

Partnership Framework

for

Securing School Improvement

in Calderdale

Revised September 2022

‘Excellence through Partnership’

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1. Children and Young People's Services Vision

CALDERDALE CHILDREN AND YOUNG PEOPLE'S SERVICE – PLAN ON A PAGE

Our Plan on a Page describes what our Directorate must do really well to deliver the strategic vision by setting out a map and explaining "How we do business". It brings simplicity to a complex landscape and ensures that all colleagues are pulling in the same direction. It provides a clear direction and outlines the strategic objectives of Calderdale Children and Young People's Service. You can see the plan below.

Our Vision
Children to be Healthy, Safe and Successful



Our Mission
Young People to be resilient, kind and to live a 'larger life'

EDUCATION & INCLUSION - PRIORITIES

Ensure there are sufficient high quality and well-resourced education places and services (including SEND) to meet the needs of Calderdale children

Close inequality gaps and support all CYP in the long-term recovery of lost learning and development

Ensure all children thrive through the early years to be healthy and to be school ready

HOW WILL WE GET THERE?

- Conduct a review of SEND services, including an external review of Alternative Provision, and respond to recommendations.
- Plan for changing demand for school places; growth through Local Plan, falling rolls, Post-16 and demand for specialist provision.
- Establish effective quality assurance processes.

- Work with stakeholders to design and implement a robust evidence-based Education Recovery Plan.
- Respond to changing needs and the regional and national programmes.
- Quality assure work and evaluate impact.

- Multi-agency strategy group – develop and publish Calderdale Family Journey.
- Data used to monitor engagement, track progress and evaluate impact.
- Services having universal contact understand role to engage & empower families.

HOW WILL WE KNOW IF WE HAVE MADE A DIFFERENCE?

- Schools and settings have access to high quality services, including SEND and SEMH support, to meet the needs of their pupils.
- The number of Fixed Term and Permanent exclusions reduces for all pupils, including those at SEND Support or with an EHCP.
- There is sufficiency of high quality places for children and young people in all sectors.

- Children and young people are confident, resilient, ready to learn and able to live larger lives.
- Children's outcomes are in line with or remain above national outcomes.
- Proportion of schools judged Ofsted Good to be at least in line with or higher than national.
- Young people identified as NEET stay below national.

- Children are healthy and school ready.
- Parents and carers feel well informed and engage well with the range of services.
- Children achieve well, with all children including those eligible for Free School Meals or SEND achieving at least in-line with the same groups nationally at the end of EYFS.
- Most eligible families take up funded education and childcare places.

2. Introduction

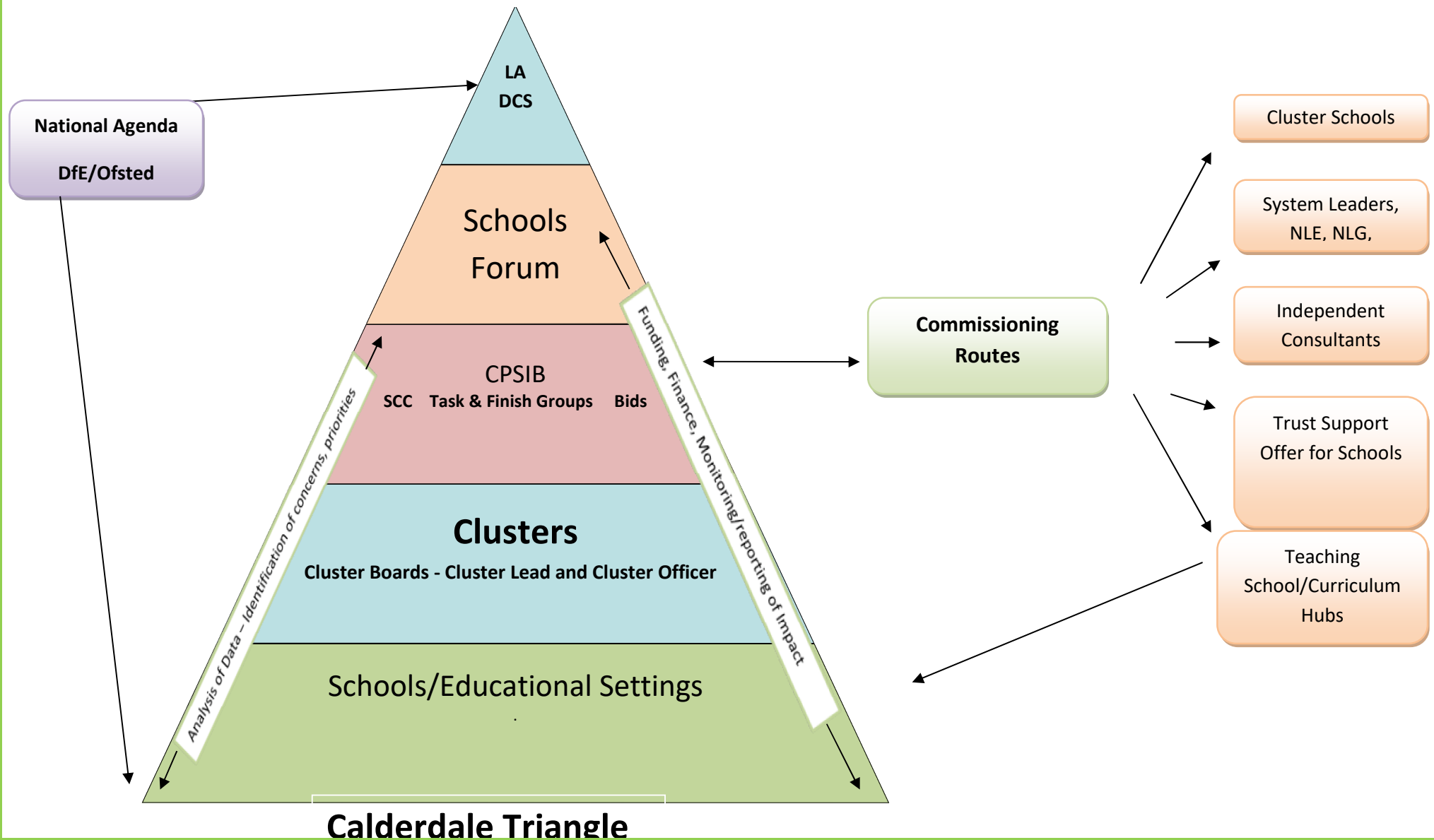
Excellence through partnership

The Self-Improving School System: The Calderdale Partnership

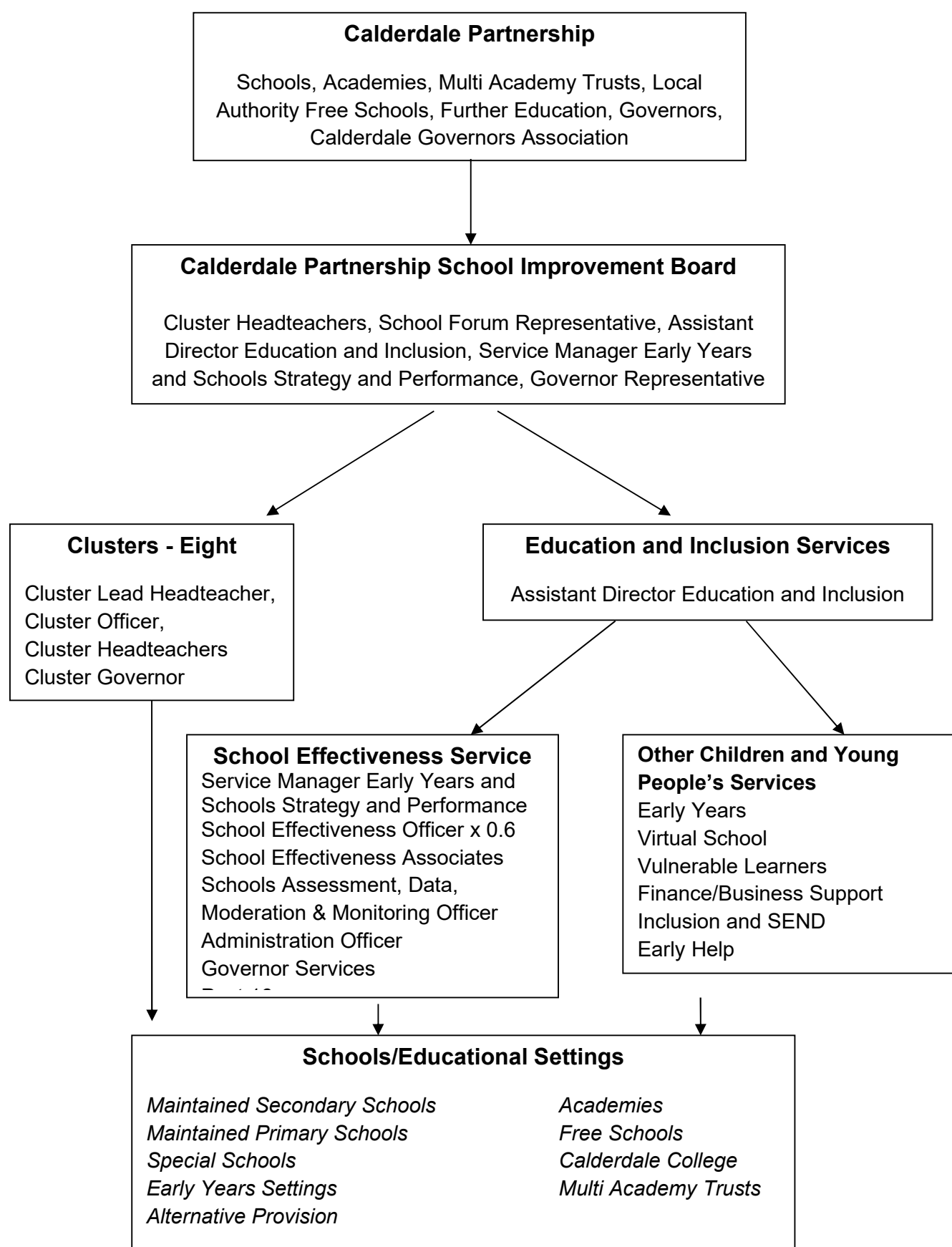
The Calderdale Partnership led by the Calderdale Partnership School Improvement Board (CPSIB) was formed in order to ensure that all pupils in Calderdale attend a school that is either 'Good or Outstanding' and to advance the self-improving school system. This is a partnership amongst individual schools, multi academy trusts, academies, the local authority and governors. Within the partnership each school is entitled to be a member of one of eight Clusters. This partnership is also supported by the Regional HMI team and the Regional Director. School settings for pupils within the age range of Reception to the end of Y11 are eligible for funding from the School Improvement Fund administered by the Partnership Board. Free Schools with pupils within the age range of Reception to the end of Y11 are eligible for funding after the first 3 years of their existence.

3. Calderdale Self-Improving Schools System

Vision: All children are Happy, Successful and Safe. All schools are Key Partners



Calderdale Partnership Structure



Calderdale Self-Improving Schools System

Introduction

The framework was developed in response to the changing statutory requirements in relation to school improvement and takes into account the views of stakeholders and the work of other Local Authorities who have developed self-improving school systems.

The self-improving schools strategy aims to:

- support collaboration and develop good practice in schools in Calderdale
- provide support and challenge to all schools
- provide additional support to vulnerable schools
- support the delivery of the Local Authority's functions in relation to school improvement
- support vulnerable children and families through working with the early intervention locality teams
- improve outcomes for children and their families
- develop effective leadership in all schools.

Characteristics of a self-improving school system should include:

- leaders and schools who take responsibility for improving the system and accept accountability for all the children of Calderdale
- a process for sharing and developing good practice
- strong support for the most vulnerable schools
- access to support for all schools from NLEs, NLGs and other strong schools
- a process for early identification of underperformance and other vulnerabilities
- a process to identify methods of swift and early intervention
- effective analysis by schools to identify priorities and ability to commission support from providers
- effective use of the Teaching School Hub and Research School
- pro-activity in research and development

The purpose of the self-improving schools system via the clusters is to develop the good practice of all schools in order to increase the number of good and outstanding schools and prevent individual schools from being judged as Requiring Improvement or Inadequate.

The intention is for schools to work together to identify their strengths, to share good practice and to address the areas for improvement of all schools in the clusters. Schools can work collaboratively to commission services which will tackle areas for development within each cluster and research, develop and trial new ideas.

School Improvement Clusters

There are six primary school improvement clusters, one secondary cluster and one for specialist provision, **specifically for the purpose of school improvement.**

A School Effectiveness Officer (SEO) with expertise in school improvement maybe linked to one or more clusters as Cluster Officer. The role of Cluster Officer can also be undertaken by an external consultant. They can also take a lead role in monitoring or evaluating any Cluster/Cross Cluster projects. The Service Manager for Early Years and Schools Strategy and Performance will have a management role in relation to the School Effectiveness Officer and associates in relation to their role in the clusters.

Clusters are funded through the Dedicated Schools Grant at a lump sum of £19,000 plus £3 per pupil. Additional funding may be allocated when one-off funds are available. In 2021-22 an additional £340,000 was agreed by Schools Forum to be allocated:

£16,000 to clusters	£2,000 per cluster for increased Cluster Officer time for COVID related pressures
£145,000 to clusters	Allocated on pupil numbers with additional £5,000 for SPC to adjust for low pupil numbers
£179,000 CPSIB	For additional bids to support Education Recovery Plan

While the clusters described above are set up as school improvement clusters, it is recognised that schools could belong to a number of groups for different purposes, this could include small school groups, faith schools and cross phase groups. Clusters will vary in the number of schools they contain but all schools will be encouraged to be part of one.

The strategic leadership and management of the Self-Improving School System will be provided by the Calderdale Partnership School Improvement Board.

Governance Arrangements for the Self-Improving School System

The Calderdale Partnership School Improvement Board

A School Improvement Board comprising the Chair/Lead Headteacher of each Cluster, a governor representative from the Calderdale Governors Association, Assistant Director Education and Inclusion and the Service Manager Early Years and Schools Strategy and Performance. This Board will be supported by LA data and finance officers and other officers as necessary. Representatives from the Diocesan Boards and Teaching School Hub will be invited where appropriate.

Each school can be a full member of one cluster but an associate member of other clusters. If the Chair/Lead Headteacher is unable to attend the Partnership Board a substitute from the same constituent group must be able to attend.

The Calderdale Partnership School Improvement Board will:

- provide support, challenge and evaluation in relation to school improvement by agreeing the categorisation process for schools on an annual basis and evaluating the outcomes of all schools using information provided by the LA.

- monitor the effectiveness of all clusters through regular reports from the LA and from each cluster.
- ensure each cluster has a constitution or terms of reference, or similar, which meets the needs of the cluster and fulfils the expectations set out in this document.
- ensure funding is devolved effectively by approving the method for allocating the school improvement fund, prioritising funding for vulnerable schools and approving the use of the School Improvement Fund in consultation with the LA and clusters. A model for the devolvement of funding will be presented annually to the CPSIB for approval.
- evaluate the impact of funding
- encourage research and development into new ideas for raising standards
- disseminate good practice from each cluster through the Cluster Officers' Meeting, identifying practice which is most effective in raising standards in vulnerable schools.
- commission support from the Teaching School Hub as appropriate
- seek to target funding where it is most needed by initiating or accepting bids from Red and/or Amber schools (after taking account of other funds they may have access to)
- establish 4 or 5 key performance indicators of school progress, for adoption as measures for all projects/funds, eg: leadership and management Ofsted grade; pupil progress (at appropriate key stages); percentage of teaching over time, which is judged to be good or better, with KPIs being appropriate for the length of the work and intended outcomes
- where projects have not met the minimum impact required, ensure a meeting takes place between the Cluster Lead Head/Head/CoG and the SEO. This may give rise to a school receiving an improvement notice and/or a request to repay funds. For groups of schools or a cluster, the lack of impact will be discussed between the Cluster Lead Head and Officer along with a School Improvement Officer not connected to the cluster and funds repaid where appropriate and fair. It may also provide an opportunity for lessons to be learned
- in approving bids CPSIB should consider how well submissions refer to local and national evidence of what works well and report on the same at the end of the project to continue to build a knowledge bank within CPSIB on what is working well
- allocate funds for Officer time (where the Officer is not already the Cluster Officer, to avoid double funding) spent on the allocation, monitoring and reporting on cluster funding which will be charged back to the fund
- ensure bids include appropriate evaluation measures before approving
- approve any bid charges for NLE/SLE/SEO/headteacher support to be paid at the agreed pricing of the Partnership Board. If there are any further higher costs, then the school or cluster submitting the bid will pay the difference.

In evaluating impact, the CPSIB at each meeting should consider:

- the extent to which vulnerable schools are able to provide evidence of improvement
- improvements in attainment outcomes
- the impact of intervention or structural solutions in schools deemed not to be good by Ofsted
- the extent to which standards have improved across each cluster and the LA
- the extent to which good practice has been shared and adopted
- the quality of data, information and support from the LA
- the reduction in the number of vulnerable schools
- the increase in the number of children attending good and outstanding schools.

Self-Improving School System Clusters

Each cluster has a constitution or terms of reference which meets the needs of the cluster.

Each cluster is chaired by a current Calderdale Headteacher approved by schools in the cluster on a one vote per school basis.

Clusters receive funding according to a methodology and formula approved by CPSIB and the Schools Forum.

Each cluster will nominate a school to receive and hold the funding for that Cluster from which an allocation, agreed by the Cluster, can be taken to cover the Chair's duties.

School improvement support to Cluster schools is funded initially from the school's own budget. Subsequent funds may be allocated by the Cluster, the CPSIB from the School Improvement Fund or a combination from all sources.

Each cluster will identify development needs, commission and procure the necessary support, monitor the progress of schools in the cluster, identify good practice and provide reports to CPSIB and Schools Forum twice a year.

Administration/Facilitation of the clusters is for schools to decide and fund if required.

In working with the Calderdale Partnership School Improvement Board:

Clusters will:

- support the risk management process for categorising schools through termly Cluster Officers meetings
- receive timely and appropriate performance and contextual information from the School Effectiveness Service to assist in the identification of vulnerable schools and to monitor school performance via Nexus/Perspective Lite when data is available
- provide information to enable CPSIB to evaluate the effectiveness of the cluster in meeting the needs of schools in the cluster and in bringing about school improvement in the form of a report, twice a year
- ensure schools within the Cluster are challenged and supported through an effective methodology decided by the Cluster
- work together to pool cluster resources and share expertise to improve outcomes in all schools

In evaluating impact, Clusters should consider:

- the extent to which good practice has been identified, shared and celebrated
- the extent to which cluster resources have been pooled and shared to improve school effectiveness
- the extent to which schools have worked collaboratively to prevent schools from becoming vulnerable and have improved their outcomes
- the progress of vulnerable and minority groups.
- the extent to which all schools in the cluster have engaged actively with the Calderdale Self Improving Schools System

Education and Inclusion Services will:

- ensure funding is allocated to the Calderdale Partnership School Improvement Board on an annual basis following agreement with Schools Forum.
- undertake the risk management process as detailed in Section 5 of this framework
- ensure schools, clusters and the CPSIB have access to quality data in an accessible format to support identification of vulnerable schools and of good practice.

- make appropriate arrangements for meetings of CPSIB including the provision of administrative and officer support.
- provide reports as appropriate on progress to CPSIB, elected members and governing bodies.
- provide support and challenge to schools with Local Authority risk assessment of Amber and Red through School Effectiveness Officer/Associates
- propose interventions and solutions for schools in Ofsted categories 3 and 4, for discussion with CPSIB, HMI, DfE and Regional Director. .
- monitor the progress of vulnerable schools and ensure governing bodies are kept informed.
- use the formal powers of the LA where schools are not making sufficient progress.

School Improvement Cycle

The school improvement cycle enables appropriate and timely information to be made available to clusters so that vulnerable schools and cluster priorities can be identified at an early stage and CPSIB and Clusters can deploy available resources effectively and ensure best value.

Clusters should meet each half term as appropriate.

CPSIB should meet four times a year. Two of these meetings should be held at least two weeks before Schools Forum to enable reports to be tabled at the following Schools Forum meeting. CPSIB meetings should also follow meetings of CASH and CPHA where possible to enable issues from headteachers to be raised at the meetings.

Education and Inclusion Services

Summer term

- Review the Risk Assessment process and Partnership Framework
- Collate and disseminate provisional EYFS, KS1 and 2 data as appropriate, when data is available
- Complete the initial risk assessment for all primary schools using available information and latest available attendance and exclusions data

Autumn term

- Complete the initial risk assessment for all secondary schools using available information including the latest available attendance and exclusions data
- Share analysis of school performance including annual review of Ofsted judgements with CPSIB, Ofsted and individual schools
- Collate and disseminate provisional KS4 and 5 data as appropriate, when data is available
- Provide support and challenge to maintained schools risk assessed as Amber or Red and support the drawing up of robust improvement plans
- Collate an annual report from Cluster reports for Schools Forum and members and governors if required

Spring term

- When data is available, produce validated Key Stage data
- Review risk assessment using available information
- Secure funding for CPSIB and Clusters

Calderdale Partnership School Improvement Board

Summer term

- Review the funding formula and determine the amount for each cluster
- Review reports from each Cluster outlining the impact assessments of any support for schools or projects funded by the School Improvement Fund
- Consider requests for School Improvement Funding and make funding available where appropriate
- Review impact of support commissioned from TSH and other providers

Autumn term

- Review the performance outcomes of all schools and cluster to establish the Calderdale picture
- Note the Local Authority's Risk Assessments of schools which determine the range of support/intervention
- Allocate resources using funding formula
- Commission support as appropriate from the Teaching School Hub, Research School and Curriculum Hubs and other providers
- Identify and disseminate good practice
- Identify school improvement issues that need reporting to the Diocese, elected members and the LA senior management team
- Identify LA wide priorities and training requirements
- Consider requests for contingency funding and make funding available where appropriate

Spring term

- Review progress of intervention and support in vulnerable schools against action plans
- Consider requests for contingency funding and make funding available where appropriate

Clusters:

Summer term

- Identify good practice and emerging needs in the cluster schools, and share issues with appropriate officers
- Approve applications to CPSIB for contingency funding
- Review support from Teaching School and Curriculum Hubs and other providers
- Action planning or review as appropriate

Autumn term

- Review the available information for the cluster schools to identify those in need of support

- Identify good practice and emerging needs in the cluster schools, and share issues with appropriate officers
- Identify whole Cluster priorities
- Approve applications to CPSIB for contingency funding
- Commission support as appropriate from Teaching School and Curriculum Hubs and other providers
- Make appropriate arrangements for challenge and support visits to all schools
- Action planning or review as appropriate
- Produce a Cluster Plan – Cumulative Progress and Impact Report (CP Appendix E)

Spring term

- Identify good practice and emerging needs in the cluster schools, and share issues with appropriate officers
- Approve applications to CPSIB for contingency funding
- Action planning or review as appropriate
- Update the Cluster Plan – Cumulative Progress and Impact Report (CP Appendix E)

Clusters may wish to modify the annual cycle to meet their own needs as appropriate.

Resources

Schools will be expected to fund their own school improvement activity.

The Cluster will decide if schools in difficulty and with a budget deficit should be funded by the cluster or if an application for further funding needs to be made to the CPSIB.

The amount of funding available each year to fund the work of the Clusters and to support Schools Causing Concern will be decided by Schools Forum during the spring term following an impact report from the Clusters.

4. Local Authority Responsibilities – See appendix G– Calderdale School Improvement Strategy 2022

The latest guidance is effective from 1 September 2022 and sets out the factors LAs and Regional Directors will consider, and the process they will follow in order to decide the right approach to supporting a school to improve. [Schools causing concern guidance](#)

Section 72 of the Education and Inspections Act 2006 places a statutory duty on all LAs in England, in exercising their functions in respect of maintained schools causing concern, to have regard to any guidance given from time to time by the Secretary of State.

This applies to:

- Maintained 'schools causing concern' (within the meaning of section 44 of the Education Act 2005).
- Maintained schools that are 'eligible for intervention' (within the meaning of Part 4 of the Education Act 2006).

- Other Maintained schools about which the Local authority and/or Secretary of State have serious concerns which need to be addressed; and
- Academies causing concern

The process of risk assessment

In order to undertake its duty and fulfil its responsibilities, the LA systematically and rigorously uses a range of data to monitor the standards and quality of provision in schools in order to identify underperformance. This constitutes the assessment stage of the process.

This process of monitoring therefore and the consequent actions of challenge, support or intervention is referred to as the LA's Risk Assessment. It supports the LA in meeting its strategic priority to "increase the number of good and outstanding schools".

When the RA process identifies underperformance in maintained schools the LA will, as appropriate, support, challenge or intervene on behalf of all children including those who are most vulnerable. In non-LA maintained schools, the LA will initiate the necessary discussions and action as required by the Secretary of State.

The LA undertakes these functions in collaboration with the Calderdale Partnership School Improvement Board (CPSIB), Clusters of schools and Teaching School and Curriculum Hubs. This arrangement is aimed at strengthening each school's capacity for self review, evaluation and improvement and is consistent with the Education Act (2011) which expects schools to be responsible for their own effectiveness and improvement.

In order to raise standards of achievement for all pupils including the most vulnerable, the LA targets its resources on areas of greatest need as identified by accurate analyses of relevant qualitative and quantitative data. The School Effectiveness Service (SES) channels its support to schools according to need, thus working differentially with schools to raise standards, increase progress and reduce gaps in pupil performance.

5. Risk Assessment Process

For 2022/23, maintained schools and academies will be invited to undertake an annual self-assessment (see below) which will be used to inform the LA's risk assessment process during this transition year, of **RED**, **AMBER** or **GREEN**. This process will also be informed by a range of information including, when available, unvalidated data from statutory assessments. School Effectiveness Officers will discuss the risk assessment with Headteachers where there is a difference between the school's own assessment and that of the LA before determining the final assessment. The Service Manager for Early Years and Schools Strategy and Performance will communicate the school's risk level in writing to the Headteacher, Chair of Governors and, where appropriate, to the CEO of the Trust. Cluster officers will also be involved in the discussion of a school's Risk Assessment as it is an on-going process and a school's level of risk may change. The School Effectiveness Service undertakes termly reviews of risk levels via the progress meeting cycle in place.

For 2022/23, the School Effectiveness team, will provide more challenge and support to our **RED** and **AMBER** schools with a named officer/associate. Our **GREEN** schools are making good to outstanding progress, outward facing and able to offer school to school support.

All Calderdale schools and academies are supported through the Calderdale Self-improving School system with funding allocated to individual clusters. Depending upon circumstances, some

schools will also be able to bid for additional funding for school-to-school support from the Board, via cluster officers.

Both maintained schools and academies will be discussed at the regular progress meetings with regional HMI, DFE and the Regional Director.

School Name:								
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	<i>A 'best fit' approach will be used in applying the criteria other than those shaded which are limiting factors.</i>								
BAND GREEN	Highly likely to be judged to be 'good' or 'outstanding' if inspected or evaluated by external consultants.								
	Internally assessed attainment at the end of every key stage for all pupils and all groups of pupils, including disadvantaged and SEND pupils, is likely to be consistently in line with or above the last known national average. If internally assessed attainment at the end of any key stage or in any subject is below prior year averages, it is improving.								
	Internally assessed progress measures indicate at least average progress across Key Stage 2 or Key Stage 4, for all pupils and groups including disadvantaged and SEND pupils in all subjects. Progress across the majority of other year groups, pupil groups and core subjects may indicate some variability, although in general, progress is at least average.								
	Outward facing links are increasing where appropriate. School leaders are taking the opportunity to work in collaboration with other schools in the cluster and beyond.								
	Behaviour is managed well; exclusions (Suspensions & Pex) are at least in-line with national or are reducing to be close to national.								
	Absence (Including PA) is at least in line with national averages or shows consistent improvements, with secure systems and processes evidencing impact through upward attendance trends if it is above average given the school's context.								
	The school has robust evidence to demonstrate safeguarding is effective.								
BAND AMBER	The school was judged to 'require improvement' at its most recent inspection.								
	Evidence indicates that school is likely to be judged to 'require improvement' by Ofsted at its next inspection.								
	Although judged as 'good' at its last full inspection, the school has recently been inspected under Section 8, with identified priorities for improvement and proposed Section 5 as its next inspection.								
	Statutory assessed attainment for 2022 at the end of any key stage is below indicative national averages (recognising this can be updated in September when official figures are available)								

	Internally assessed value added/progress indicates below average progress in two or more subjects for all pupils or groups, including disadvantaged and SEND pupils. (This could be updated when official KS1 to KS2 or KS2 to KS4 progress is available)		
	School leaders do not fully participate in outward facing links with the cluster, other partners and schools. In LA maintained schools, leaders do not fully engage with the work of School Effectiveness Officers to contribute to or support school improvement processes.		
	Behaviour is managed appropriately; there are few suspensions & exclusions, although this number is not reducing over time.		
	The school is subject to financial concerns		
	Absence (including PA) is above national average and shows limited signs of improvement		
	The school has robust evidence to demonstrate safeguarding is effective.		
BAND RED	Judged to be 'special measures' or 'serious weaknesses' at its last Ofsted inspection and/or likely to be judged 'inadequate' if inspected or evaluated by external consultants.		
	Judged to 'require improvement' in two consecutive inspections.		
	Statutory assessed attainment is well below national averages in any subject or key stage or for particular groups across the school.		
	Internally assessed value added/progress indicates well below average progress in two or more subjects for all pupils or groups, including disadvantaged and SEND pupils. (This could be updated when official KS1 to KS2 or KS2 to KS4 progress is available)		
	There are significant concerns about behaviour; the number of suspensions & exclusions is high or rising.		
	The school's arrangements for safeguarding pupils do not meet statutory requirements and give cause for concern. The number of exclusions is high or rising.		
	Absence is consistently high for all pupils or groups of pupils and/or persistent absence was consistently high and shows little sign of improvement.		
	Complex weaknesses including leadership/governance issues are evident.		
	Serious financial concerns are evident.		

6. Contract and procurement guidance

Maintained schools will be expected to comply with Calderdale Council's rules on contract and procurement when committing any allocations unless they have adopted other rules that are considered at least equivalent in making the best use of public funds and protecting those involved procuring goods and services. Academies will have adopted their own contract and procurement rules based on guidance provided by the Education Funding Agency that similarly provide for the best use of public funds and appropriately protect staff involved in procuring goods and services. Calderdale Council's specific requirements are set out in Appendix D.

Committing of funding allocations

Individual schools will be required to confirm when they submit their Funding Bid (Appendix E) how any funding allocations have been committed. This will need to cover three main areas:

- itemise how total funding has been allocated (consultancy, staffing, purchases etc);
- the LA procurement procedures have been followed;
- how value for money has been secured (may be reference to quotations for work, and who any work has been allocated to – companies, individuals etc).

This level of information is required by the Schools Forum which is accountable for the overall budget for school improvement clusters.

It is expected that schools will first consider what support can be offered by other Calderdale schools (either in their cluster or other clusters), the use of Calderdale's Teaching School and Curriculum Hubs, Research School, or System Leaders before engaging other parties.

Each cluster is provided with funding at the start of the year on a formula basis to sustain the future working and collaboration of clusters. Before each new allocation is made the Local Authority (again on behalf of Schools Forum) will require a statement (Cluster Plan - Cumulative Progress and Impact Report – A3 – Appendix E) on how those funds have been used and any remaining balance.

Calderdale Self-Improving Schools System
Calderdale Partnership School Improvement Board
Terms of Reference

1. Aims

- To support school improvement delivery across Calderdale.
- To ensure the needs of children and young people within clusters are met via an outcome focused approach to school improvement delivery.
- To ensure a cluster funding protocol is in place that supports both cluster delivery and school improvement activities.

1. Purpose

The purpose of the Cluster is to:

- Operate the Calderdale Self Improving Schools System, generally within a geographical area.
- Use the expertise within the Cluster to support the Cluster schools to provide a good or outstanding standard of education.
- Analyse the effectiveness of Cluster schools in order to identify within the Cluster good practice which can be shared or underperformance which may require support or appropriate action.
- Propose school to school support where necessary through the use of System Leaders, TS and Curriculum Hub, consultants and Cluster schools in Calderdale.
- Consider bids for underperforming and/or vulnerable schools within the Cluster ensuring these are costed and clear about activity and outcomes.
- Use the bidding process to obtain further funds for school improvement within individual schools or the Cluster where further funding is necessary and cannot be provided through school budgets.
- Evaluate the impact of these resources on securing improvements.
- Identify any themes which would benefit from a whole Cluster project or an authority-wide approach to improvement.
- Work with Cluster schools to ensure strategies are in place to support recovery and progress.
- Report on funding decisions and impact evaluations to the CPSIB to ensure that all funds are used effectively.

2. Roles and Responsibilities

- Headteacher representatives will ensure the needs of schools are presented with a focus on school improvement.

- Local Authority representatives will ensure monitoring of standards is reported and that the most vulnerable schools are supported and challenged.
- Cluster Officers will ensure that the Cluster functions effectively and all communications occur in a timely manner. All partners will share information appropriately and acknowledge that at times this may need to remain confidential within the meeting.

3. Reporting and Communications

- All members of the Cluster should agree to a data sharing protocol within the Cluster and with the CPSIB.
- Clusters will meet twice a term to consider school improvement priorities, evaluate impact of any activities and funding and ensure that the Council's contract and procurement guidance is followed.
- Cluster Lead headteachers will attend each meeting of the CPSIB to consider the strategic work of the CPSIB, report back on the work of the Cluster and support any bids for funding from the Cluster or the Cluster schools.
- The Cluster will provide an annual report during the spring term of how the Cluster funding is intended to be spent. This will be reported on the Cluster Plan Cumulative Progress and Impact Report – Appendix E
- The Cluster will provide an annual report at the end of each academic year outlining the work of the Cluster, the outcomes of the evaluation of any projects and how effectively the funding has been used. This will be reported on the Cluster Plan Cumulative Progress and Impact Report – Appendix E
- Cluster Officers will complete the reports for members of the Cluster in addition to providing agendas for upcoming meetings and any documentation including minutes of meetings.
- Both reports are to be received by all members of the Cluster, the CPSIB and Schools Forum. These reports will therefore be a matter of public record.
- Cluster Lead Headteachers are responsible for updating the Cluster they represent on the key recommendations and outcomes of each CPSIB meeting including informing headteachers of the outcomes of any bidding process.
- Cluster Lead Headteachers are responsible for escalating any issues that need to be addressed at CPSIB.
- Papers from Clusters will be available for CPSIB meeting 5 working days prior to the meeting.

4. Membership

- Cluster membership reflects a partnership approach between schools and the Local Authority and is the method by which the self-improving system is promoted in Calderdale.
- A Cluster is led by a Cluster Board made up of all the headteachers within the Cluster with representation from the Governing Bodies of the Cluster schools.
- The Cluster meetings will be chaired by the Cluster Lead Headteacher, who is elected by the Cluster Board, and serviced by the Cluster Officer.
- The Cluster Board consists of:
 - Cluster Lead Headteacher who represents the Cluster at the CPSIB. This role can be rotated between members of the Cluster
 - Cluster headteachers
 - Governors from a Cluster school, the number attending depending on the size of the Cluster and decided by the Cluster.

- A Cluster Officer

- Each member of the Cluster Board has voting rights.
- Data is shared through the overall Local Authority Information Sharing Agreement where appropriate or through ISAs agreed with the schools.
- Each member of the board is responsible for identifying a suitable person to deputise for them in the event that they are unable to attend the Cluster meeting.
- The person deputising must represent the school and could be a senior member of staff or a governor.
- This needs to be communicated to the Chair prior to the meeting. Support will be provided by the Cluster Officer.

5. Meetings

- Meetings shall be held on a half termly basis, the venue shall be agreed at the previous meeting. Administration shall be the responsibility of the Chair and Cluster Officer.
- It is expected that all schools will be represented at each Cluster meeting.
- Agenda and minutes to be circulated in advance of the arranged meeting.
- Meetings to be held in advance of CPSIB where possible so that a report or any bids can be presented.
- Any matters arising between meetings shall be reported to the Chair who shall include as an agenda item at the next meeting if required.
- Members of the Cluster to declare any interest as appropriate at the meeting.

6. Review

The terms of reference and membership of the Cluster will be reviewed on an annual basis and following any review of the Partnership framework by the CPSIB.

Calderdale Clusters

Calder Valley Collaborative (16)

Burnley Road Academy
Castle Hill Primary
Central Street Infant & Nursery
Colden J & I
Calder Learning Trust (Primary)
Hebden Royd CE Primary
Heptonstall J, I & N
Luddenden CE School
Luddendenfoot Academy
Midgley School
Old Town Primary
Riverside Junior School
Scout Road Academy
Stubbings Infant & Nursery School
Wainstalls School

East Calderdale (18)

Bailiffe Bridge J & I
Carr Green Primary
Cliffe Hill Community Primary
Field Lane Primary
Lightcliffe CE Primary
Longroyde Primary School
Northowram Primary
Salterhebble J & I School
Salterlee Primary
Shelf J & I
St Andrew's CE Infant
St Andrew's CE Junior
St John's CE Primary Academy, Clifton
St Joseph's Catholic Primary, Brighouse
St Michael & All Angels CE Primary
Trinity Academy St Chad's
Withinfields Primary
Woodhouse Primary

Todmorden Cluster (7)

Cornholme J, I & N
Ferney Lee Primary
Parkinson Lane Community Primary
Shade Primary
St Joseph's RC Primary (Todmorden)
Todmorden CE J, I & N School

Walsden St Peter's CE (VC) Primary

North Halifax (18)

Abbey Park Primary School
Ash Green Community Primary
Beech Hill School
Bradshaw Primary School
Christ Church CE (VC) Primary
Dean Field Community Primary
The Halifax Academy (Primary Phase)
Holy Trinity CE Primary, A C of E Academy
Lee Mount Primary School
Ling Bob J, I & N School
Moorside Community Primary
Mount Pellon Primary Academy
Trinity Academy Akroydon
Savile Park Primary
St Augustine's CE (VA) J & I School
St Joseph's Catholic Primary, Halifax
St Malachy's Catholic Primary, A Voluntary Academy
Whitehill Community Academy

Sowerby Bridge Cluster (15)

Barkisland CE (VA) Primary School
Bolton Brow Primary Academy
Christ Church CE (VA) Junior School
Copley Primary School
New Road Primary School
Norland CE School
Ripponden J & I School
Sacred Heart Catholic Voluntary Academy
Trinity Academy St Peter's
St John's School, Rishworth
St Mary's CE (VC) J & I School
Triangle CE Primary School
Tuel Lane Infant School
Warley Road Primary School
Warley Town School

Elland Cluster (11)

All Saints' CE VA J & I School
Bowling Green Primary School
Cross Lane Primary School
Elland CE J, I & N School (VA)
The Greetland Academy
Holywell Green Primary & Nursery School
Old Earth Primary School
Siddal Primary School

St Mary's Catholic Primary School
St Patrick's Catholic Primary School
West Vale Primary School

Secondary Cluster (16)

Brighouse High School
Calder Learning Trust (Secondary phase)
The Halifax Academy (Secondary phase)
Lightcliffe Academy
Park Lane Academy
Rastrick High School & Sixth Form
Ravenscliffe High School & Sports College (Associate)
Ryburn Valley High School
Trinity Academy Grammar
The Brooksbank School
The Crossley Heath School
The North Halifax Grammar School
The Whitley Alternative Provision Academy
Todmorden High School
Trinity Academy Halifax
William Henry Smith (Associate)

Specialist Provision Cluster (SPC) (4)

Highbury School
Ravenscliffe High School & Sports College
William Henry Smith
Wood Bank School

Note: Clusters receive funding for full members schools only. All schools receive funding based on pupil numbers for pupils R-Y11 which is allocated to their main cluster.

CLUSTER LEAD/CLUSTER OFFICER ROLES & RESPONSIBILITIES

Clusters have the choice of having a SEO from the School Effectiveness Service or appointing their own Cluster officer.

For, 2022-23, the finance to be allocated to each Cluster for a Cluster Officer will be £ £8000(which is equivalent to circa 20 days at £400. This funding will be paid to the Cluster Officer or to the SEO team if the Cluster Officer is from the SEO team.

The different roles and responsibilities are outlined below. The role of Cluster Officer is provisional and would be tailored to meet the needs of the employing Cluster within the parameters below.

CLUSTER LEAD HEADTEACHER

- Attend CPSIB meetings on behalf of cluster and ensure that if they cannot attend CPSIB in person they arrange for another headteacher from the Cluster to deputise. Each Cluster should be represented at every CPSIB meeting if possible.
- Present any school improvement bids from either the Cluster or a Cluster school to the meeting and report back on the progress of the bid to either the school head or the Cluster heads immediately after the meeting.
- Chair Cluster meetings and ensure effective administration / agenda setting
- Undertake a strategic school improvement role within the Cluster and monitor the impact of finance with the Cluster Officer. (Form A3 – Appendix E)

CLUSTER OFFICER:

- Take lead role in information analysis with Cluster Heads in order to identify Cluster priorities
- Produce and update the Cluster action plan and co-ordinate the school improvement activity which results from the analysis
- Organise, facilitate and attend cluster meetings in order to ensure the school improvement action plan is carried out.
- Meet with and report to Clusters / Cluster Lead Headteachers
- Work with Cluster Lead Headteacher to ensure effective resource allocations and to monitor the impact of Cluster funding
- Ensure that Form A3 is presented to Partnership Board on time.
- Identify and facilitate sharing of good practice within cluster
- Identify/ broker school improvement support for schools within the cluster. In schools which are identified as Schools Causing Concern (SCC) this must done in conjunction with the SEO who leads on this.
- Support the writing of the bids from the Cluster or individual schools to access funding from the School Improvement Fund. Ensure that all bids are submitted by the agreed date.

- Meet with the School Effectiveness team half termly to discuss impact of Cluster and School Improvement fund activity and share data around SCC

LOCAL AUTHORITY ROLES & RESPONSIBILITIES

SCHOOL EFFECTIVENESS OFFICER/ASSOCIATES

- Support, monitor and challenge maintained Schools Causing Concern (SCC) through termly monitoring visits and by providing or commissioning support and intervention
- Broker and commission support for SCC via the commissioning model from good and outstanding schools, System Leaders, TS and Curriculum Hubs and other consultants
- Meet with the Steering Group, consisting of Research School, TS and Curriculum Hubs and Cluster Officers to discuss LA priorities and interventions 4 times per year
- Attend the SCC progress meetings for their allocated schools, chaired by the Service Manager for Early Years, School Strategy and Performance
- Engage with Ofsted as appropriate
- Monitor effectiveness of resource allocations and impact of school improvement interventions at each monitoring visit with SCC (FIR A2 – Appendix E)
Identify and facilitate sharing of good practice within and across Clusters
- Undertake LA statutory duties as appropriate

Appendix D

Calderdale Council's contract and procurement guidance (specific requirements)

All schools can access Calderdale's detailed rules at [Calderdale Council's Contract and Procurement Rules](#). The sums typically being committed or spent within school clusters for school improvement support, will most probably be for sums below £60,000. Here is an extract of the relevant paragraphs from Appendix 1 of the rules, suitably edited for school use:

39. Contracts under £10,000

39.1 Where the requirement cannot be met by existing contracts, the appropriate budget holder should undertake the most efficient method of procurement which can demonstrate value for money.

39.2 A written record of the reasons for the choice of procurement method should be retained for audit purposes.

40. Contracts between £10,000 and £60,000

40.1 Where the requirement cannot be met by existing contracts, four written quotes should be obtained.

40.3 If it can be demonstrated that four quotes cannot be obtained due to a lack of suitable contractors willing to quote, then the head teacher must retain a written record of this.

In addition all schools should have in place a process for regularly reporting to governors (either annually or each term) the outcome of any procurement of goods and services above £10,000.

Documents

Bidding Process

Key Principle:

A school, group of schools or cluster can bid for funding from the CPSIB for school improvement to meet identified needs and priorities where:

- existing priorities need a more rapid solution
- a new solution is required to an existing issue
- a new problem has arisen
- research/innovative practice could assist the Cluster in resolving an issue or improving outcomes

However if a school or cluster have enough funding within their budget to ensure support it will be expected that this will be deployed before a bid is submitted.

The bidding process is outlined below.

Bids:

1. Bids need to be based on the school's or cluster's action plan or an analysis of needs prioritised by the Cluster or may be part of the cluster action plan
2. Resources will not generally be funded. However, if it can be proved that new resources are vital to enable school-to-school support then these may be included
3. School staffing will not generally be funded as improvements need to be sustainable.
4. Bids will initially identify what support is needed and a cluster discussion will determine how this is put together (dependent upon capacity) in the following order:
 - school support within cluster
 - school support from another cluster
 - System Leaders: LLE, NLE, SLE, NLG
 - consultancy
5. When need is identified, this should be shared with the Cluster to crossmatch expertise
6. Finalise bid, putting in provider details
7. Cross-cluster communication to "fill in" provider gaps that cannot be filled within the Cluster.

Writing the Bid

1. Complete the template entitled 'Bid for School Improvement Fund' (Form A1) including an action plan (if there is not already a rigorous action plan in place)
2. Existing plans can be submitted and highlighted to cover some points, but success criteria must be clear and measurable
3. Link action plan to Ofsted criteria wherever possible
4. Input to and management of bids by the Cluster lead to be consistent across all clusters

5. Bids can be flexible in time, but it is likely that the board will only agree a maximum of three terms of funding initially in order to measure success before further funding is released.
6. The Bid can be written with the support of the SEO or the Cluster Officer.
7. The Bid should be submitted to the Cluster Lead Headteacher for discussion at the Cluster before submission to the Calderdale Partnership School Improvement Board.
8. The bid should be submitted to Carolyn Rooke (Carolyn.Rooke@calderdale.gov.uk) by the agreed date.

After Bid:

Operationally

1. The results of any bidding will be included in the minutes of the meeting and the Cluster Lead Headteacher will inform the school or cluster of the outcome of the bidding process
2. The Funding Impact Report (FIR – A2) template with the agreed funding will be sent to the school or cluster by an LA Officer
3. Funds will be devolved to the bidding school or cluster in the next funding cycle by LA Finance
4. The school providing the support to invoice the focus school or cluster when work has been undertaken monthly or half termly as appropriate
5. FIR will be returned to the Cluster lead for submission to CPSIB and Schools Forum by agreed dates.

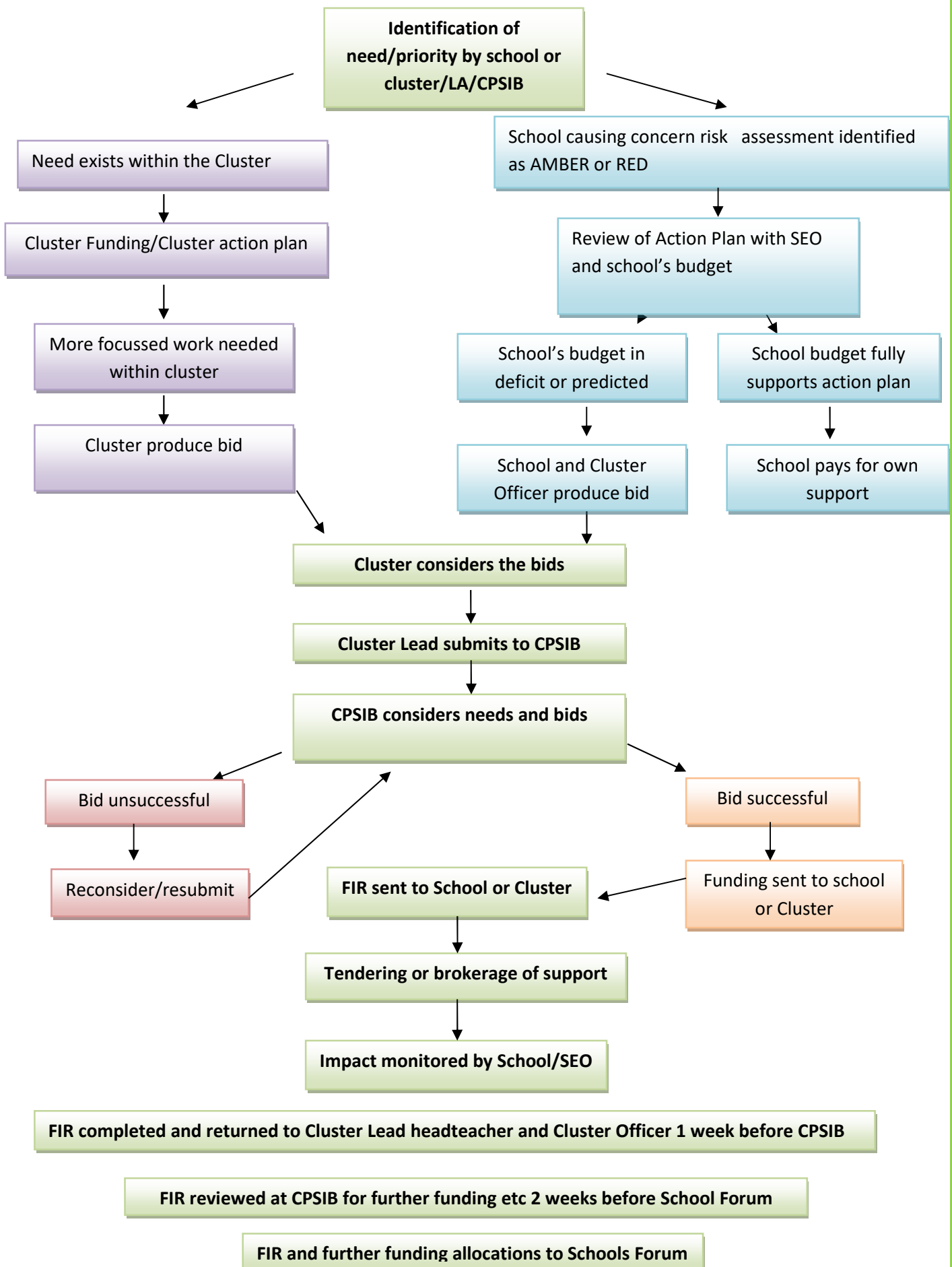
Strategically

1. School reports back to Cluster against performance targets set through the headteacher – evidence is paramount
2. Officers to contact school re progress against performance targets, meet with cluster lead and look at the evidence
3. Evidence of expenditure needs to form part of overall evidence
4. If a school has not the capacity to or cannot deliver, the officer will need to seek a further solution.

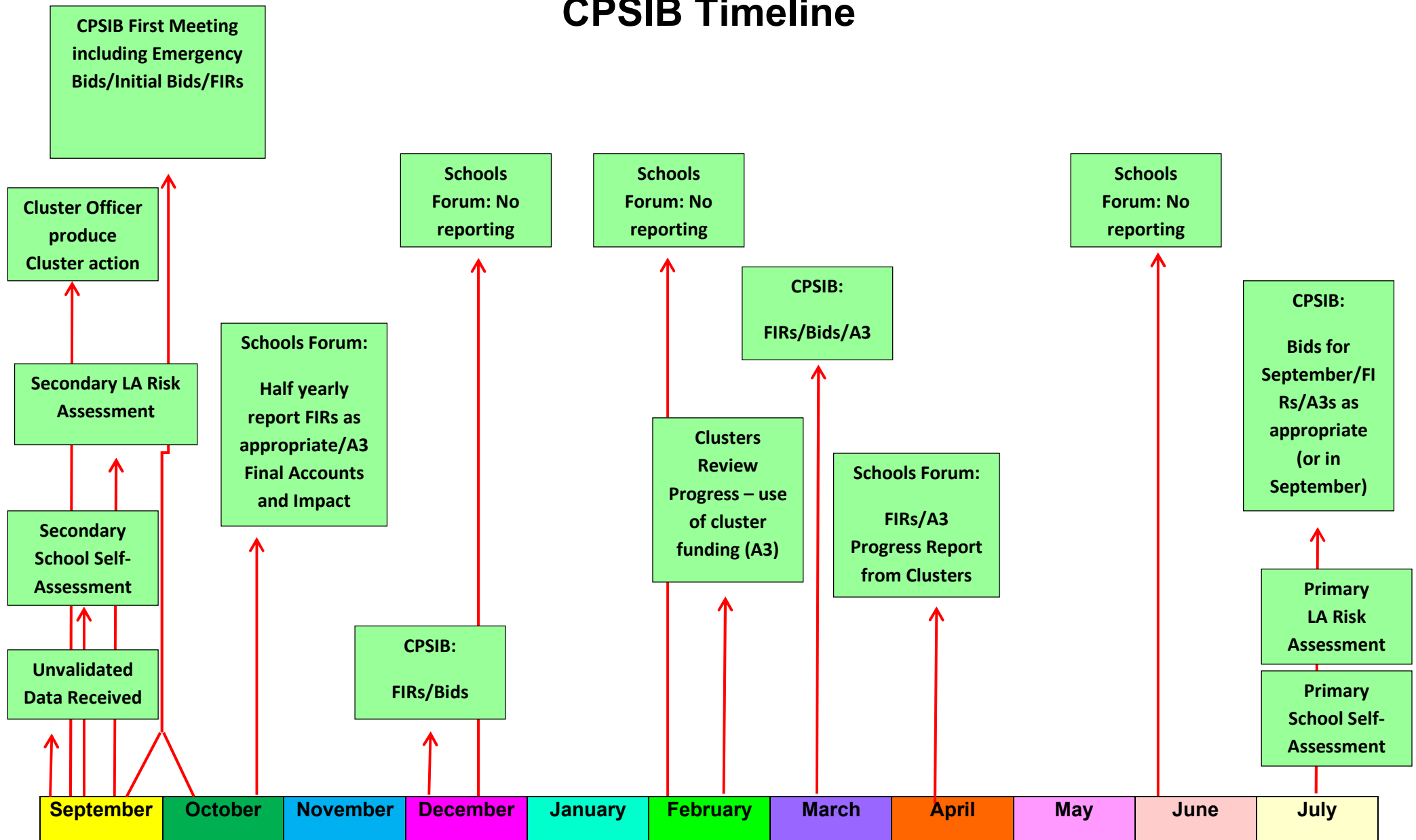
Monitoring Process

1. Each school in receipt of School Improvement Funding is required to complete the Funding Impact Report (FIR, Form A2) as milestones are completed
2. SEO will discuss the progress and impact of any support during monitoring visits and include any evaluation on the monitoring visit form
3. SEOs and Cluster Officers will meet half termly to discuss impact and progress of both Cluster activity and school improvement activity
4. Cluster Officers will complete the overview Cluster Plan Cumulative Progress and Impact Report (A3) for the March/April and July/September meetings.
5. Cluster Progress and Impact reports will be discussed by Finance Officer/ Assistant Director of Learning/SSEO at April/October Schools Forum meetings.
6. Dates for all meetings will be discussed in the July meeting and set for the following year.

Bidding process for funding from School Improvement Fund



CPSIB Timeline



BID FOR SCHOOL IMPROVEMENT FUND (A1)

Bid summary

Bid recipient (school or cluster)	Bid Author

Funding requested is for school OR cluster? (Tick one box) School ☐ Cluster ☐

Short summary of bid purpose:

Funds request summary:

Complete only the amount requested column with a single figure per line for each requested area

OFSTED AREA	Specific Area	Amount requested	Amount approved (Office use only)
Leadership and Management	Governance		
	Senior leadership		
	Middle leadership		
Quality of teaching, learning & assessment	Literacy		
	Numeracy		
	Foundation subjects		
	Early years		
	Other		
Personal development, behaviour & welfare			
Early Years			
Any other projects			
Total			

Office use only	
Impact report required from bidder	
Partnership board require outcomes briefing?	
School should be included in end of year attainment summary for bids?	

Bid for School Improvement Fund (A1)

Cluster Name: _____ **Date** _____

School: _____

Reason for funding request: <i>(eg Ofsted Key Issue, Area of Vulnerability)</i>
Amount requested:
Proposed period of funding: <i>(One term, two terms, full year)</i>
School Budget Position <i>(Availability of matched funding; Surplus/budget commitments/deficit)</i>
Brokering/Tendering process for support
Proposed impact/outcomes <i>(Success criteria of project)</i>
Monitoring <i>(Evidenced through quantitative or qualitative data)</i> How: When: By whom:
Engagement with TS Hub/Curriculum Hub/Research Schools
Any other form of funding accessed by the School/Cluster
Decision of Calderdale Partnership School Improvement Board: Agreed period of funding:

Calderdale Partnership School Improvement Board: **Funding Impact Report (FIR – A2)**

Impact of funding secured from the Partnership Board for school/cluster project

	School	Date	Cluster Officer/Cluster Lead Head Teacher
		<i>Insert</i>	<i>Insert both names</i>
Focus of the bid	Strategies implemented to impact on the focus of the bid	Timescale	Impact
	<i>Insert each key strategy in a separate box</i>	<i>Insert month</i>	<i>Comment on the impact against each strategy</i>
	<i>These will (in the main) be from the bid</i>		
	<i>Others might have been added</i>		
Period of funding:			Amount:
Please detail any deviations from the brokering/tendering process for support	<i>Rationale</i>	<i>Impact</i>	<i>Underspend/overspend (if any)</i>
	<i>Provide commentary as to why there was any change in provider</i>	<i>Describe the impact of the change in provider on project outcomes</i>	<i>Identify financial change as a result of change of provider and how underspend was deployed</i>

SUMMARY OF FINAL IMPACT

Commentary <i>(provide summary sentence and describe <u>how successful learning can be shared across LA</u>)</i>	Numerical links to the priorities identified in the Primary Development Programme or CASH Action Plan <i>Add relevant numbers from LA plan</i>
--	--

Cluster Plan; 2022 – 2023

Cluster Plan, Date..... <div style="display: flex; justify-content: space-between; padding: 10px 0;"> Cluster Lead HT Cluster Officer </div>					
Priority					
Reference to EEF guidance, other plans					
Link to CPSIB Bid or other funding source (Focus of work: Intended Impact: Cost)					
Current position re. priority (where we are)					
Outcomes (where we want to be)	Time scale	Action	Personnel lead; others	Monitoring	Cost cluster: school
Intended pupil outcomes					

Intended improvements in processes, documentation					
Intended enhancements in staff skills, understanding					
Priority					
Reference to EEF guidance, other plans					
Link to CPSIB Bid or other funding source (Focus of work: Intended Impact: Cost)					
Current position re. priority (where we are)					

Outcomes (where we want to be)	Time scale	Action	Personnel lead; others	Monitoring	Cost cluster: school
Intended pupil outcomes					
Intended improvements in processes, documentation					
Intended enhancements in staff skills, understanding					

Cluster Plan; 2022 – 2023

Evaluation; Progress Report, March 2023

Evaluation

Mid-year Progress Report

Cluster Progress Report, Date.....		
Cluster	Lead HT	Cluster Officer
Outcomes	Impact to date On track to achieve end of year impact Changes/developments	Action if not on track
Pupil outcomes		

Processes, Documentation		
Staff skills, understanding		
Comment, including effective practice to share		
Reference to Funding Impact Report		
Finance update		

Cluster Plan; 2022 – 2023

Evaluation; Impact Report, September 2023

Evaluation

End of year Impact Report

Cluster Impact Report, Date.....		
Cluster	Lead HT	Cluster Officer
Outcomes	Impact Changes/developments	Action if not met
Pupil outcomes		

Processes, Documentation		
Staff skills, understanding		
Comment, including effective practice to share		
Reference to Funding Impact Report		
Finance update		

Appendix F

Calderdale Partnership School Improvement Board
Self-Improving Schools' Clusters
Charges for Support 2022/23– All schools

Category of Staff	Day	AM	PM	Prep	Staff Meeting
External Consultants	£550	£300	£250	Included	Included
Headteacher	£450	£250	£200	Included	Included
Deputy HT/ Assistant Head	£350	£200	£150	Included	Included
NLE	£550	£350	£200	Included	Included
LLE	£450	£250	£200	Included	Included
DLE	£450	£250	£200	Included	Included
SLE	£350	£200	£150	Included	Included
Teacher	£200	£125	£75	£25	£30
Learning mentor	£100	£60	£40	£15	£20

Teaching Assistant /Support Assistant	£75	£40	£35	£10	£15
Site Manager Administrator Home School Link Other School Manager	£120	£70	£50	£15	£20
School based Social Worker	£150	£90	£60	£25	£40
Supply Charge	£180				
Governors – deployment by school – expenses by agreement	n/a	n/a	n/a	n/a	n/a

School Effectiveness Officers charged at rate published as part of their Traded Service offer.

Glossary

Acronyms	
CASH	Calderdale Association of Secondary Headteachers
CGA	Calderdale Governors Association
CPHA	Calderdale Primary Headteachers Association
CPSIB	Calderdale Partnership School Improvement Board
CYPS	Children and Young People's Services
DCYPS	Director of Children and Young People's Services

EYFS	Early Years Foundation Stage
HMI	Her Majesty's Inspector
IDSR	Inspection Data Summary Report
IEB	Interim Executive Board
NLE	National Leader of Education
NLG	National Leader of Governance
RD	Regional Director
SCC	Schools Causing Concern
SEF	Self-Evaluation Form
SEO	School Effectiveness Officer
TS	Teaching School Hub

CALDERDALE SCHOOL IMPROVEMENT STRATEGY 2022 to 2023

Protocol for Monitoring, Challenge, Support and Intervention in Schools

CONTEXT

There continues to be unprecedented change in our education system with the latest Schools White Paper and Schools Bill. The documents outline immediate next steps towards the ambition for all schools to be in a strong multi-academy trust, or with plans to join or form one, by 2030. The implementation plan for the coming academic year commits to working with local partners within each of the Department's 55 Education Investment Areas (EIAs), and publishing priorities for each by the autumn. This approach will be taken across England but will begin in Education Investment Areas, as they are the areas most in need of rapid improvement.

This is an evolving strategy developed to provide a secure framework to support and challenge every school in Calderdale to improve the life chances of all our children and young people.

Calderdale LA works in partnership with all of its schools to ensure that children and young people engage in a wide variety of educational opportunities enabling them to reach their full potential and become confident citizens of the borough.

STATUTORY DUTY

The latest guidance is effective from 1 September 2022 and sets out the factors LAs and Regional Directors will consider, and the process they will follow in order to decide the right approach to supporting a school to improve. Schools causing concern guidance

Section 72 of the Education and Inspections Act 2006 places a statutory duty on all LAs in England, in exercising their functions in respect of maintained schools causing concern, to have regard to any guidance given from time to time by the Secretary of State.

This applies to:

- Maintained 'schools causing concern' (within the meaning of section 44 of the Education Act 2005).
- Maintained schools that are 'eligible for intervention' (within the meaning of Part 4 of the Education Act 2006).

- Other Maintained schools about which the Local authority and/or Secretary of State have serious concerns which need to be addressed; and
- Academies causing concern

MONITORING, CHALLENGE, SUPPORT AND INTERVENTION IN SCHOOLS IN CALDERDALE

Schools are responsible for their own performance and the achievement and inclusion of all their pupils.

Roles and Responsibilities:

- They should regularly review their performance and plan for continuous improvement with maximum freedom to make decisions and manage resources
- The Governing Body should set the broad strategy for the school's development through the cycle of performance assessment, target setting, action planning and review
- The most effective schools are open in sharing their good practice and look for best practice elsewhere locally, nationally and internationally.

Local Authority Responsibilities

- The Local Authority has a statutory duty to monitor the effectiveness of all schools in its area (including academies and free schools) working with the Regional Director. It targets its resources on those schools which need further support or challenge to secure improvement
- The Local Authority is also responsible for identifying poorly performing schools and providing or brokering early and effective support in order to prevent schools becoming those defined as 'schools not making necessary improvements.'

Calderdale LA aims to establish the best possible working relationships with schools based upon the principles of partnership, mutual trust and respect.

PROTOCOLS FOR IDENTIFYING, MONITORING, CHALLENGING, SUPPORTING AND INTERVENING IN MAINTAINED SCHOOLS CAUSING CONCERN

These protocols recognise that schools are autonomous, that most schools are successful and that the majority offer good or outstanding provision for children and young people. Nevertheless, there may be occasions when the Local Authority is obliged to intervene in the best interests of children, young people and their families.

The Local Authority maintains a list of Schools Causing Concern (SCC).

There are **two potential Ofsted judgements that are less than good (requires improvement and inadequate)**. Schools that are less than good will automatically be placed on the SCC register at the appropriate level.

However, there will be other occasions where schools may be placed on the SCC register; for example, when the Local Authority has strong grounds to believe the school is no longer providing a good education for pupils or there are specific issues e.g. safeguarding, concerns about attainment and progress, particularly of vulnerable groups. Also where the school themselves have self-assessed as at risk. (see page 14) If schools are placed on the SCC register for a reason other than an Ofsted inspection judgement of less than good, inclusion on the Local authority's SCC register remains confidential to the schools involved, unless that school is issued with a Formal Warning Notice.

In maintained schools where a school has failed to make satisfactory progress, or the Local Authority has serious concerns in line with the statutory duty it can issue a Formal Warning Notice. A Formal Warning Notice can be issued where the Local Authority deems, from its evidence that one or more of the following apply:

- The standards of performance of pupils at the school are unacceptably low and are likely to remain low so unless the Authority exercises their power under Part 4 of the 2006 Act:
- There has been a serious breakdown in the way a school is managed or governed that is prejudicing, or likely to prejudice, such standards of performance
- The safety of pupils or staff at the school is threatened (whether by a breakdown of discipline or otherwise)

A Warning notice would normally only be issued after the concerns had been fully discussed with the Governing Body, Headteacher and, if appropriate the diocese or foundation authorities and the concerns had not been addressed.

Categorisation

All schools across Calderdale will be categorised according to their level of concern to the Local Authority.

For 2022-23 we are using 3 categories for our schools:

- GREEN = no concern at this time. This may well be due to a recent (within 1-2 years) Ofsted grading of Good or outstanding. Schools in this category will be encouraged to be part of the delivery/sharing of good practice, support and challenge to other Local Authority schools. This happens already within our cluster school arrangements, primary headteachers delivering our Subject Leaders development programme and SE associates working as part of the school effectiveness team from September.
- AMBER = of concern to the Local Authority. This maybe due to a high turnover of staff and/or dips in standards. It maybe due to low attendance, high persistent absence and/or exclusions. Some vulnerable Good or RI schools will be automatically regarded as AMBER schools unless they are close to inspection and are high concern-where this is the case these will be categorised as RED schools.
- RED = of high concern to the Local Authority. These schools may have had significant changes of staff including senior leadership. The school's data may have declined rapidly or be historically below national. Governance at these schools may well be a concern. These schools may have significant problems with poor attendance, high persistent absence and/or exclusions. All Schools who have a Twice RI (schools not making necessary improvements)/Special Measures/Inadequate judgements will automatically be categorised as RED schools.

Criteria for rating: Please note that schools are regularly assessed using the information available to the Local Authority and the Risk Assessment will be amended to reflect the schools' circumstances at a specific time.

Progress and Impact Visits:

If a school is in Special Measures, Requires Improvement or has a Warning Notice it is automatically designated a School Causing Concern and therefore will have a number of Progress and Impact visits made by a School Effectiveness Officer/Associate which will be co-ordinated and quality assured by the Interim Service Manager for Early Years, School Strategy and Performance.

Other schools which have been identified as 'vulnerable' or causing concern and therefore categorised as AMBER or RED, will also have Progress and Impact visits which will be coordinated and quality assured by the Interim Service Manager for Early Years, School Strategy and Performance. The number of Progress and Impact visits will be dependent on whether the school is categorised as AMBER or RED.

Schools Causing Concern are regularly reviewed and altered as circumstances change. A written record is made of all progress and Impact visits and shared with the schools. The purpose of these meetings is to check on the progress the school is making, carrying out monitoring, broker further support and interventions, lead key performance meetings and for schools to evidence the progress they are making and the impact on standards within the school. These schools are responsible for **leading and driving their own school improvement** with the support and challenge commissioned by the Local Authority.

Calderdale Council will ensure that they commission Officers and appropriate education associates/consultants who are highly experienced and have a proven track record of effective support and challenge to these schools. The associates will be quality assured and work within specific guidelines and programmes as set down by the Local Authority. The work of the associates will be timely and measured identifying the next step of the work in their improvement journey.

Schools Causing Concern Headteachers are responsible for:

- Leading and driving their school's improvement in the identified areas
- Providing the allocated officer/associate with the information needed to secure a high-quality visit within agreed timeframes and before the meeting takes place
- Ensuring that, where appropriate, other members of the leadership team and/or Governing Body are available to provide an input into the visit.
- Agreeing the definitive report, with the allocated officer/ associate and sharing the report with the Chair of governors, within agreed timeframes

Timelines for submission of notes of visits:

The visit report is an important record of school improvement priorities which have been agreed between the allocated officer/associate and the Headteacher and will usually contain recommendations for actions/support to move the school forward. Therefore, it is important that all stakeholders are made aware of the outcomes of the visit as soon as possible.

- Report sent to Headteacher by the allocated officer/associate to agree factual accuracy within 10 working days
- Headteacher to return agreed report within 5 working days
- Report sent to the Interim Service Manager for Early years, School Strategy and Performance
- Final report is retained in school file by the Local Authority. All school visit forms will be subject to a quality assurance process by the School Effectiveness team

- School visit records may be used to provide evidence to Ofsted of school improvement activity

School Progress meetings:

Termly, schools of most concern will also be required to attend a meeting with the Interim Service Manager for Early Years, School Strategy and Performance. The Headteacher and Chair of governors will be invited and documentation will be required a week prior to the meeting; including the school's SDP and SEF as well as the last two sets of governing body meetings. This will be an opportunity to discuss the progress being made by the school and the impact evidence available. Again, where a school is acknowledged to be making good progress and clear impact can be seen, they may be removed from this cycle of meetings. Also following an Ofsted judgement of Good or better; a school will be removed and risk assessed as a GREEN school.

Local Authority Schools Causing Concern Meetings:

The Local Authority report on schools at regular SLT meetings. During these meetings the group, which includes managers from across the education service and is chaired by the Assistant Director: Education and Inclusion focus upon all aspects of a school's performance. The Interim Service Manager for Early years, School Strategy and Performance is responsible for reporting on these schools.

The group will consider some of the following where they apply to a particular school:

- Little or no improvement in standards of attainment that are below average
- Wide gaps in progress and outcomes that are well below average for disadvantaged and vulnerable groups including SEND, LAC
- High rates of pupil absence, persistent absence and exclusion
- Safeguarding concerns
- Concerns around Quality First Teaching (QFT)
- Weak governance
- High levels of parental concerns and complaints including those made to Ofsted
- Notes of Progress and Impact visits which report poor progress and continued weak performance with little or no impact
- Rapid or significant reduction in pupil numbers
- Significant changes in staffing
- Financial deficit or financial mismanagement
- Reluctant to acknowledge concerns and addresses areas for improvement
- Reported incidents to suggest there is a breakdown of leadership or governance

Escalation and Intervention

Following discussion of Schools Causing Concern at SLT meetings, the Interim Service Manager for Early years, School Strategy and Performance will be responsible for the escalation and intervention process in relation to maintained schools with the AD: Education and Inclusion. The Local Authority will issue a Local Notice of Concern (LNOC) or Performance Standards, Safety Warning notices (PSSWN) to maintained schools if:

- They do not engage in the quality assurance and challenge process
- They engage in the quality assurance and challenge process but are not proven to be taking effective action in securing rapid and sustained progress
- Where there are safeguarding issues which may result in a PSSWN notice being issued in the first instance

The Stages of Escalation: Action available to the Local Authority

STAGE 1

- Categorisation
- Concerns shared with school
- Increased School Effectiveness officer/associate time and /or other brokered support as needed

STAGE 2

- LA Notice of Concern issued to Governing body
- Increased School Effectiveness officer/associate time and /or other brokered support as needed
- Action plan from Governing body is required by the LA

STAGE 3

- Formal warning notice issued by LA to Governing Body
- Copied to Headteacher, Diocese, OFSTED and RD
- Action plan from Governing body is required by the LA

STAGE 4

- LA intervention
- Withdrawal of financial delegation
- Appointment of an Interim Executive Board
- Appointment of additional governors to the existing Governing body

At all stages the aim is to enable the school to become self-improving and self-sustaining. It is an expectation therefore that the leadership of the school, within a reasonable time, is able to operate independently of support. The Local authority will maintain dialogue with schools, evaluating progress achieved and communicating any continuing concerns.

Progress and Impact meetings are time sensitive. If sufficient progress is made, the Headteacher and Chair of Governors is informed in writing. If progress is not evident and rapid improvement achieved, the Local Authority's response will be escalated to a more formal warning notice which is copied to Ofsted.

Stage 1

- a) Where a school has been identified as requiring significant additional support, the Headteacher will be notified initially through the risk assessment letter published at the start of the academic year in September. The allocated officer/associate will visit the school and ensure that the **correct priorities** are to be focused upon with the school. Termly progress meetings are held with the Headteacher and Chair of Governors present alongside the Interim Service Manager for Early years, School Strategy and Performance and the relevant officer/associate.

Stage 2

If insufficient progress has been made and concerns about performance continue, the Local Authority may issue a Notice of Concern which requires the school's Governing body to create a Rapid Recovery Plan which is time sensitive.

Stage 3

There are two types of warning notice that can be issued to maintained schools:

- Section 60 of the Education and Inspections Act 2006 sets out the provisions relating to a performance standards and safety notice. This section provides that either the Local authority or the Secretary of State (and therefore RDs on behalf of the Secretary of State) may issue such a warning notice
- Section 60A of the 2006 Act sets out the provisions relating to teachers' pay and condition warning notices. This section provides that the Local Authority may issue such a warning notice.

It is expected that Local authorities will use their powers to issue warning notices in schools they maintain. When a maintained school becomes an academy then the intervention role will fall solely to the Regional Director

Such a warning notice may be given by a Local Authority or a Regional Director, in one of the three following circumstances:

- The standards of performance of pupils at the school are unacceptably low and are likely to remain so;
- 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; or
- The safety of pupils or staff at the school is threatened (whether by breakdown of discipline or otherwise)

Stage 4

When a governing body has failed to comply with a warning notice to the satisfaction of the Regional Director or Local Authority, within the compliance period and the issuing Local Authority or Regional Director has given reasonable written notice that they propose to intervene, a school is eligible for intervention and further action may be taken.

The Local Authority or Regional Director must have specified in the warning notice what action they were minded to take if the governing body failed to comply.

It should be noted that some intervention powers must be exercised within a period of two months following the end of the compliance period. If The Local Authority or the Regional Director fails to exercise these powers within this time, these powers can no longer be exercised and a new warning notice must be given in order to do so.

Local authorities and Regional Director will work closely and co-operatively to support improvement in maintained schools that are causing concern. Where a maintained school is eligible for intervention, there are a number of statutory powers the Local Authority and the Secretary of State may use to support School improvement.

The local Authority must notify the Relevant Regional Director each time they intend to use their intervention powers and obtain consent from the Regional Director before appointing an Interim Executive board (IEB). The Regional Director will also notify the Local Authority before requiring the Governing body to enter into arrangements, appointing additional governors, appointing an IEB or when the Secretary of State directs a Local Authority to close a maintained school.

Maintained schools judged inadequate:

The Secretary of State has a duty to make an Academy Order in respect of any maintained school that has been judged inadequate by Ofsted, to enable it to become an Academy and receive additional support from a sponsor.

The Regional Director acting on behalf of the Secretary of State, will take responsibility for ensuring that the maintained school becomes a sponsored academy as swiftly as possible, including identifying the most suitable Academy trust and brokering the new relationship between that trust and the maintained school. The Local authority will work to support the Regional Director in the identification of a suitable solution wherever possible.

In Conclusion

Calderdale Local authority works with schools where there is a need for increased capacity and where the agreed processes of review, evaluation, improvement planning and external support and challenge are a necessity accompaniment to what schools can do for themselves.

In partnership with Calderdale schools the Local authority:

- Encourages schools that are good or outstanding to support other schools and develop capacity to bring about system wide and sustainable improvement across the borough
- Promotes school to school support, placing this at the heart of system wide arrangements to help ensure a good or better school for every child in every cluster and locally
- Targets funding and resources to facilitate rapid improvement
- Supports and challenges schools to remain good or outstanding and improve from Ofsted 'requires improvement' and 'inadequate' judgements in the shortest possible time; and support schools in responding to national policy changes and government initiatives

