leadership and governance are sufficient to sustain current performance, and to improve/develop further. • Outreach, focused on areas of effective practice, provides support and expertise. • Curriculum and delivery are at least a Good standard. • The teaching of reading is good. • There is effective provision to improve reading particularly for children with low reading ability. • Where outcomes remain below national averages, pupil/student outcomes demonstrate a positive trajectory. • Focused analysis proves that gaps towards national average are being effectively addressed and outcomes for individuals and groups are improving. • The school is inclusive in its practice and SEND provision is effective. • Exclusions are low and attendance is at or above national average. • Safeguarding is effective. 	<ul style="list-style-type: none"> • Allocated SIL SIP with one core visit focused on school improvement, outcomes and school self-evaluation this day includes preparation and report writing. • Termly whole day contact (inclusive of the above) either face to face or virtual. • Access to Headteacher Briefings. • Support for Headteacher recruitment (shortlisting and final interview). • Access to governor briefings and newsletters. • LA performance information. • Access to SIL professional development and consultancy. • Access to subject leader networks. • Opportunities to broker additional visits. • Additional commissioned intervention brokered as necessary and agreed with the SIL officer and the leadership of the school. • One Day SIP support for Headteacher Performance Management. • Two days of SIP support for new to headship where applicable.

	Criteria	School Improvement Role
C	<ul style="list-style-type: none"> Evaluated as requiring targeted support to uphold at least a Good grade on next inspection or is likely to decline to RI on next inspection. Leadership and/or governance currently require some improvement. Concerns have been identified about one or more aspects of school function (behaviour, exclusions, attendance, complaints, budget, etc) Pupils outcomes show a declining trend, or are not improving towards national averages. Focused analysis proves that gaps towards national average are being not effectively addressed and outcomes for individuals and groups are not improving. The school is not inclusive in its practice and SEND provision is inconsistent. There is a high or rising incidence of exclusions and attendance needs to improve. Safeguarding is effective. Inconsistencies or weaknesses may appear at some points of curriculum provision The teaching of reading needs to improvement. Post sixteen provision is inconsistent and in need of improvement. Occasionally, the LA may need to issue a pre-warning or directive notice about a specific aspect of school function. This will be always be preceded by a discussion between the Director of Education, Chair of Governors and Headteacher. 	<ul style="list-style-type: none"> Allocated SIL SIP with one core termly visit focused on school improvement, outcomes and school self-evaluation this day includes preparation and report writing. Termly half day contact either face to face or virtual Access to Headteacher Briefings. Support for Headteacher recruitment (shortlisting and final interview). Access to governor briefings and newsletters. LA performance information. Access to SIL professional development and consultancy. Access to subject leader networks. Opportunities to broker additional visits. Additional commissioned intervention brokered as necessary and agreed with the SIL officer and the leadership of the school. A School Partnership Improvement Plan will be put in place. Additional support commissioned from professional partnerships, SIL, teaching school hubs, alliances or trusts and other LA services. One Day SIP support for Headteacher performance Management Two days of SIP support for new to headship where applicable.
	Criteria	School Improvement Role
D	<ul style="list-style-type: none"> Currently graded as inadequate by Ofsted. At significant risk of being judged as inadequate at next inspection. Currently holding two or more RI Ofsted grades and at risk of incurring another RI judgement. The LA has issued a Warning Notice or has made other use of formal powers of intervention and the school has not yet satisfied the terms of the Notice or met other requirements. There are significant concerns around the leadership/governance of the school. Pupil outcomes have been consistently below national averages and there are no current signs of a secure reversal of these trends. Provision for vulnerable groups is not effective in one or more significant aspects. There may be significant concerns about pupils' behaviour and/or their attitudes to learning. This may include a high or rising incidence of exclusions. Attendance may be well below national average and either declining or showing no promise of sustainable improvement. High persistence absence (PA). Other aspects of school function (rising numbers of complaints, budget stringencies, HR procedures) may be causing concern and may require support to bring about improvement. There is evidence that school is not inclusive in its practice and SEND provision is ineffective. There are weaknesses in curriculum provision. The teaching of reading is ineffective. Safeguarding is ineffective. 	<ul style="list-style-type: none"> Allocated SIL SIP with one core termly visit focused on school improvement, outcomes and school self-evaluation this day includes preparation and report writing. Termly half day contact either face to face or virtual Access to Headteacher Briefings. Support for Headteacher recruitment (shortlisting and final interview). Access to governor briefings and newsletters. LA performance information. Access to SIL professional development and consultancy. Access to subject leader networks. Opportunities to broker additional visits. Additional commissioned intervention brokered as necessary and agreed with the SIL officer and the leadership of the school. A School Partnership Improvement Plan will be put in place. Additional support commissioned from professional partnerships, SIL, teaching school hubs, alliances or trusts and other LA services. For maintained LA schools - Financial support for improvement may be considered Team Around the School - A range of officers are involved in supporting the school – e.g. finance, Governor Support, SEND, inclusion and HR. One Day SIP support for Headteacher Performance Management. Two days of SIP support for new to headship where applicable.

SIL SIP time allocation

A	<p>3 days</p> <ul style="list-style-type: none"> One core visit focused on school improvement, outcomes and school self-evaluation this day includes preparation and report writing. (1) Termly half day contact (inclusive of the above) either face to face or virtual. (1) One Day SIP support for Headteacher Performance Management. (1) Two days of SIP support for new to headship where applicable.
B	<p>5.5 days</p> <ul style="list-style-type: none"> One core visit focused on school improvement, outcomes and school self-evaluation this day includes preparation and report writing. (1) Termly whole day contact (inclusive of the above) either face to face or virtual. (3) One Day SIP support for Headteacher Performance Management.(1) Two days of SIP support for new to headship where applicable.
C	<p>7 days</p> <ul style="list-style-type: none"> One core termly visit focused on school improvement, outcomes and school self-evaluation this day includes preparation and report writing. (3) Termly half day contact either face to face or virtual. (3) One Day SIP support for Headteacher Performance Management. (1) Two days of SIP support for new to headship where applicable.
D	<p>7 days</p> <ul style="list-style-type: none"> One core termly visit focused on school improvement, outcomes and school self-evaluation this day includes preparation and report writing. (3) Termly half day contact either face to face or virtual. (3) One Day SIP support for Headteacher Performance Management. (1) Two days of SIP support for new to headship where applicable. Additional time to be negotiated with the Director of Education.

School Improvement Liverpool will:

- Challenge, monitor, quality assure and intervene in Schools Causing Concern, SSA D and high-risk SSA C schools and schools in an Ofsted category (Special Measures or Serious Weaknesses) .
- Provide support and challenge to schools and work with the most vulnerable and high-risk schools by providing them with a targeted intervention programme of support.
- Identify and remove barriers to the raising of standards.
- Act as a critical friend to all schools regardless of their type or status.
- Be a commissioner and in some instances not a delivering organisation.
- Commission school to school support.
- Work with the RSC to provide appropriate challenge and support to academies.
- Provide leadership and management professional development opportunities (including governors) across all phases.
- Broker system leadership and school to school support using resources such as National Leader in Education (NLEs), Local Leader in Education (LLEs) and Specialist Leader in Education (SLEs).

Quality Assurance:

- School Improvement Liverpool will set up a cycle of quality assurance that ensures schools have access to the highest quality offer.
- Schools will take responsibility for communicating any concerns in writing about the quality of the service being delivered to their setting.
- School Improvement Liverpool officers will provide written reports in line with the agreed protocols of 10 days from the date of the visit.
- School Improvement Liverpool will provide summary reports of the support provided to settings on a termly basis.

Intervention

Schools Causing Concern

Where early-stage monitoring and challenge do not result in rapid improvement in maintained schools, the local authority will consider using its intervention powers in line with DfE guidance. For Academies this will include notifying the Regional Schools Commissioner and the Leadership of the Academy with details of the LA's concerns.

As a precursor to these, and in the hope of averting them, the Director of Education, will invite the Headteacher and Chair of Governors to discuss the local authority's concerns and intentions.

The local authority, through the Director of Children's Services will issue a pre-formal warning notice where there is evidence to justify both the local authority's concerns and the school's reluctance or inability to address those concerns successfully within a reasonable time frame. For Academies this will include notifying the Regional Schools Commissioner and the Leadership of the Academy with details of the LA's concerns.

The local authority pre-formal warning notice is similar to a "warning notice" and will be given in writing to the governing body of the school and copied to the Headteacher and diocesan authority where relevant. It will set out:

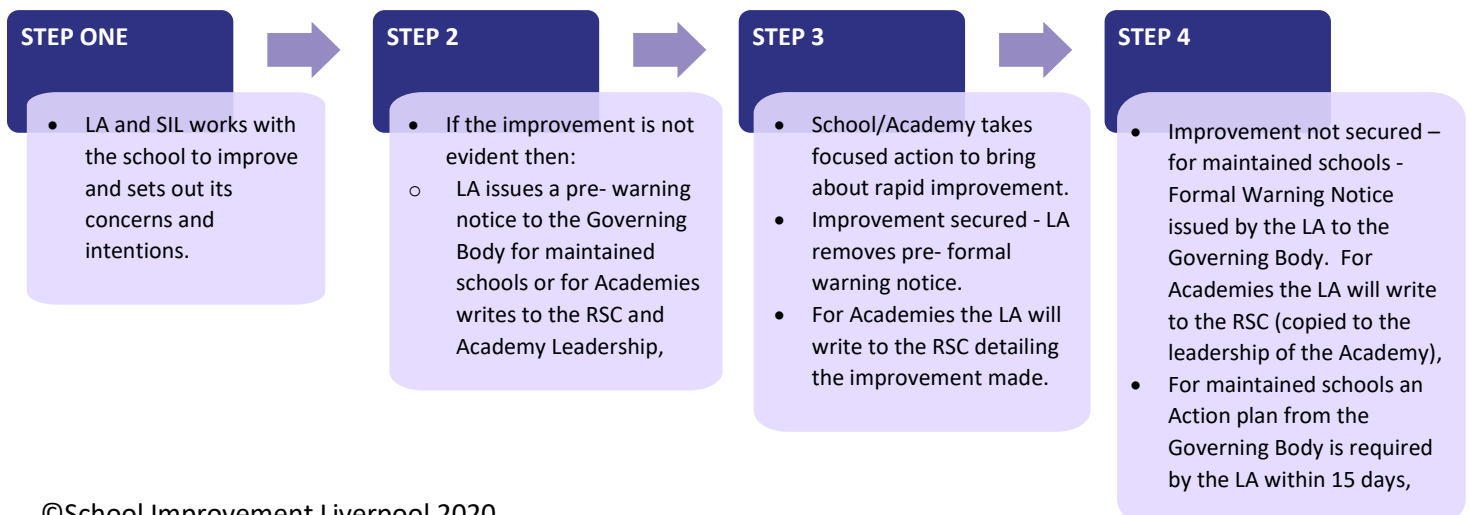
- the matters on which the local authority's concerns are based;
- the action which the governing body is required to take in order to address the concerns raised;
- the initial compliance period beginning with the day when the pre-formal warning notice is given and the timeframe which the governing body is to address the concerns set out in the pre-formal warning notice;
- the action the local authority will take if the governing body does not take the required action.

Improvement secured - LA removes pre-formal warning notice.

Improvement not secured - Formal Warning Notice issued by LA to the Governing Body.

Action plan from the Governing Body is required by the LA within 15 days.

The local authority will raise any concerns with the Regional Schools Commissioner as the appropriate regulator for Academies.



School Improvement Liverpool

Toxteth Annexe, Aigburth Road. Liverpool, L17 7BN

Phone: 0151 233 3901 | Email: sil@si.liverpool.gov.uk | Web: www.schoolimprovementliverpool.co.uk

