HILLINGDON
LONDON

B

Residents, Education and Environmental Services Policy Overview Committee

Date: **TUESDAY, 21 JANUARY 2020**

Time: **7.00 PM**

Venue: **COMMITTEE ROOM 5 - CIVIC CENTRE, HIGH STREET, UXBRIDGE**

Meeting Details: Members of the Public and Media are welcome to attend.

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Councillors on the Committee

Wayne Bridges, (Chairman)
Michael Markham (Vice-Chairman)
Allan Kauffman
Heena Makwana
Devi Radia
Stuart Mathers
Paula Rodrigues
Jan Sweeting
Steve Tuckwell

Tony Little (Co-Opted Member)

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Putting our residents first

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The Following Terms of Reference are common to all Policy Overview Committees (referred to as "The overview role"):

1. To conduct reviews of policy, services or aspects of service which have either been referred by Cabinet, relate to the Cabinet Forward Plan, or have been chosen by the Committee according to the agreed criteria for selecting such reviews;
2. To monitor the performance of the Council services within their remit (including the management of finances and risk);
3. To comment on the proposed annual service and budget plans for the Council services within their remit before final approval by Cabinet and Council;
4. To consider the Forward Plan and comment as appropriate to the decision-maker on Key Decisions which relate to services within their remit (before they are taken by the Cabinet);
5. To review or scrutinise decisions made or actions taken by the Cabinet, a Cabinet Member, a Council Committee or an officer.
6. To make reports and recommendations to the Council, the Leader, the Cabinet, a Policy Overview Committee or any other Council Committee arising from the exercise of the preceding terms of reference.
7. In accordance with the Local Government and Public Involvement in Health Act 2007, to consider 'Councillor Calls For Action' (CCfA) submissions.

To perform the policy overview role outlined above in relation to the following matters:

1. Education Services and statutory education authority functions
2. School performance and attainment
3. School Transport
4. Relationships with Local Academies / Free Schools
5. Pre-School & Early Years Services
6. Youth Services & Careers Services
7. Juvenile justice & probation services
8. Adult Learning
9. Education and learning partnerships
10. Music & The Arts
11. Highways, traffic, parking & street environment
12. Local transport, including rail, cycling & London Underground
13. Footpaths and Bridleways
14. Road safety and education
15. Planning & Building Control
16. Libraries
17. The Borough's heritage and history
18. Sport & Leisure services
19. Waste management & recycling
20. Green spaces, allotments, woodlands, conservation and sustainable development
21. Consumer Protection, Trading Standards & Licensing
22. Registrars & Bereavement Services
23. Local watercourses, drainage and flooding
24. Environmental Health, Air & Noise Quality
25. Local impacts of Heathrow expansion
26. Local impacts of High Speed Rail

Agenda

Draft School Improvement Strategy 2020-2023

Committee name	Residents, Education and Environmental Services Policy Overview Committee

Officer reporting	Dan Kennedy, Resident Services

Papers with report	Hillingdon Draft School Improvement Strategy 2020 - 2023

Ward	All

HEADLINES

This report provides the Committee with an overview of the draft Hillingdon School Improvement Strategy (appendix 1). This updated draft strategy builds on the '*Partnership for Success - A Strategy for School Improvement 2015-18*'. The strategy has been refreshed to be schools-led, promoting collaboration working to raise standards and attainment in Hillingdon schools, building on the success to date. Further work is planned to discuss the strategy with schools before it is finalised.

RECOMMENDATIONS:

That the Committee:

1. **Note the proposed strategy.**
2. **Provide comments on the draft strategy to inform discussion with schools, particularly the role of the local authority.**

SUPPORTING INFORMATION

Background

The School Improvement Service works in partnership with our Teaching Schools through the Hillingdon Local Education Area Partnership (LEAP). This group led on revising the original strategy, '*Partnership for Success - A Strategy for School Improvement 2015-18*'.

The Local Authority and schools are working together to provide all schools in the borough with access to high quality improvement professionals and services.

Structure

The strategy has two core areas, and includes an appendix;
- Vision, Intent and Partnership Success Model

- Statutory Duty to Deliver School Improvement
- Appendix A - Risk Assessment of Schools

Vision, Intent and Partnership Success Model

The first section outlines the vision for children and young people, for schools and for Hillingdon Council, working in partnership together through LEAP. The principles that were developed in the previous strategy are included and re-stated.

Statutory Duty to Delivering School Improvement

This section outlines the statutory duty Hillingdon Council is guided by and explains how schools causing concern will be identified and managed using intervention powers. The Department for Education updated its School Causing Concern Guidance in September 2019, which led to minor changes in this section.

Proposed Priorities

From discussion with Head Teachers to date and from a review of the education outcomes for Hillingdon residents the following priorities are proposed over the next 3 years. We want Hillingdon's younger residents to have the best start in life with access to the best education on offer.

- All schools to be graded by Ofsted as 'good' or better
- Closing the attainment gap for disadvantaged children and vulnerable learners
- Raising attainment and improving destination outcomes post 16
- Continuing to develop the local education area partnership as a schools-led model promoting shared working, common goals and shared resources

Appendix A - Risk Assessment of Schools

A transparent risk assessment and categorisation model has been introduced to help all stakeholders understand how the risk assessment process operates. All schools can be categorised into in one of three groups:

- **Self-improving** and need no further support
- Require **targeted** support, where one or two aspects need to improve
- Require **intensive** support, where support across a number of aspects are needed

A benchmark table is provided to breakdown the risk assessment and categorisation process.

To support schools to continuously improve, it is important that the School Improvement Service works with schools to ensure they have access to the best national, regional and local practice.

Consultation / Working with Schools

This proposed strategy will be subject to further discussion and review with a wider range of stakeholders. Consultation will be undertaken widely, to capture a variety of stakeholders, as follows:

- Headteachers
- Chairs of Governors
- Strategic and operation education groups and forums
- Council services
- Others as identified

A consultation-survey has been prepared along with focus group meetings to gather feedback. The strategy will be amended based on feedback and will be presented to Members for endorsement.

Implications on related Council policies

There are no direct implications on Council policies anticipated.

How this report benefits Hillingdon residents

This strategy aims to help every child in the borough to be successful and fulfilled learners, reaching their potential and thriving within inspirational and outstanding educational settings.

Financial Implications

None at this stage.

Legal Implications

None at this stage.

BACKGROUND PAPERS

Draft Hillingdon School Improvement Strategy 2020 - 2023.

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Hillingdon

Draft School Improvement Strategy 2020-23

Our partnership for success

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1.   Introduction

1.1. Vision

The children of Hillingdon deserve the best. We firmly believe that all children in the borough should receive at least a good or better education.

Our **vision** is for every child in the borough to be successful and fulfilled learners, reaching their potential and thriving within inspirational and outstanding educational settings.

The **principles** that underpin our vision for school improvement are:

- That school improvement systems are most effective when they are based on partnership and collaboration.
- That local solutions, supported by national best practice, are often best placed to drive improvement.
- That challenge and support mechanisms across the borough should be transparent, clearly understood by all and open to interrogation to ensure the greatest impact on outcomes and opportunities for our young people.
- That the Hillingdon Local Education Area Partnership (LEAP) will work together to ensure the highest standards of education for all young people within the borough of Hillingdon, and will provide support and challenge to address concerns around underperformance.

The **purpose** of this strategy is to clearly articulate the shared vision of the wider Hillingdon School Improvement partnership. It is intended to be schools-led, working in partnership with the Council and other partners.

The central **aim** of this strategy, which has been developed in consultation and partnership with system leaders across Hillingdon, is to ensure that **all children, no matter where they live in the borough, access schools and settings that are judged to be at least good and which are constantly aspiring to improve to become, and remain, outstanding.**

1.2.   Vision into Partnership Action

Our Hillingdon LEAP is committed to fulfilling all statutory duties around school improvement and to developing, promoting and, in doing so, championing a strong and effective school-led model of improvement.

It is the partnership's intention that, by working collaboratively, a wide range of school leaders and partners, through the early identification of concerns, can facilitate any support necessary to ensure the resolution of difficulties. We know that schools have the skills, expertise and ability to meet many of their own challenges and we will work in partnership with them to maximise their potential to develop and improve.

We believe that, within the dynamic and diverse national landscape, local education area partnerships must work flexibly and openly to drive and maintain improvement. We are committed to shaping and supporting the school-led improvement offer through our strong links and formal partnerships with a range of key improvement partners. Our partnership includes our local Teaching Schools and other successful local providers, executive committees, and outstanding school leaders. We will also work more widely by drawing, where appropriate, on the skills of the Higher Education sector, the office of the Regional Schools' Commissioner and Ofsted.

We will utilise a range of existing networks to consult regularly with school leaders across the borough and will respond to feedback by communicating regularly with leaders and strategic partners.

Our SSPB (**Schools' Strategic Partnership Board**) will act as the central leadership forum for school improvement by developing, promoting and quality assuring our shared school improvement strategy. This key leadership group is strategically aligned with a range of partners in order to best represent the needs and vision of school leaders and professionals across the borough and to secure shared accountability for outcomes for children in Hillingdon. The SSPB will act as the champion of the borough-wide school improvement strategy, providing direction, challenge and innovative practice into our school improvement offer as a result of members' links with the best local and national expertise.

1.3. Our Intent

The over-arching intention of our strategy is to ensure that, by August 2022, standards of progress and attainment across the borough:

- Aim high so that all schools in the borough are judged good or better.
- Compare favourably and are strong against those of our statistical/borough neighbours.
- Match and exceed rates of improvement in line with London data so that Hillingdon children can be sure of outcomes that are as strong as those for young people across London.
- Are in line with national medians for key progress and attainment measures.
- Demonstrate that we are closing the gap rapidly for young people from our most vulnerable groups (including those who are disadvantaged, children with special educational needs and those most at risk of school and social exclusion).

As a partner, Hillingdon Council will undertake its duties with regard to promoting the highest standards of education for young people in Hillingdon by:

- Retaining an accurate and up-to-date overview of the performance and effectiveness of all schools across the borough and sharing this with stakeholders regularly to scrutinise Hillingdon's school provision against London and national averages.
- Collaborating with partners to tackle key barriers to school improvement at borough, phase/setting and individual school level.
- Encouraging Headteachers and school leadership teams to set and achieve aspirational targets for all.
- Identifying and challenging underperformance at the earliest stages.
- Sign-posting and, where necessary, brokering appropriate support in a timely and effective manner.
- Intervening without delay where schools require rapid improvement.
- Identifying and assisting vulnerable young people so that they may sustain their engagement in education, employment and training.
- Securing sufficient high quality early years provision, in support of children's development and readiness for school.

1.4. Six Stands for Success Model

The shape of our strategy is captured in our 'Six Strands for Success', which we are committed to integrating and securing across the borough to ensure robust whole system improvement.

Figure 1 - Six Stands for Success Model

Strand 1: Securing Outstanding Leadership & Governance

This strand is fundamental to the success of school improvement in Hillingdon. Strong, effective and skilled leadership provides the foundation for high quality education, better life chances for young people and improved outcomes for all stakeholders. Leadership thrives in communities, which promote aspiration and ambition and allow for autonomy and creativity. Hillingdon LEAP is committed to supporting the development of exceptional leadership in a variety of ways:

- By linking established and effective leaders with emerging and aspiring leaders to share practice and strengthen leadership outcomes across the borough.

- By developing and supporting an Executive Headteacher pool to provide interim leadership capacity for schools facing challenge and to facilitate opportunities for Deputy Headteachers to undertake headship within their own schools.

- By working closely with governing bodies and providers to identify, develop and place consistently excellent governance solutions in all schools.

- By engaging with school leaders transparently and strategically through connections with the SSPB, Schools' Forum and other executive committees.

- By working with local school improvement partners within the Teaching Schools, NLE (National Leaders in Education) / LLE (Local Leaders in Education) clusters and elsewhere to ensure that any skills-gap in leadership is filled quickly and effectively.

- By bringing leaders together to explore school improvement and leadership and to learn from best practice in this field locally, nationally and through Hillingdon Council's links with Ofsted.

- By providing access to external School Review mechanisms and data analysis solutions, designed to ensure that school leaders have the information that they need to self-evaluate and target improvement activities accurately.

Strand 2: Borough Overview

The purpose of this strand is to ensure that the borough retains an accurate and holistic overview of school effectiveness and performance at all times. The overview should be inclusive and will encompass all maintained and academy/free school data and intelligence, alongside qualitative evaluations from the widest range of professional partners. The overview, in the form of our School Improvement Overview Database, includes data from the DfE (Department for Education) performance tables, Ofsted data dashboards, and other data sources. This is fundamental to ensuring that we know our context in detail, in real time and over time.

At whole borough level, themes (including areas of expertise, best practice and the most positive outcomes as well as areas of concern or challenge for our schools) will be identified via this database. Themes will be shared through our links with our strategic partners and the SSPB to shape borough-wide improvement activities and interventions. The school improvement function within Hillingdon Council will also use information and data from the database or other areas to inform Risk Assessment activities at the beginning of each term and, in some cases, to trigger consideration of placement on the borough Schools At Risk Register. *(Please see Strand 6: Schools at Risk & Interventions for more detail).*

Strand 3: Communication & Navigation

The purpose of this strand is to provide a clear and consistent channel for communication and sign posting that is accessible to all schools. Alongside the cultivation of positive and trusting relationships with individual schools through regular contact between the school improvement service and school leaders throughout the borough, an additional range of mechanisms will be used to provide timely updates on important local and national priorities, opportunities and concerns.

The School Leaders' Briefing will provide operational and strategic school improvement headlines and highlight local opportunities for improvement.

The development of the LEAP portal will complement this process, providing a crucial central point of access, available to all schools, for a variety of school developmental initiatives and opportunities.

LEAP conferences running alongside a wide range of other borough-wide improvement initiatives (please see Strand 4: LEAP Improvement Initiatives) will provide a broad menu of choice for school leaders who have identified their priorities for improvement and would like to work with partners to effect positive change.

In this way, we will ensure that no school or leader feels isolated or unsupported in the journey to outstanding and that all schools across the borough are able to access the support that they need, in the way that feels right for them and at the time that it is needed.

Strand 4: LEAP Improvement Initiatives

The purpose of this strand is to facilitate time-limited partnership improvement initiatives, based around key themes of challenge or concern in the borough. The themes will arise from our analysis of the School Improvement Overview Database and will be agreed by SSPB.

It is recognised that Hillingdon schools already benefit from a diverse and strong school-led support and improvement offer, which includes a range of local partnerships and cluster-groups. LEAP improvement initiatives should be used to complement this offer and may also provide a route for pockets of good practice within established partnerships to grow and reach a wider range of school leaders in the borough. The partnership improvement initiatives, facilitated by

school leaders and other appropriate professional colleagues, will provide the opportunity for schools to collaborate beyond traditional partnership/setting/phase structures and to examine, develop and share best practice in their focus field. The impact of the improvement initiatives will be measured using our School Improvement Overview Database and will be quality assured and reported on by the SSPB.

In many cases, the partnership improvement initiatives will allow for the further development of school-to-school support models, where specific areas of focus are identified as critical to the success of a school at risk of underperformance.

This strand will encourage the positive engagement and partnership working of schools across Hillingdon.

Strand 5: School Reviews & Self Evaluation

In our borough schools are self-managing and autonomous and are, therefore, primarily responsible for their own performance and improvement. Every school is expected to make an accurate self-evaluation of its performance and provision, and take clear and decisive action to improve any weaknesses this identifies. We recognise that effective self-evaluation is the most important process of school improvement, enabling continued autonomy, self-management and excellence.

However, as part of the core responsibility to secure high standards for the young people of Hillingdon, our school improvement strategy recognises the value that many school leaders place on the external validation of baseline - particularly for schools facing challenge, those undergoing changes of leadership and/or governance and those tackling underperformance or underachievement.

For that reason, Hillingdon Council will facilitate the provision of School Reviews and data analysis to inform individual school self-evaluation and risk assessment. The School Review process may be delivered via an outsourced/commissioned model or via a blended model, using outstanding and current school leaders and borough resource. Our aim is for all maintained schools in the borough to access a School Review at least once every three years.

School Review intelligence will be used to contribute to holistic pictures of individual schools' strengths and weaknesses and will also contribute to the identification of thematic foci.

Strand 6: Schools at Risk & Interventions

The purpose of this strand is to outline the processes that will be used to raise concerns with school leaders when an individual school is identified as being at risk.

Hillingdon Council will retain a register of schools considered to be at risk. These schools will be identified via the statutory guidance (DfE Schools Causing Concern September 2019). Schools may also be identified as a result of significant risk indicators within the borough school improvement overview database.

Placement on the Confidential SARR (Schools At Risk Register) should always result in regular contact with a school and through the provision of support and challenge in a variety of forms. All maintained schools on the SARR will be allocated a Council School Improvement Link officer for this purpose. In the case of academies/free schools, Hillingdon Council will take all reasonable steps to indicate placement on the SARR with the Headteacher, the responsible body or the Regional Schools' Commissioner. However, it should be noted that any school judged as 'Requiring Improvement' automatically be included on the SARR, as will all schools in formal Ofsted categories.

Those schools judged 'Good' or 'Outstanding' but at risk (GOBAR) will be identified via the school improvement overview database and will be contacted to discuss their placement on the SARR.

Further detail regarding support and challenge for Schools At Risk can be found in Appendix A.

In accordance with our commitment to local improvement solutions and effective school-to-school solutions, in most cases, Hillingdon Council will seek to galvanise support for schools facing challenge from within our Teaching Schools, LLE/NLE and Executive Headteacher networks. However, when appropriate school-to-school support is needed particularly rapidly and where capacity within our local and school-led network for school improvement is limited, it may be necessary to deploy additional advice and intervention support quickly. Where this occurs, the aim will usually be to agree local school-to-school support as soon as is practicable for all parties.

2.   Statutory Duties for Hillingdon Council

2.1. Schools Causing Concern Guidance

Alongside this strategic focus and within the shared remit of our Six Strands for Success, Hillingdon Council will continue to discharge essential statutory duties with regard to school improvement which include Hillingdon Council's responsibility to address concerns swiftly when schools fall into DfE categories, as outlined in the DfE Schools Causing Concern guidance and Part 4 of the Education and Inspections Act 2006).

The content of this guidance (extracted below) informs Hillingdon Council's work with schools identified as causing concern:

"We are building a supportive schools culture in which local authorities and RSCs (Regional Schools' Commissioners) work with school leaders to drive school improvement for the benefit of pupils and parents. At the same time, it is essential that action is taken wherever a school is judged inadequate, or where there is financial mismanagement or failure of governance. Optional school support will be offered to schools that have been judged as 'requires improvement' by Ofsted. Intervention is different to school support and refers to the formal action taken by local authorities and RSCs in schools that are causing concern. Interventions are about acting swiftly to address underperformance and financial or governance failures, and helping schools to deliver the best outcomes for their pupils."

This important strand of our school improvement strategy specifically addresses Hillingdon Council's role in support and challenge for schools causing concern. At the heart of our approach to these duties is our belief that preventative interventions through good communication, timely collaboration and school-to-school improvement mechanisms are the preferred approaches to securing improvement.

However, in line with statutory guidance, Hillingdon Council will act swiftly and decisively to take appropriate action if the following areas are at risk:

- Cases where life-chances, opportunities and outcomes for young people are compromised as a result of insufficient progress, poor leadership and governance.
- Concerns about the safety of pupils and/or inequalities in achievement for vulnerable young people.

2.2.   Legal Powers of Intervention

Our aspiration is for every school in Hillingdon to be at least a 'Good' school and that no schools should be in an Ofsted category of concern. The great majority of schools will be able to identify what is working well and what they need to do to improve, brokering their own support, but for others, some additional support or intervention may be needed. It is necessary and appropriate for Hillingdon Council, as champions of all children in Hillingdon and their parents/carers, to act quickly and provide or broker support where required and, when necessary, to use its powers of intervention to promote improvement should standards, provision and quality for children and young people be compromised. There is a legal obligation upon Hillingdon Council to take action where there are concerns about the performance of any school in Hillingdon, using our powers of intervention to act early and effectively to secure improvement in maintained schools or to raise concerns with the Regional Schools' Commissioner in the case of academies and free schools.

The Education and Inspections Act 2006, together with subsequent legislation, places a duty on local authorities to act decisively in respect of Schools Causing Concern. Hilllingdon Council is committed to fulfilling this duty and acting swiftly to eradicate underachievement and drive up educational standards, so that children and young people are able to learn and achieve irrespective of the school that they attend or the neighbourhood in which they live. Whilst statutory intervention powers for school improvement are centred on the schools which the borough maintains, Hillingdon Council firmly recognises its statutory duties with regard to **all** young people in the borough and is equally committed to maintaining a regular and effective dialogue with the responsible bodies of all local academies and free schools and, where necessary, the Regional Schools' Commissioner.

Effective schools are characterised by determined leadership and strong governance and have well developed self-improvement procedures. Reflective, evaluative and forward thinking, they take the initiative when building on their strengths and addressing their weaknesses. They form strategic alliances with partners and seek support through collaborative arrangements based on hubs and networks. Their effectiveness is endorsed by positive inspection outcomes and by the high levels of achievement of the children and young people who attend them. Some schools, however, cause concern because the children and young people they serve have lower achievement than their peers locally and nationally and have been unable to address poor

performance effectively or quickly enough. Some schools do not ensure that vulnerable groups perform well enough and that any gaps in performance in relation to peer groups are reduced through targeted interventions and good teaching. Some of these schools are unable to sustain incremental improvement meaning their performance remains insecure over time.

For these reasons, where schools cause concern, Hillingdon Council will take action to ensure that the school system works for every family using intervention powers where required in those schools who are considered 'eligible for intervention'.

2.3.   Schools Causing Concern and Schools Eligible for Intervention

National guidance makes a distinction between schools deemed to 'cause concern' and those that are 'eligible for intervention'. In Hillingdon, Schools Causing Concern will be considered a School At Risk and will be placed on the confidential SARR. When this happens, Hillingdon Council will work in partnership with the school at risk by allocating a School Improvement representative to provide oversight of the journey to improvement and to broker additional and appropriate support as required.
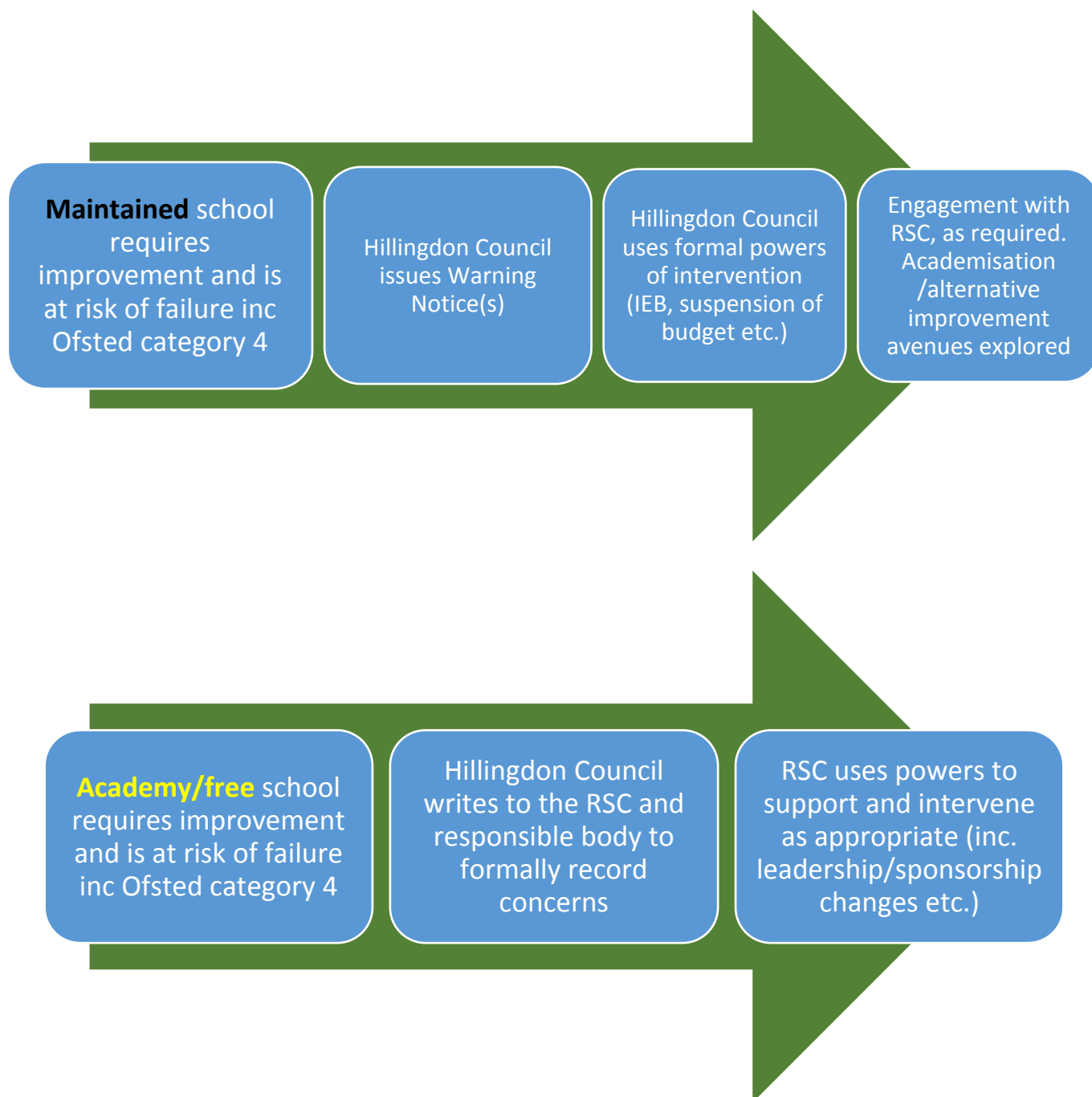
Where a school is an academy or free school setting, Hillingdon Council will also strive to signpost additional support and link leaders together to improve outcomes for children. In these cases, Hillingdon Council may choose to engage with responsible bodies and the Regional Schools' Commissioner in order to highlight concerns and to prompt action to improve outcomes for the children of Hillingdon who attend the school.

In most cases, early identification of risk, coupled with professional and focused partnership working within the principles outlined within this strategy, will result in swift improvement and Hillingdon Council oversight contact will taper or hand-over to other support partners.

In some cases, however, a school at risk may need additional and formal intervention to highlight to leaders and governors the urgent need to take action to improve educational standards and opportunities. These schools, referred to as 'eligible for intervention' in the national guidance, will receive formal Warning Notices from Hillingdon Council and may also be subject to additional legal intervention as detailed in the guidance DfE - Schools causing concern (September 2019). Any school subject to a Warning Notice in Hillingdon will be expected to produce a coherent and externally validated Leadership & Rapid Improvement Plan and to engage fully with partners within and beyond the borough to effect positive and sustainable change.

2.4. Intervention Flow Chart

The processes below will be actioned where (in the opinion of Hillingdon Council and subject to the information that it has received from borough representatives, the school and any other responsible bodies) there remains insufficient evidence of improvement leading to compromised educational opportunity for children and young people in Hillingdon:

Maintained school requires improvement and is at risk of failure inc Ofsted category 4

Hillingdon Council issues Warning Notice(s)

Hillingdon Council uses formal powers of intervention (IEB, suspension of budget etc.)

Engagement with RSC, as required. Academisation /alternative improvement avenues explored

Academy/free school requires improvement and is at risk of failure inc Ofsted category 4

Hillingdon Council writes to the RSC and responsible body to formally record concerns

RSC uses powers to support and intervene as appropriate (inc. leadership/sponsorship changes etc.)

2.5. Relationships with Different Schools

Maintained/Academy/Free school is 'Outstanding'	Maintained/Academy/Free school is securely 'Good'
- Autonomous and independent, working in partnership - Leading practice and shaping strategy across Hillingdon - Strong role in Improvement Initiatives by choice - Commissioned to provide services to other schools - Part of the LEAP collaboration	- Autonomous and independent, working in partnership - Sharing practice and influencing strategy across Hillingdon - Engagement in Improvement Initiatives by choice - Partnerships with 'Outstanding' schools to support journey to outstanding - Part of the LEAP collaboration
Maintained school is 'Good' but at risk	**Maintained school 'Requires Improvement'**
- Supported to mitigate risk through regular contact with Hillingdon Council Officers - Risk assessments, brokerage and sign-posting interventions - Opportunities to engage with best practice within and beyond Hillingdon - Engagement with Improvement Initiatives/clusters - Governance health-checks - Part of the LEAP collaboration	- Supported and challenged by regular contact with Hillingdon Council Officers - Regular involvement to monitor progress and challenge underperformance leading to bespoke Hillingdon Council support models - Brokerage of support - Liaison with link Ofsted inspector - Expectation of engagement in Improvement Initiatives/clusters - Partnerships with 'Outstanding' schools to support journey to outstanding - Governance support and development - Part of the LEAP collaboration
Academy/Free school is 'Good' but at risk	**Academy/Free school 'Requires Improvement**
- School and/or responsible body/RSC contacted to raise concern on behalf of Hillingdon children and families - Opportunities to engage with best practice within and beyond Hillingdon - Engagement with Improvement Initiatives/clusters encouraged - Part of the LEAP collaboration	- Formal concerns raised with the RSC during link meetings - Improvement journey monitored by Hillingdon Council on behalf of Hillingdon children and families and reported to the RSC - Engagement with Improvement Initiatives/clusters recommended - Part of the LEAP collaboration

2.6. SSPB Quality Assurance and Accountability

The principles of partnership and school-led improvement are at the heart of the Hillingdon LEAP School Improvement Strategy. For this reason, quality assurance, monitoring and the evaluation of the school improvement strategy for the borough lies with the key strategic body for school improvement, SSPB.

In addition and in line with the statutory responsibilities held by Hillingdon Council, education outcomes and school performance data will be scrutinised regularly by Members and by senior officers, including the Director of Children's Services.

The impact and effectiveness of this strategy for school improvement will be reviewed by the SSPB on an annual basis.

2.7. LEAP Portal

The LEAP Portal is an education communications tool for all education providers in Hillingdon. Its primary purpose is to:

- advertise and book courses, targeted to school improvement
- access and share information, including Hillingdon Council's School Leaders' Briefing and guidance

The LEAP Portal will continue to grow in phases and can be accessed through **leap.hillingdon.gov.uk**

3.   Appendix A - Risk Assessment of Schools

3.1. Introduction

As part of Hillingdon Council's duty to monitor progress and standards in education and to intervene appropriately where necessary, our school improvement function will risk assess and categorise all schools. A register will be retained for schools considered to be at risk.

In some cases, and where Hillingdon Council may choose to exercise its right to issue a Warning Notice and intervene formally, the guidance - DfE - Schools causing concern (September 2019) will be used. This includes guidance relating to the issuing of a Warning Notice.

3.2. Abbreviations Key

SARR	Schools At Risk Register
SIOD	School Improvement Overview Database
HoSI	Head of School Improvement
SIL	School Improvement Link
RI	School Requires Improvement
GOBAR	School Good or Outstanding but at risk
LLE/NLE	Local Leader in Education/National Leader in Education
NOV	School Improvement Note of Visit

3.3. Risk Assessment and Categorisation

Hillingdon Council used the 'three-tier school support model' below to risk assess all schools on a termly basis. Schools with the highest number of risk-indicators will be eligible for the highest level of support and those with the lowest number of risk-indicators will receive the lowest allocation of support. The categorisation of support will be determined through a 'best-fit' approach. The support offered may look different to schools within the same band, because they may have different needs and will have challenges that are unique.

This risk assessment involves the detailed scrutiny of a range of data and information captured within Hillingdon Council's school improvement overview database. This provides performance data alongside other dynamic information, based on local knowledge and contextual factors.

This always includes feedback from recent inspection reports and/or monitoring visits. In addition, the risk assessment will take into consideration feedback from a range of Council school support teams including, but not limited to, School Improvement Links, governance officers, early intervention and prevention services for vulnerable children including Children Looked After and finance support teams. This soft intelligence will help to capture the most comprehensive picture of a school's areas of strength and challenge.

The allocation of a school to a category is primarily about identifying and prioritising support. As such some schools where leadership is excellent and teaching is outstanding may still find themselves in a category for support because the challenges they face, such as falling rolls, deficit budgets, ongoing HR issues, present a real risk to the school and leaders will need support to manage these risks.

Three-Tier School Support Model of Categorisation

Indicators	Self-Improving	Targeted	Intensive
Support	No support required due to a low number or level of risk indicators. The school can be described as below.	Low or medium level of support required due to the number or level of risk indicators, which may include the indicators below.	Highest level of support required due to a high or very high number or level of risk indicators, which may include the indicators below.
Ofsted	School likely to be at least good at its next inspection with plans in place to achieve or sustain an 'Outstanding' Ofsted judgement.	'Requires Improvement' at last Ofsted inspection or likely to be at the next.	Ofsted category, or likely to enter a category if inspected.
Outcomes	Attainment is in line or above national and / or gaps to national are closing rapidly. All current pupils (and groups) are making progress at least in line with expectations and improving rapidly.	Pupil outcomes are likely to be close to Floor Standards. Some significant gaps to national outcomes with some static or declining trends.	Floor standards not met or Floor standards at risk of not being met for current year. Significant gaps to national outcomes with declining trends.
Progress	Current pupils are making good progress.	Current pupils are making progress however there are some inconsistencies between subjects / year groups/pupil groups.	Current pupils are not making sufficient progress or there are significant inconsistencies between subjects /year groups/ pupil groups.

Teaching and learning	The profile of teaching, learning and assessment is strong or improving rapidly.	The profile of teaching, learning and assessment is inconsistent and improvement lacks pace.	The profile of teaching, learning and assessment is weak and the trajectory for improvement is too slow.
Curriculum	The curriculum is well thought out, balanced and meets the needs of all learners. It is being effectively implemented.	Some improvements are needed to curriculum planning and its implementation.	The curriculum is narrow, unbalanced and poorly planned.
Behaviour	Good or better behaviour is embedded. Exclusions are low.	Exclusions and other indicators are not in line with national.	Exclusions and other indicators are significantly out of line with national.
Attendance	Attendance is above national.	Attendance is in line with national.	Attendance is below national.
SEND	SEND practice is good and school is compliant with Code of Practice.	Concerns around statutory compliance with SEND Code of Practice.	Significant concerns around statutory compliance with SEND Code of Practice.
Safeguarding	Safeguarding is highly effective.	Safeguarding is effective or needs minor adjustment.	Safeguarding may not be effective.
Leadership	Secure leadership has the capacity and ambition to continue to drive improvement and to support the improvement of others. Good progress is being made against the schools key improvement priorities . Self-evaluation is robust and accurate and linked to planning.	Leadership is new or developing. The capacity and ambition to continue to drive improvement is emerging. Less than good progress being made against the schools key improvement priorities. Self-evaluation is not robust. It is not effectively linked to planning.	Leadership may not be secure and lacks the capacity and/or ambition to continue to drive improvement. Poor progress being made against the schools key improvement priorities. Self-evaluation and improvement planning are not effective.
Governance	Governance is highly effective. The support and challenge provided to leaders is having a positive impact on the school. The strategic direction is clearly laid out.	Governance is effective or needs minor adjustment.	Governance is not effective. The support and challenge is not provided to leaders and does not have a positive impact on the school. The strategic direction is not clear.
Other risk factors	No significant risk factors.	Some significant adverse contextual factors.	A number of significant adverse contextual factors.

3.4. Identification of Schools At Risk

In some cases and particularly when there is a sudden and drastic deterioration associated to the indicators above or when a school has not taken sufficient action to remedy concerns in spite of advice and support, Hillingdon Council will use its power to issue Warning Notices. However, in most cases, and in line with Hillingdon Council's view that early intervention is the most appropriate and effective approach to mitigating risk, a School At Risk in Hillingdon will usually be identified through the risk assessment and categorisation activity undertaken by the School Improvement Service.

The final decision to place a school on the SARR (Schools At Risk Register) in Hillingdon will be made based on one or more of SARR Indicators listed below.

3.5. SARR Indicators

- Data analysis indicates a sudden drop or a steady decline in performance (attainment and/or progress).
- Outcomes for disadvantaged and vulnerable children, including those Looked After, are not in line with national averages.
- The gap between key vulnerable groups, including disadvantaged children, and their peers in school is not closing quickly enough and does not compare favourably with the national picture for all children.
- Outcome data indicates inconsistent or variable patterns of attainment or progress within the school.
- Data suggests that the school is not performing as well as comparable schools in the borough (against benchmark groups).
- Attendance and exclusion data raises concern.
- Evidence suggests that Children Looked After are not having their needs adequately met.
- There are concerns regarding the management of financial resources.
- Turbulence/poor practice at leadership or governance level places the school at risk of underperformance.
- The school has not acted quickly enough to address any areas of weakness/recommendations made by external or internal review partners.
- There is any indication that standards of safeguarding are not adequate for pupils or staff.

3.6. Identification Process of Schools At Risk

The flowchart below outlines the process that will take place following a School Improvement Service risk assessment.
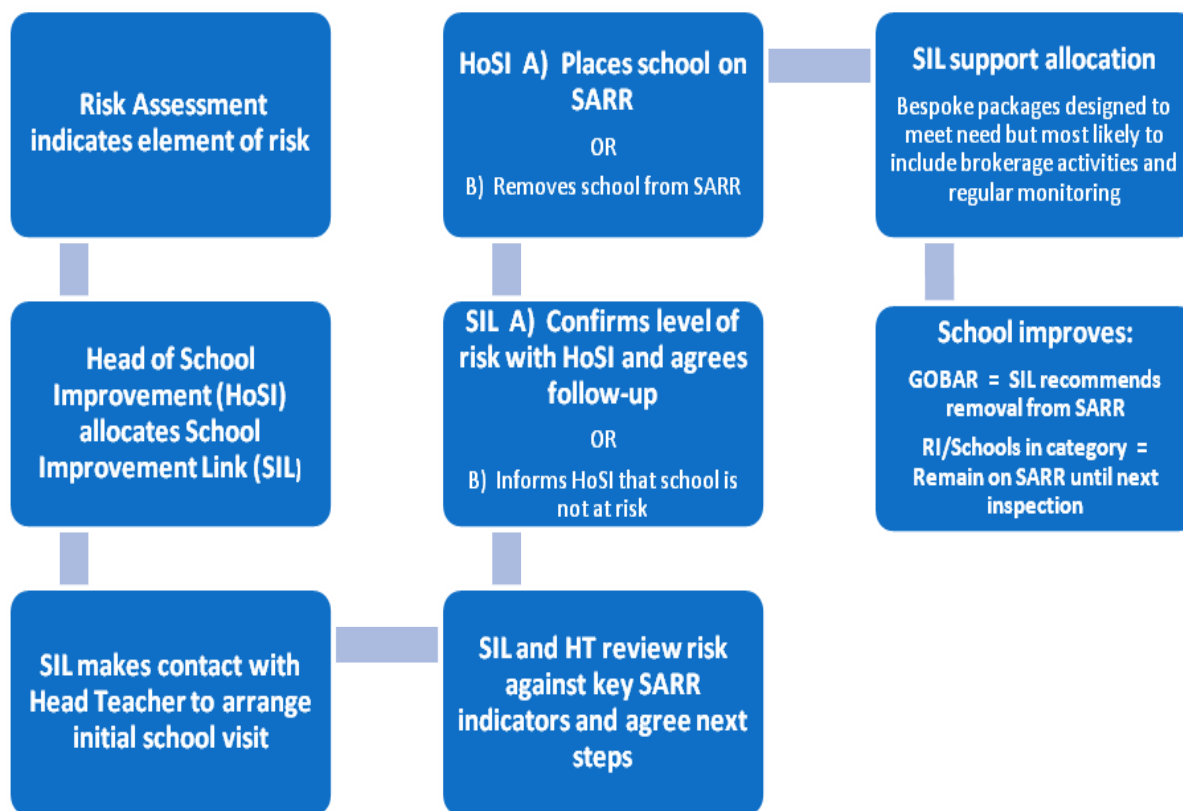
Please note that the allocated SIL will review school data prior to the initial school visit and will be able to outline the reasons for SARR placement during this meeting.

Placement on the SARR will result in regular contact with a school where it is maintained by Hillingdon Council and through the provision of support and challenge in a variety of forms. For maintained schools this may include monthly Support and Challenge meetings and/or focussed Scrutiny meetings, and will be supported by relevant senior colleagues. In the case of academies, the School Improvement Team will take steps to ensure that appropriate bodies are aware of any concerns and are able to advise and support the school as required. It should be noted that **any** school judged as 'Requiring Improvement' will automatically be included on the SARR, as will all schools in formal Ofsted categories.

For schools categorised as 'Requiring Improvement (RI), the SIL will work more closely with leaders to ensure that the School Development Plan, associated action plans and the Self-Evaluation Document are appropriately focused and allow the school to provide clear evidence

of improvement. The SIL may link with other partners to support the school in identifying and actioning activities to improve outcomes for pupils and families.

For schools categorised as 'Good/Outstanding' but at risk (GOBAR), the SIL will have an initial discussion of risk with the Headteacher to ensure that the reasons that flagged any concern are clearly understood and accepted by all parties. In most cases a 'Good' or 'Outstanding' school will be identified as at risk based on data decline/underperformance, an issue of data variance or a leadership issue.

3.7.   School At Risk - Support and Challenge

In accordance with our commitment to local improvement solutions and effective school-to-school solutions, in most cases, Hillingdon Council will seek to galvanise support for schools facing challenge from within Hillingdon LEAP which includes, but is not limited to, the Teaching Schools, LLE/NLE and Executive Headteacher networks. However, when appropriate school-to-school support is needed particularly rapidly and where capacity within our local and school-led network for school improvement is limited, it may be necessary to deploy additional advice and intervention support quickly. Where this occurs, the aim will usually be to agree local school-to-school support as soon as is practicable for all parties.

3.8.   Confidentiality and administration

The SARR is a highly confidential document and is strictly managed according to Hillingdon Council's protocols for sensitive information. The SARR is held and managed by the School Improvement Service and is only accessible to other officers on a need to know basis.
SILs are allocated schools from the SARR and are required to record all contact with their schools using the standard NoV (Note of Visit). Following visits, each NoV is reviewed to ensure that key information is captured and that brokerage requests are actioned quickly. The NoV will be emailed to Headteachers, and Chairs of Governors where appropriate, following the visit.

3.9.   DfE Schools Causing Concern - Schools eligible for Warning Notices

Warning notices can be given to schools that are causing concern but are not currently eligible for intervention. Both RSCs and local authorities may issue warning notices but there are differences in the circumstances under which they may be issued.

Local authorities may issue warning notices to their maintained schools under the following circumstances:

1. The standards of performance of pupils at the school are unacceptably low and are likely to remain so.

2. There has been a serious breakdown in the way the school is managed or governed which is prejudicing, or likely to prejudice, such standards of performance.

3. The safety of pupils or staff at the school is threatened (whether by a breakdown of discipline or otherwise).

4. The governing body have failed to comply with a provision of an order under section 122 of the Education Act 2002 (teachers' pay and conditions) that applies to a teacher at the school; or have failed to secure that the head teacher of the school complies with such a provision.

RSCs will only issue a warning notice to maintained schools under the following circumstances:

1. Where there has been a serious breakdown in the way the school is managed or governed, which is prejudicing, or likely to prejudice, such standards of performance.

2. Where the safety of pupils or staff at the school is threatened (whether by a breakdown of discipline or otherwise).

RSCs will only issue warning notices for low standards of educational performance in exceptional circumstances, such as where there are links to poor financial management and/or failures of governance.

Failure to comply with a warning notice will make a maintained school 'eligible for intervention' under Sections 60 and 60A of the 2006 Act. Local authorities and RSCs will use their discretion to decide whether the use of formal powers is necessary.

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