



Briefing Note Title	School Effectiveness (SE) Update			
Date	October 2022			
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Intended Audience(s)	Executive Advisory Panel – Education, Skills and Employment			
Purpose	Discussion		Information ✓	
Confidential	Not Protected	Official Public	Official Internal	Official Sensitive
Purpose	To brief members on: <ul style="list-style-type: none"> • The impact of the work of the School Effectiveness Team (SET) in 2021-2022 • The unvalidated outcomes at Key Stage 2 (KS2) and Early Years (EY) in the North during July 2022 			
Background	The current School Effectiveness Team (SET) consists of: <ul style="list-style-type: none"> • A Head of Service • An Associate Head Teacher (AHT) whose purpose is to: <ul style="list-style-type: none"> • lead and facilitate school improvement in schools causing concern and/or; • to provide additional support within individual settings to facilitate rapid improvement, and/or • undertake the duties of the Head Teacher where a school maybe experiencing leadership issues. • It also consists of Early Education and Childcare (EEC) Officers, School Improvement Partners (SIPs) who work with Primary, Secondary and Early Years school-based settings including Maintained Nursery Schools (MNS) and Governors. • The School Effectiveness Team (SET) provide essential services enabling the school improvement partners and the AHT to provide direct support for maintained schools requiring specific targeted improvement including: <ul style="list-style-type: none"> • An Interim Head Teacher. • Head Teacher recruitment support • School- to-school support plans (general) approved by the Head of School Effectiveness. • School- to-school support for targeted outcomes or where progress is not rapid enough in target areas of phonics, reading, maths, SEND and pupil premium outcomes. • School-to-school support from other quality assured support. <p>This briefing covers:</p> <ul style="list-style-type: none"> • The impact of the work of the SET • Headline Data Summary • Possible Future Priorities 			



<p>Summary</p>	<p>The work of the School Effectiveness Team (SET) is focussed upon maintained schools. The SET visit all maintained schools providing support and development where required, directing schools to other schools for partnership work and the sharing of good practice where appropriate.</p> <p>The SET also provided higher levels of support where required in schools which have been judged by Ofsted to Require Improvement (RI) or to be Inadequate. The team also work with Good and Outstanding schools that may experience any or all of the following:</p> <ul style="list-style-type: none"> • The outcome of a section 8, (or ‘ungraded’) inspection suggests, from the evidence gathered, that the inspection grade might not be as high if a full inspection were carried out meaning that the next inspection will therefore be a full section 5, (‘graded’) inspection; • A school’s provision for early reading and/or phonics is not sufficiently well developed or securely implemented. • A school’s curriculum provision requires improvement • A school’s data being below national average in one or more key measures or where data has declined significantly which may put them at risk of an adverse Ofsted inspection unless bespoke interventions were put in • The school is at risk of an inadequate judgement or is given an inadequate judgement by Ofsted; • The school is at risk of a Requiring Improvement (RI) judgement or is given a RI judgement for a first, second or further times by Ofsted; • Safeguarding is not effective as judged by the Local Authority or by Ofsted; • Leadership and Management is a cause for concern (including Governance); • There are financial concerns • Significant concerns with any or all of the following: <ul style="list-style-type: none"> ▪ attendance ▪ behaviour ▪ exclusions/suspensions
<p>Key comms messages</p>	<p>In 2021-2022 the School Effectiveness Team (SET) was deployed as follows:</p> <ul style="list-style-type: none"> • Commenced Targeted Improvement Group (TIG) processes in schools actioning detailed plans for those requiring more intensive support; • Provided increased support to RI schools and Good schools where several improvement areas were identified; • AHT deployed to provide specific support to senior leadership teams and/or Governors, mostly where a TIG process was in place; • Undertaking reviews of governance and/or SEND • Source school-to-school support; • Delivering universal curriculum training Autumn Term • Delivering bespoke curriculum subject leader surgeries Spring Term and Summer Term • Working collaboratively with Head Teachers, Senior Leaders and staff reviewing the quality and impact of the curriculum, the quality and impact of education and reviewing progress for all pupils and groups of



	<p>pupils, including how well pupils demonstrate their knowledge of curriculum subjects.</p> <p>The impact of this collaborative work with LA Maintained Schools has been demonstrated through the following:</p> <ul style="list-style-type: none"> • The overall the number of Good and Outstanding maintained primary schools in North Northants increased by 11% from 78% (September 2021) to 88% (July 2022). This is partly as a result of the work that the SET have completed converting RI schools to Good, or maintaining the Good rating of schools which have needed higher than average levels of support. • Of the pupils that attend maintained primary schools in North Northants, 90% of them are now attending Good/Outstanding maintained primary schools. • As a consequence of the work that SET Officers undertook collaboratively with Head Teachers, Senior Leaders in RI maintained primary schools last academic year, (September 2021 – July 2022), of the 5 inspected, 80% converted to Good. • Overall, 50% of the North RI maintained schools have converted to Good during 2021-2022. The SET have taken the time to capture the comments and feedback from schools in which a TIG process has been undertaken. This is done regularly at regular progress meetings but also through a feedback form once the process has been completed. This helps us to ensure that we conduct checks and balances on our support along the way and we are actively listened to during the process. <p>Data Headlines:</p> <ul style="list-style-type: none"> • Although many improvements are evident this year, standards overall in North Northants for KS2 and Early Years are just below national. • Data from July 2022 should be treated with caution as it is the first collection of outcome data since before COVID. • It is important to note that when SET work with schools, data will be considered as part of a triangulation with other information such as inspection outcomes, the quality of leadership and management, the quality of the curriculum, assessment and delivery, and other broader information such as attendance for all pupils and groups of pupils, suspensions and exclusions, progress made by SEND pupils etc. rather than being treated in isolation. Most importantly the direction of travel over time of maintained schools will form part of that triangulation process.
<p>Next steps</p>	<p>Future work:</p> <ul style="list-style-type: none"> • Co-produce and plan school improvement activities and priorities with all schools using locality data which includes pupil outcomes; • Work in collaboration with maintained schools and academies to improve outcomes for all pupils across North Northants, identifying good practice in locality areas; • Continue to focus on and improve the ‘quality of education’ so that schools maintain an ambitious curriculum that is aspirational for all pupils



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and groups of pupils and where pupil knowledge is securely built over time and across phases of education; and

- Focus on reducing the gap for disadvantaged pupils.
- Continue to develop partnerships and working practices to facilitate improvement in the quality of provision and outcomes for all children and young people.
- Ensure effective transition between schools and settings to secure a positive start to the learning journey for all children and young people.