

# Children's Services Overview & Scrutiny Panel

Date: Thursday 21 November 2013

Time: 2:00pm

Venue: Edwards Room, County Hall, Norwich

## Supplementary Agenda

- 2. Minutes** (Page **A3**)  
To receive the minutes of the meeting of the Children's Services Overview & Scrutiny Panel held on 24 October 2013.
- 12. Support for School Improvement** (Page **A13**)  
Report by the Interim Director of Children's Services

**For further details and general enquiries about this Agenda please contact the Committee Officer:**  
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## Children's Services Overview and Scrutiny Panel

Minutes of the Meeting Held on Thursday 24 October 2013  
2:00pm Edwards Room, County Hall, Norwich

### Present:

Mrs J Chamberlin (Chairman)

Mr R Bearman  
Mr D Collis  
Mr D Crawford  
Mr C Foulger  
Mr T Garrod  
Ms D Gihawi  
Mr B Hannah  
Mrs J Leggett

Mr J Mooney  
Mr J Perkins  
Mr M Sands  
Mr R Smith  
Dr M Strong  
Miss J Virgo  
Mr T White

### Parent Governor Representatives:

Dr K Byrne

### Non-Voting Cabinet Member:

Mr J Joyce

Safeguarding

### 1. Apologies and substitutions

- 1.1 Apologies were received from Mrs M Dewsbury (Mr J Mooney substituting), Mr M Kiddle-Morris (Mr T White substituting), Mrs S Vertigan, Mrs H Bates, Mr A Mash, Dr L Poliakoff, Mr M Castle, Mr S Adamson, Ms T Humber, Ms V Aldous, Ms C Smith.

### 2. Minutes

- 2.1 The minutes of the meeting held on 19 September 2013 were received. A query was raised in relation to the accuracy of the figure showing a 30% vacancy rate of school governors, when an email had suggested that this was at 22%. It was agreed that the accurate figure would be circulated with the minutes. The minutes were signed as an accurate record.

### 3. Declarations of Interest

- 3.1 There were no declarations of interest.

### 4. Items of Urgent Business

- 4.1 There were no items of urgent business.

### 5. Public Question Time

5.1 There were no public questions.

## **6. Local Member Issues/Member Questions**

6.1 There were no local Member issues or Member questions.

## **7. Cabinet Member Feedback**

### **7.1 Safeguarding**

The Cabinet Member noted that he was pleased to see that the Panel papers were giving more in depth information about the department and how it was meeting the current Ofsted challenges. Norfolk County Council (NCC) was in regular communication with Ofsted, including through the Improvement Board. The authority was making appointments to managerial and social work positions.

The Interim Director of Children's Services noted that the Improvement Plan had been refreshed, incorporating four delivery plans. This would allow scrutiny to be planned into the Panel's timetable, giving sharper and more focused areas of enquiry for Members. A revised approach to communication had been implemented, including a weekly bulletin (Improving Times) which would be emailed out to members of the Panel as well as departmental staff. This would include a link where further information could be requested, as well as departmental key contact details.

The Children's Social Care Directions Notice had been received in draft from the Department of Education, and a meeting had been requested by NCC to look at this in more detail. It was anticipated that more clarity on the forward direction and timescales involved would be received by the end of November.

## **8. Children's Services Integrated Performance and Finance Monitoring Report for 2013-2014**

8.1 The annexed report (item 9) by the Interim Director of Children's Services was received. The report provided an update on performance and finance monitoring information based on the County Council's performance monitoring framework for the 2013/14 financial year. The Finance Business Partner noted that the number of Looked After Children (LAC) had increased since the end of August, placing an additional pressure on the budget. The Planning, Performance and Partnership Manager reported that work was underway to ensure that performance information was up to date and accurate; this would be reported in more depth at the next meeting. It was noted that although the agenda suggested that the paper was in draft, it was in fact the final report.

8.2 During the discussion, the following points were noted:

- The former Schools Contingency Fund, renamed the School Central Spend, had seen changes to the way that the money was delegated to schools, with some being retained by the Local Authority. Part of this fund was a contingency. The Dedicated Schools Grant was ring fenced, with any under spend being reallocated to schools in the next financial year.
- Activities underway to address the high number of LAC included ensuring

that children received early prevention work; assessing those coming into care and safely moving them into a family environment where possible; and assessing those who needed to stay in care to ensure they were placed in the right care setting. This action would mitigate the ongoing overspend on LAC.

- The performance dashboard was being reviewed to match the Ofsted performance indicators, allowing uniformity across scrutinising bodies. The dashboard would cover the whole pathway for children.
- An inevitable product of the refresh of the performance dashboard would be an increase in figures before a decrease was seen, due to baseline data being gathered as well as the more effective populating of data. It was noted that a baseline target had been established for children in need, with targeted improvement.
- An additional 60 members of staff had been employed to be deployed where needed. A national recruitment campaign was underway to attract candidates to permanent positions.
- An LAC Strategy was being developed which would include initiatives to reduce the number of looked after children. It was acknowledged that the right outcome was essential for every child.
- The majority of the reduction in forecast spend within school balances related to academies. There were some schools which carried large balances which could be challenged, especially where there was a need for school improvement. The Schools Forum had taken the decision to remove responsibility for a small number of budgets to cover activities such as supply cover for jury duty and maternity cover and these de-delegated budgets supported all maintained schools.
- There was no one reason for the number of LAC being higher than statistically similar authorities, however NCC was gathering a better picture of the demographic of children coming into care.
- There was a clear message that staff would be recruited to the vacant positions within the Multi-Agency Safeguarding Hub (MASH).
- A new Interim Assistant Director (Early Help) had been appointed to oversee transformation of early years provision. Legislative changes would have a big impact on staff, especially where some functions or activities would not now be provided.
- It was acknowledged that the balance and pace of recruitment and retention of social workers was important. New social workers (including agency) received a week-long induction including an introduction to Norfolk, and expectations of behaviour and conduct before they were allocated any case work. High flying members of staff were identified through the appraisal process and were encouraged to mentor their colleagues. Communication of information was essential to ensure that all staff were engaged with the improvement process.

- The Police were scrutinising the MASH with a view to strengthening the partnership activity undertaken there. Examples of MASH's around the country were being examined, and it was suggested that Members could undertake a scrutiny of the MASH once this work had been completed. It was agreed that an overview of the MASH would be reported to the next meeting.
- The global number of agency social workers was 60, rather than the initial 50 expected. The department had made the best use of the money available, resulting in these additional members of staff. The recruitment microsite was open to anyone to make an application, and allowed targeted advertising to the market. Recruitment of social workers was an issue across the country.

8.3 The Panel **RESOLVED** to note the report and to receive a report giving an overview of the Multi-Agency Safeguarding Hub at the November meeting.

## 9. Support for School Improvement

9.1 The annexed report (item 9) by the Interim Director of Children's Services was received. The report provided an update on progress in supporting school improvement through the strategy 'A Good School for Every Norfolk Learner'. The report included an overview of performance against the milestones set within the strategy. The Assistant Director, Education, Strategy and Commissioning, reported that the final Improvement Plan had been sent to Ofsted and had drawn out a small number of key performance indicators. The Education Service Improvement Board had approved this direction of travel.

9.2 During the discussion the following points were noted:

- Governor Support Services were working with the Norfolk Governor Network on a campaign to recruit new governors. It was clarified that within a Federation, a single governing body would manage all the schools within that federation and would have the same status as a single governing body. Therefore the number of local authority appointments to a governing body would be less. Although academies and free schools usually had a local governing body, the decision-making power remained with the Trust therefore the local governing body had less influence.
- Information about schools was communicated to the Local Member to ensure that they had all relevant information if asked a question. It was suggested that a Member Development session could be set up to focus on governance and school delivery models; and to discuss what information should be communicated to Members, and how they can use this effectively.
- It was clarified that the Education Performance Summary sheet was reporting that 39% of the 58 schools causing concern were demonstrating a good level of development in early years outcomes. It was suggested that a workshop session could be set up to look at the presentation of performance information and the background of the identified indicators.
- Information was passed to Members regarding schools to ensure that they

were aware of risk. It was suggested that consideration could be given to supplying information on all schools to each members. Schools were divided into three groups: Causing Concern; Requiring Improvement; and System Leaders. However, it was clarified that schools had been assured that their categorisation was confidential to them.

- There had been a number of Grade 4-rated schools which had converted to academies in 2013, which the council had offered support and guidance through. It was agreed that the total number of conversions in 2013 would be forwarded to Members.
- The A to F ratings given to schools were not in strict alphabetical order. Many schools were moving to partnerships, and some ratings were given because the lead school had weaknesses. The impact of a move to partnership was closely monitored.
- The strategy aimed to define, without ambiguity, what a school could do to become good. The Chief Inspector had set the terminology relating to a 'good' school. Although 'good' was adequate for Ofsted, it was acknowledged that more emphasis should be placed on attaining the 'outstanding' grade.
- Failing head teachers could be challenged through the governing body, which had access to buy a package of support from the Council.
- If a school was rated at grade 4, Ofsted would quickly become involved. The governors of the school would meet with the local authority, and delegation of financial management would be removed. The school would be supported through a transition to sponsored academy.
- Concern was expressed that Members were not supplied with information about schools outside their area, which may be attended by students from within their division. It was suggested that this could be discussed at the proposed Member Development session.

9.3 The Panel **RESOLVED** to note the report and support the general direction described, and to set up Member Development sessions focussing on:

- a) The refreshed performance information and
- b) School governance arrangements and Members' role in supporting school improvement.

## 10. Update for Children Missing from Care

10.1 The annexed report (item 10) by the Interim Director of Children's Services was received. The report gave an update on the progress made in implementing the recommendations of the scrutiny report on Children Missing from Care, presented in March 2013. The report also highlighted extracts from the Looked After Children Ofsted inspection report.

10.2 During the discussion the following points were noted:

- Although 8 hours missing from care seemed a high threshold, it was confirmed that each case was assessed individually, and that there was a

difference between being missing from residential care, and staff not being aware of the location of the child. The situation would be escalated where appropriate. It was acknowledged that more emphasis should be placed on the analysis of risk rather than time, and that escalation should be based as such. The frequency that a child goes missing was also considered important.

- It was confirmed that the risk associated with Children Missing from Care related to corporate risk (reputation) rather than risk to the child.
- A young person in care had reported that they felt stigmatised by obvious visits to school by a social worker. It was acknowledged that equality at school was important.
- Police involvement when a child went missing from care was a statutory responsibility, however work was underway with the voluntary sector to take forward further engagement with the child.
- Reports were made to the MASH each morning, which were scrutinised for signs and indicators of sexual exploitation. Foster carers and residential workers were also required to carry out assessments. It was agreed that a written response relating to the work carried out by the Norfolk Safeguarding Children Board on this topic would be forwarded.

10.3 The Panel **RESOLVED** to note the report.

## 11. **Norfolk Schools Fair Funding Consultation Responses**

11.1 The annexed report (item 11) by the Interim Director of Children's Services was received. The report provided details of the consultation being carried out by the Department for Education as part of Funding Reform, and summarised responses from the consultation and workshops that were attended by approximately 400 head teachers, governors and school business managers.

11.2 The Panel **RESOLVED** to note the report.

## 12. **Statement of Purpose: Norfolk County Council Adoption Agency Annual Review**

12.1 The annexed report (item 12) by the Interim Director of Children's Services was received. The report presented the draft annual review document detailing the ethos and goals of the adoption service, its management and oversight arrangements, and the experience of its staff.

12.2 During the discussion the following points were noted:

- Norfolk had a lower than average adoption rate, however forthcoming changes to family law would require the majority of adoptions to be completed within six months.
- The Statement of Purpose was used to inform prospective adopters about the service. It was agreed that performance data would be made more readily available.



12.4 The Panel **RESOLVED** to note the report and recommend approval of the Statement of Purpose and Functions for the Local Authority Adoption Service to Cabinet and Full Council, to comply with the Care Standards Act 2000.

### **13. Statement of Purpose of Norfolk's Fostering Services Annual Review**

13.1 The annexed report (item 13) by the Interim Director of Children's Services was received. The report presented the draft annual review document detailing the ethos and goals of the fostering service, its management and oversight arrangements, and the experience of its staff.

13.2 During the discussion the following points were raised:

- Work was undertaken with regional adoption providers, however there were no voluntary sector adoption agencies in Norfolk. It was a requirement that adoptions must be not-for-profit. The fostering market was more developed, and the Council worked with an approved list of fostering providers. Norfolk Fostering Service was around £300 per week cheaper than agency providers. The residential service provided around 22 in-house mainstream beds, however more were available in the voluntary and private sector. Norfolk Residential Services tended to provide emergency and specialist care. Investment in care provision had resulted in less out of county placements.
- A good fostering service would provide a step towards a permanent placement, with the expertise to manage the most difficult children in a family setting. The Council highly valued its foster carers.

13.3 The Panel **RESOLVED** to note the report and recommend approval of the Statement of Purpose and Functions for the Local Authority Fostering Service to Cabinet and Full Council, to comply with the Care Standards Act 2000.

### **14. Annual Approval of the Statement of Purpose of Norfolk's Residential Children's Homes and a Summary Review of the Year**

14.1 The annexed report (item 14) by the Interim Director of Children's Services was received. The report updated Members on the performance and outcomes achieved by the Norfolk Residential Service. The Interim Director of Children's Services commended the staff at all residential homes on their success in the most recent full Ofsted inspection, as presented in paragraph 3.1 of the report.

14.2 During the discussion the following points were raised:

- It was agreed that a link to the residential homes statements of purpose published on Members Insight would be circulated to Members.
- Children were only placed in residential units classified by Ofsted as 'Good' or above. A select provider list was drawn up, and providers were required to reapply annually, providing specific information as requested. If a provider was assessed by Ofsted as inadequate, the reasons for that rating would be explored and the future care arrangements for that child would be reassessed.

- Work was underway around Looked After Children which would help inform commissioning priorities. The review process would give a picture of individual children, which would be reported through the performance data.
- It was reported that there had been significant improvements in the number of children being reported to the Police. Partnership work between the Police and the Youth Offending Team had been described as outstanding.
- It was noted that outstanding support was available for looked after children and care leavers who offend, or are at risk of offending, through strong partnership arrangements, exemplified by the Restorative Justice Approach strategy. This had, for example, led to a reduction in the rate of secure remands over the last 12 months.

14.3 The Panel **RESOLVED** to note the report and recommend approval of the Statement of Purpose and Functions for all the Local Authority children's homes to Full Council, to comply with the Care Standards Act 2000.

The meeting closed at 4.30pm.

#### CHAIRMAN



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**Children's Services Overview and Scrutiny Panel**  
**Thursday 24 October 2013**

Agenda Item Number/ Minute Number	Report Title	Action	Response
2	Minutes	Confirm accurate percentage of Governor vacancies	Parent vacancies 24.9% LA vacancies 23.7% Staff vacancies 20% Community/Co-opted vacancies 30.8% Foundation/Partnership vacancies 27.2%
9	Support for School Improvement	Confirm number of schools converting to academies in 2013	17 schools have converted See table at Appendix 2
10	Update on Children Missing from Care	Provide a written report of activity underway by the NSCB	Since forming the Norfolk Safeguarding Children's Board child sexual exploitation (CSE) sub group have: <ul style="list-style-type: none"> <li>• Established the group</li> <li>• Ensured CSE is a standing item on Norfolk Safeguarding Children's Board</li> <li>• Published multi agency protocol</li> <li>• Launched training and awareness materials</li> <li>• Challenged all Norfolk agencies to nominate a lead officer for CSE</li> <li>• Crown Protection Service have identified a specialist lawyer in Norfolk for CSE cases</li> <li>• Identified and commissioned serves for those at risk and victims</li> </ul> A full report will be made to Overview and Scrutiny in spring 2014.

Operational Academies in Norfolk at 13 November 2013								
	Key	Primary converter	Secondary converter	Primary sponsored	Secondary sponsored	Special converter	Phase 1	Free school
Old DfE No	School	Type	Date of conversion	New name	New DfE No	Sponsor		
4047	Hockwold & Methwold Community School	Sponsored	1 January 2013	The Icen Academy	6911	ATT		
4006	Hobart High School, Loddon	Converter	1 February 2013	Hobart High School (Academy)	4006	-		
3423	Heartsease Primary, Norwich	Converter	1 April 2013	Heartsease Primary Academy (The HEART Academy Trust)	3423	-		
4084	Taverham High School	Converter	1 April 2013	Taverham High School (Academy)	4084	-		
2353	Cliff Park Infant School	Converter	1 April 2013	Cliff Park Infant School (Academy) (Cliff Park Schools Trust Ltd)	2353	-		
2352	Cliff Park Junior School	Sponsored	1 April 2013	Cliff Park Junior School (Academy)	2039	(Cliff Park Schools Trust Ltd)		
2289	Arden Grove Infant & Nursery	Converter	1 June 2013	Arden Grove Infant & Nursery School (Academy)	2289	-		
2380	Woodlands Primary, Bradwell	Sponsored	1 July 2013	Woodlands Primary Academy	2046	Lynn Grove Academy		
5402	Downham Market High School	Sponsored	1 July 2013	Downham Market Academy	4001	College of West Anglia		
5204	Norwich Road School	Sponsored	1 August 2013	Norwich Road Academy	2044	ATT		
2042	Costessey Infant School	Converter	1 September 2013	Costessey Infant School (Costessey Academy Trust)	2042	-		
3419	Larkman Primary	Sponsored	1 September 2013	Norwich Primary Academy	2047	Inspiration Trust		
-	Sir Isaac Newton Sixth Form Free School, Norwich	Free School	1 September 2013	Sir Isaac Newton Sixth Form Free School, Norwich	4007	Inspiration Trust		
-	Thetford (Alternative Provision) Free School	Free School	1 September 2013	Thetford (AP) Free School	1112	Thetford AP Free School Trust		
4091	Fakenham High School	Sponsored	1 October 2013	Fakenham Academy Norfolk	4003	TEN		
2005	Moorlands Primary	Sponsored	1 November 2013	Moorlands CE Primary	2052	DNEAT		
4082	Hethersett High	Sponsored	1 November 2013	Hethersett Academy	4009	Inspiration Trust		

## Support for School Improvement

Report by the Interim Director of Children's Services

### Summary

This report updates Members on progress in supporting school improvement through the strategy 'A Good School for Every Norfolk Learner'.

An important part of the strategy is that the Local Authority should be quicker to intervene when a school is believed to be offering a poor standard of education for its children. This report includes a summary of intervention work with schools currently causing concern. The report also includes a summary of a new campaign – 'Re-igniting Governance' – that will celebrate and promote high quality School Governance.

The report is accompanied by the review of our strategy undertaken by the ISOS partnership. This was undertaken in response to the first of six actions from Ofsted's inspection of the Local Authority's arrangements for supporting school improvement in June 2013. Comments on and actions arising from the review are included in this report.

The report is also accompanied by the final version of the strategy to support school improvement, 'A Good School for Every Norfolk Learner' that incorporates the post-Ofsted action plan. This version of the strategy was submitted to Ofsted by 24 October, as required.

Given the significant role played by Academies in school improvement, a section of the report confirms Norfolk County Council's position on Academies.

The new approach, 'A Good School for Every Norfolk Learner', was prompted by a general agreement in Autumn 2012 across interested parties in Norfolk that educational standards need to be higher and that Norfolk children are entitled to an education that is at least as good as anywhere else in the country.

It is the proportion of schools not yet 'good' or better that reveals the main challenge for Norfolk. Whilst two thirds of schools are judged 'good' or better, this is a smaller proportion than in most other Local Authority (LA) areas.

Given the performance report brought to this Panel very recently on 24 October and with few significant updates to present, the routine performance report is not included in this report. This will, however, feature in the next report to Panel in January.

### Recommendation:

Members are asked to consider the paper and its appendices, to offer comments and to give support for the general direction described.

## 1. Background

- 1.1 A refreshed strategy to supporting school improvement, 'A Good School for Every Norfolk Learner', was launched in the Summer term 2013 following much development work between the Local Authority and its partners. An important part of the strategy is our scheme to support and challenge those schools judged to 'require improvement'

(Grade 3) to become 'good' schools as rapidly as possible. This scheme is known as 'Norfolk to Good and Great'.

- 1.2 Ofsted has developed a new framework to inspect the Local Authority's arrangements for supporting school improvement. This framework helps to define the role of the Local Authority (LA) as the 'middle tier' in the education system whereby, as the champion for children and families, the LA provides appropriate challenge and support to all publicly funded Norfolk schools. In June 2013, Norfolk LA was one of the first two LAs to be inspected under the new framework and arrangements for supporting school improvement were found to be ineffective. The post-Ofsted action plan is incorporated within our strategy for supporting school improvement.
- 1.3 The first of six actions required by Ofsted following their inspection was that an 'external, forward looking review of the strategies 'A Good School for Every Norfolk Learner' and 'Norfolk to Good and Great' should be commissioned 'to identify how these strategies could rapidly lead to better outcomes'. The research group ISOS was commissioned to undertake this review and this was completed mid-October and in time for actions arising from their recommendations to be incorporated in the final version of our strategy to support school improvement. ISOS' review is attached to this report as Appendix One.
- 1.4 The Education Service Improvement Board (ESIB), that comprises Headteacher and Governor representatives, teacher unions, elected members and senior officers, provides governance for the development of the refreshed strategy for supporting school improvement. ESIB commented on and signalled its approval of the final version of the strategy on 9 October 2013 and this is attached to this report as Appendix Two. This final version was submitted to Ofsted by 24 October, as requested, for their comments.

## 2. **Key messages**

- 2.1 The inspection of Norfolk's arrangements for supporting school improvement identified six areas for improvement. These are that the LA should:
  - commission an external, forward-looking review of the strategies 'A Good School for Every Learner in Norfolk' and 'Norfolk to Good and Great' to identify how these could rapidly lead to better outcomes
  - ensure that schools, including governors, are held to account for their own improvement and for raising the achievement of their pupils
  - use available performance information systematically to check that schools are improving against frequent and ambitious milestones
  - intervene more promptly and robustly, applying formal procedures where appropriate, in those schools which consistently underperform
  - accelerate the implementation of new arrangements for commissioning system leaders, and partnerships, to improve educational provision
  - sharpen evaluation of its strategy for, and practice in, challenging and supporting schools.
- 2.2 The level of challenge in improving our support for school improvement is considerable, given that almost half of Norfolk schools are rated by the LA as not yet securely good. Our ambition is that all schools should be good by 2016.

- 2.3 **Intervention** with schools causing concern : We have appointed Sue Smith, a senior leader in a good school and a serving Ofsted Inspector, as an additional Senior Adviser in our Education Intervention Service. Plans are well advanced to enhance this service further through commissioning education improvement professionals with recent experience of Ofsted and/or leadership of good or outstanding schools. Individuals with suitable calibre and status will be assigned to intervene with schools causing concern and schools requiring improvement in order that their improvement is rapid and sustained.
- 2.4 For information, the scale of intervention activity since September 2013 is as follows :

<b>Intervention</b>	<b>Primary schools</b>	<b>Secondary schools</b>
Issue of LA Warning Notice	7	1
Issue of Performance Standards and Safety Warning Notice	1	1
Suspension of financial delegation from Governors	5	3
Allocation of additional Governors	1	
Interim Executive Boards	2	

- 2.5 **External Review** : In fulfilling the first of Ofsted's requirements, a thorough external review of 'A Good School for Every Norfolk Learner' was undertaken by the ISOS partnership and this was completed mid-October. Conclusions from the review will ensure that our new approach is further improved and remains our key driver for support and challenge.
- 2.6 The review team commented positively on our 'unwavering determination to see the changes through, backed by new resources'. They highlight our ambition, credibility and the fact that we are outward looking seeking support and best practice from beyond Norfolk.
- 2.7 Areas for development relate to the need for further communication, refined approaches to Cluster Education Partners and to building capacity in improving the whole education system. The table below itemises actions proposed in the ISOS review and shows how these have been incorporated in the final version of our post-Ofsted action plan. Improving communication is underway with Headteacher associations as well as through a public campaign 'Raising Norfolk' to encourage support for children's learning and schools, including support for school governance.

<b>Actions from the ISOS Review</b>		<b>Incorporated in the post-Ofsted action plan</b>
1. Quickly refresh communication strategy	Clarify how the new strategy will be different in practice	1.3 1.4 2.2
	Continue to promote the approach as led by school for schools and set up a steering group to monitor the strategy and lead communication to other schools	1.5 6.2
2. Strengthen the	Ensure that the role of Cluster Education	2.4

role of the Cluster Education Partner	Partner is sufficiently challenging	3.5 5.1 6.5
	Actively promote federation or executive leadership models for small primary schools that cause concern or require improvement	2.5 2.6 5.5 5.6
3. Strengthen school to school support	Strengthen the focus on improvement in teaching through school to school support	2.7 5.3 5.4
	Encourage more good and outstanding schools to get involved with supporting other schools	5.1 5.2 5.3 5.4
	Sharpen the recruitment and deployment of home-grown system leaders while attracting new capacity from outside Norfolk	5.1 5.2

- 2.8 **School to School Support** : System leadership is being enhanced in Norfolk through the creation of two new Teaching School alliances and new Academy groups including Right for Success, based on Eaton Hall Academy and West Norfolk Academy Trust, based on Springwood Academy. The National College for Teaching and Learning is complementing Norfolk's own Leaders of Education by enabling National and Local Leaders of Learning from other parts of the country to support work in Norfolk.
- 2.9 Our Headteacher Associations – Norfolk Primary Heads Association (NPHA), Norfolk Secondary Education Leaders (NSEL) and Norfolk Association of Special School Headteachers (NASSH) – are all committed to ensuring that school to school support is effective and has a positive impact of schools' performance. All three associations have refreshed their aims and ways of working to ensure that leadership of learning is paramount. Together with the Teaching School Alliances, they are keen to draw together all of the available sources of system leadership. We have appointed Steve Godson, until recently Headteacher at Cromer Junior School, to boost our capacity to support, challenge and develop system leadership across Norfolk. This partly addresses issues raised in the ISOS review regarding development of capacity.
- 2.10 Contacts with a wide range of education improvement specialists with proven track records are being made including in London and in areas that have similar characteristics to Norfolk, such as Essex and Devon. These will provide additional stimulus and insights for Norfolk education leaders.
- 2.11 **Education Challenge Partners** (previously termed Cluster Education Partners) are highly experienced school improvement experts who have a track record of good school leadership or Inspection. The role has been refined considerably in the wake of the ISOS review.
- 2.12 Education Challenge Partners are increasingly being used in Norfolk to offer challenge to N2GG schools to ensure that the right improvement activities are commissioned by the school. They perform a similar function for Good (Grade 2) and Outstanding (Grade 1) schools where the challenge is 'getting to great' to provide leadership to other schools and to the education system as a whole.



- 2.13 We have recently commissioned Cambridge Education to undertake this work with Norfolk schools commencing this month and continuing through the school year. Having been responsible for school improvement in London Boroughs and in Slough, Cambridge Education will provide school improvement specialists with extensive and appropriate experience of working at senior level with a range of schools.
- 2.14 **School governance** : A renewed approach to celebrating and promoting good school governance and to achieve 'a good governing body for every Norfolk school' is being launched this month. A publicity campaign 'Re-igniting Governance' will be widely disseminated and part of this will be succinct advice for Governors in asking the right questions in order to challenge, as well as support, Headteachers.

### **3 Confirmation of Norfolk County Council's Position on Academies**

- 3.1 The Local Authority works with all schools and academies as they consider how they will be run in the future (federations, new trusts, partnerships) and provides advice and guidance in order to secure the best outcomes for Norfolk's children and young people.
- 3.2 Our policy on Academies was developed in 2011 and approved by Cabinet in November 2011. In general, whilst NCC takes a neutral view on Academies, we are committed to working closely with schools that wish to convert to an Academy or need to pursue this route.
- 3.3 Academies are created when the Secretary of State for Education makes an Academy Order. The Academies Act 2010 says 'the Secretary of State may make an Academy Order if the Governing Body of the school makes an application or if the school is eligible for intervention<sup>1</sup>.' **It is important to note that NCC has no role in the decision about whether a school becomes an Academy.**
- 3.4 The 2010 Act is an enabling act. It allows the Secretary of State to make an Academy Order, should he or she choose to do so. The current Secretary of State has clarified that he does expect schools judged inadequate to become sponsored Academies. His position is confirmed in two ways.
- Current guidance to LAs on schools causing concern issued in September 2012, indicates that 'there is a clear expectation that ....where a school has been judged by Ofsted to have 'serious weaknesses' or 'special measures' (ie an inadequate Ofsted judgement) conversion to an academy with a strong sponsor will be the normal route to secure improvement'.
  - In a letter to LAs from Lord Nash in May 2013, we were informed that the Department for Education 'intends to write to all schools as soon as they are moderated into an Ofsted inadequate category, setting out the Secretary of State's expectation that they will become a sponsored Academy.'
- 3.5 NCC's position and practice on Academies has not changed. What has changed is the Secretary of State's increasingly firm requirement using his powers under the enabling Academies Act 2010, as described above. To be clear, a failing school does not automatically become a sponsored Academy. **However, the Secretary of State, who**

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<sup>1</sup> 'Eligible for intervention' is when a school has been judged inadequate by Ofsted ('special measures' or 'serious weaknesses') or when a Performance Standards and Safety Warning Notice has been issued by the LA.

**is the decision maker, is now adamant that he will normally require that this is the route to be taken.**

- 3.6 For this reason, there are greater numbers of schools that need to become sponsored Academies. In making every effort to maintain a coherent education 'system', NCC works closely with those schools and with the DfE Academy team to ensure that conversion is undertaken sensibly and efficiently. This is most important if the children in a particular school, which is already failing, are not to be further disadvantaged by a lengthy period of uncertainty.
- 3.7 In working closely with the DfE and schools concerned, the LA is able to influence the choice of sponsor and to ensure that this has the best fit with local collaborative arrangements. All of the sponsoring organisations in Norfolk are committed to local solutions and to working as part of the Norfolk education system.
- 3.8 For reference, Norfolk's current Academy sponsors are: College of West Anglia, West Norfolk Academy Trust (Springwood High School), Right for Success (Eaton Hall Academy Trust), Academies Transformation Trust (ATT), Transforming Education in Norfolk (TEN), Inspiration Trust, Lynn Grove High School, Cliff Park Infant School and Ormiston Academies Trust.

#### 4. **Resource Implications**

- 4.1 **Finance:** Costs of the activities made in this report will be covered from existing LA staff budgets for work with schools causing concern and for partnership development activity. The costs of 'Norfolk to Good and Great' will be pump primed by £500,000 per year over 2013/14 and 2014/15 as agreed by the Cabinet on 8 April 2013. This will be co-funded by benefiting schools using funding delegated for the purpose of school improvement. Additionally, Cabinet has agreed an additional sum of £1.5M to support school improvement in line with its commitment to improved education as one of the priorities of 'Norfolk – putting people first'. The latter includes proposals for reducing costs of supporting school improvement by £850,000. This represents savings from a staffing adjustment already complete and loss of the previously available Early Intervention Grant that funded specific projects for schools. Costs of such work is already being picked up by school budgets.
- 4.2 **Staff:** The 'Norfolk to Good and Great' programme will be led by a senior education professional, Denise Walker, and the programme will benefit from input from external Education Challenge Partners. Two successful school leaders have been appointed to develop intervention and system leadership activity. Additional improvement advisers and intervention officers are being recruited as associates. The intention is to minimise the number of additional staff appointed to Norfolk County Council and instead to share such responsibility with school partners.

#### 5. **Other Implications**

- 5.1 **Legal Implications:** The recommendations contained in this report include reference to the statutory role of the Local Authority in intervening with schools causing concern as described in the Education and Inspections Act 2006 as well as to the Academies Act 2011.
- 5.2 **Equality Impact Assessment (EqIA):** This report recognises that educational achievement in Norfolk is lower than the average for England. The report recommends a range of means by which this iniquity might be tackled.

- 5.3 **Communications:** Given that much of what is proposed is based on partnership activity, extensive communication will continue to be necessary with Headteacher and Governor associations, with the Teaching Schools Alliances, with schools and clusters and with partners such as the three Diocese and Academy sponsor groups. It is also necessary with the community at large given the necessity of good schools being supported by their local communities. A media campaign on 'Raising Norfolk' and including promotion of the role of Governors is imminent.
- 5.4 **Impact on Children and Young People in Norfolk:** The recommendations in the report have the potential to improve the overall standards of education in Norfolk schools and so improve the education and life chances of children and young people in Norfolk.
- 5.5 **Health and Safety Implications:** The sharpening of intervention activity with schools causing concern and the accelerating of improvement for schools 'requiring improvement' could create additional anxiety for staff, Governors, children and young people. However, the report highlights the ways in which greater clarity will be provided for schools and school leaders on how, given their own unique circumstances, improvement might be achieved. Clarity will lead to a greater sense of self-determination and the identification of appropriate training and support that will bring about improvement. Given that all staff and Governors want to see improvement, the activities have the benefit of working with the grain of existing ambition and aspirations.
- 5.6 **Any Other implications:** Officers have considered all the implications of which members should be aware of. Apart from those listed in the report (above), there are no other implications to take into account.

## 6. **Section 17 – Crime and Disorder Act**

- 6.1 Better education outcomes and more skilled young people, as described in the report, will enable a more measured transition from education to training and employment. This will be to the benefit of those young people at risk of becoming NEET (not in education, employment and training) some of whom are also at risk of offending. The report's recommendations have the potential to make a positive impact on young people and to reduce their likelihood of becoming involved in criminal and/or anti-social activity.

## 7. **Risk Implications/Assessment**

- 7.1 The risks posed by the current situation are that Norfolk's children and young people will not be as well prepared for the future as those in other parts of England. This could have a deleterious effect on the Norfolk economy through an insufficiently skilled workforce to maintain businesses in Norfolk and attract new businesses. The risks to schools of not improving sufficiently quickly is that their reputation suffers and that recruitment and long-term viability are threatened. The risk to Norfolk County Council is that its reputation could suffer if judged to be unsuccessful in challenging and supporting its schools to improve. These risks will be mitigated by an ambitious and forthright partnership approach to implementing the recommendations in the report.
- 7.2 The risk of the recommendations failing to improve educational standards as described is that the County Council's investment would not have been worthwhile. This will be mitigated by strong governance, leadership and quality assurance of the

various recommendations so that the programmes described may be modified in the light of experience.

## 8. Action Required

- 8.1 Members are asked to consider the paper, to offer comments and to give support for the general direction described.

## Background Papers

A Good School for Every Norfolk Learner, Cabinet Report 8 April 2013

Supporting pamphlets are available at [www.schools.norfolk.gov.uk/improvement](http://www.schools.norfolk.gov.uk/improvement)

Letter from Sean Harford following inspection of Norfolk LA's arrangements for supporting school improvement, June 2013 is published on Ofsted's website

## Officer Contact

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If you need this report in large print, audio, Braille, alternative format or in a different language please contact Yvonne Bickers on 0344 800 8020 or 0344 800 8011 (textphone) and we will do our best to help.

**Appendix One:** A Good School for Every Norfolk Learner, Strategy for Supporting School Improvement 2013-2015, October 2013

**Appendix Two:** Review of the 'A Good School for every Norfolk Learner' strategy, October 2013

# ‘A Good School for Every Norfolk Learner’

## Strategy for Supporting School Improvement

2013 - 2015

**Improving Times**  
...in Children's Services



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**We 'aim to accelerate the pace of educational improvement in Norfolk... by harnessing all partners in the Norfolk education system to a common purpose and to make the best possible use of available resources.'**

A Good School for Every Norfolk Learner – Norfolk County Council Cabinet, April 2013

The strategy for supporting school improvement - 'A Good School for Every Norfolk Learner' - encompasses the Local Authority's ambition for radical and rapid improvement of educational outcomes and provision across Norfolk. The strategy includes a particular focus on improving schools already graded by Ofsted as 'Satisfactory' or 'Requiring Improvement', and those schools judged by the Local Authority (LA) analysis of pupil achievement over time to be at risk of 'Requiring Improvement'. The strategy for supporting school improvement is enhanced by the addition of the LA Post Ofsted Action Plan for improving arrangements to support school improvement, which will focus sharply on the 6 immediate areas for improvement identified by HMI in June 2013. This plan will support the four overarching aims for rapid improvement in Children's Services and enable the LA to meet its ambitious targets and objectives. A key component of the strategy is the specific improvement programme 'Norfolk to Good and Great' (N2GG). Key milestones for improvement are identified to ensure the meeting of targets in the strategy; rigorous scrutiny of the impact of the strategy including N2GG will be carried out by Members Overview and Scrutiny and the Education Service Improvement Board.

# Introduction - Planning for a Good or Outstanding School for Every Norfolk Learner

## Norfolk's Ambition

Norfolk's ambition is for there to be, as a minimum, a **'Good School for Every Norfolk Learner'**<sup>1</sup>. This is because a child or young person in Norfolk is entitled to be educated in a school that is at least good and we expect that our schools will be as good as and then better than schools in any other part of England. Educational standards in Norfolk are not yet good enough. Standards at Key Stage 1 are at national average but at both Key Stage 2 and Key Stage 4 they remain below national average. There are fewer good and outstanding schools in Norfolk than in most parts of the country.

Our ambition is to be a LA in which standards improve rapidly beyond national averages. We want our children to benefit from an education that is as good as that available anywhere and we want them to be ready and prepared for life as economically ambitious citizens. In autumn 2012, a consensus emerged amongst those with an interest in education that Norfolk's strategy for school improvement needed to be sharper and more robust. The partnership amongst Headteacher and Governor Associations, County and District Councillors, Academy sponsors, the Dioceses and teacher unions is already strong and is now driving our refreshed approach.

This approach, **'A Good School for Every Norfolk Learner'**, clearly sets out the role and ambition of the LA in

- monitoring the standards in all Norfolk schools including Academies and Free Schools
- quickly intervening where necessary and
- harnessing the expertise of Headteachers and Governors in confidently good and outstanding schools as system leaders.

Implicit in this endeavour is the ready availability of high quality school improvement services from a range of providers.

Two thirds of our schools are now good or better, an improvement of 4% in Primary Schools and 12% in Secondary Schools since autumn 2012. Whilst we need this to be much nearer to 100%, the improvements give growing confidence that our refreshed approach is beginning to make the difference Norfolk needs. We also take pride in individual achievements amongst Norfolk schools, colleges and providers.

At the heart of our sharper approach to school improvement is the **'Norfolk to Good and Great'** (N2GG) programme. N2GG targets Grade 3 schools, accelerating the progress of such schools to 'good' including through ensuring that no children are left 'unseen'. The programme, directed by a successful Headteacher and drawing in local, national and international expertise, includes learning from the London Challenge and from successful statistical neighbours. £1M funding provided by Norfolk County Council ensures that resources and other forms of support are readily accessible for Norfolk Headteachers and Governors so that school funding can be applied efficiently and with impact. Rigorous evaluation of strategies used is an important part of the N2GG approach with proven successful strategies embedded in a systematic way in Grade 3 schools.

Strong, effective governance and leadership is the hallmark of a successful school. Such leadership brings confidence to the whole community and places first class teaching and learning at the heart of the school. It brings an unshakeable belief that lives can be changed for the better through successful education. The Academy programme plays an important part in Norfolk in providing a fresh start for weak schools and a strengthened approach to governance and leadership. Where appropriate, the Academy programme also provides for strong schools the opportunity to build further on existing autonomy. The task of the Local Authority, and the focus of our planning, is that it will positively encourage and influence Governors, Headteachers and other school leaders so that they fulfil their leadership role effectively leading to swift positive impact on the quality of teaching and learning in all our schools.

In Norfolk education is developing quickly. It needs to because the local economy, not least the burgeoning £30Bn energy sector, demands higher level knowledge and skills. Apprenticeships in Norfolk are increasing rapidly as a result of concerted and coordinated efforts between partners with strong leadership provided by the County Council. Our Post 16 sector is strong and includes three good FE Colleges and two good Sixth Form Colleges. Norfolk's University Technical College, with a focus on the engineering and energy sector, will admit 14 and 16 year olds from next year.

Norfolk's traditional reputation as a contented and comfortable part of England is now set against an appetite to be competitive and world class. No-one should under-estimate the determination and passion we have to make Norfolk education the best and to provide, as a minimum, **'A Good School for Every Norfolk Learner'**.

## Norfolk style

With much to achieve in a short space of time, our urgent and immediate priority is to help education providers achieve maximum positive impact on children and young people and their learning. Our work is now characterised by pace, focus, impact, and keeping things simple. This approach is underpinned by four imperatives that transcend all improvement work across Norfolk's Children's Services, namely:

- Getting the basics right
- Leading and managing well

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<sup>1</sup> <http://www.schools.norfolk.gov.uk/School-management/School-Performance/Schoolimprovement/index.htm>

- Effective performance management
- Productive and purposeful partnership working.

This coherent approach across the children's services improvement efforts provides a sound framework for rapid improvement in all areas of weakness.

### **Strategic Planning**

The over-arching strategic action plan for 'A Good School for Every Norfolk Learner' contains four aims.

1. Raise Standards at all Key Stages
2. Increase proportion of schools judged good or better
3. Improve leadership and management including corporate leadership and strategic planning
4. Improve monitoring and evaluation of impact

These capture the key actions in the refreshed approach to supporting school improvement described in the pamphlets that make up 'A Good School for Every Norfolk Learner'. Appropriate progress measures enable us to evaluate the success of this refreshed approach that we are taking.

### **Post Ofsted Action Plan**

Six key areas for improvement are described in the letter following the Inspection of Norfolk LA's support for school improvement in June 2013. The detailed action plan provides the necessary steps to be taken to address these areas for improvement. The action plan contributes significantly to the overall strategic plan.

The first of the six areas for improvement is to commission a review of how the strategies 'A Good School for Every Norfolk Learner' and N2GG could rapidly lead to better outcomes. This review will take place in September 2013 against a rigorous specification. The recommendations from this review will improve and sharpen further the overall strategic plan, the post Ofsted action plan and the operational plan for N2GG.

### **Performance Management**

Senior Education Officers meet to consider education improvement in each District of Norfolk and to provide challenge to education providers and to each other. The outcomes from such District boards are reported to the **Education Service Improvement Board**, comprising Members and representatives of the Headteacher and Governor Associations, as well as to the bi-monthly meetings of Children's Services Overview and Scrutiny Panel.

### **Senior Officer Team for Supporting Education Improvement**

A re-organisation of the senior team within the Education section of Children's Services took place in readiness for 1 September 2013. The new structure and accountabilities sharpens the focus on education improvement, allocates clear accountability for aspects of 'A Good School for Every Norfolk Learner' and links the key senior officers directly with the Assistant Director and Children's Services as a whole. The team now comprises:

Assistant Director: Gordon Boyd  
Head of Education Achievement Service: Chris Snudden  
Head of Education Intervention Service: Mary-Jane Edwards  
Head of Education Partnership Service: Paul Dunning  
Head of Norfolk Integrated Advisory Traded Services (NIEAS): Paul Hoey  
Head of Place Planning and Organisation: Chris Hey  
Head of Admissions: Richard Snowden  
Head of N2GG: Denise Walker  
Attendance and Exclusions Strategy Manager: Val Creasy  
Employability and Skills Strategy Manager: Trish Judson

### **Conclusion**

Taken together, the strategy to achieve 'A Good School for Every Norfolk Learner' and the Post Ofsted Plan will be underpinned by a concerted approach to communicate and engage the learning community across Norfolk. The actions taken, in partnership with headteachers and governing bodies, will be rigorously monitored and evaluated to ensure that we transform the way school improvement takes place in Norfolk.



# Section 1 – The Strategy – ‘A Good School for Every Norfolk Learner’

## Summary of the Strategy

The case for change was taken to Cabinet in April 2013. This report identified the need for significant change in the approach taken to support school improvement in order to rapidly transform the provision and outcomes for Norfolk learners. The strategy outlined in the report sets an aspiration that all schools will have the capacity to be judged good or better by July 2016. In order to achieve this, a radical revision of existing approaches to intervention and support for school improvement is needed. Since the Cabinet paper, this case for change has been consolidated by the revision of the senior management team within the education section of Children’s Services. This has included a review of activity and actions undertaken by the services involved to meet four strategic aims:

1. **Raise Standards at all Key Stages**
2. **Increase proportion of schools judged good or better**
3. **Improve leadership and management including corporate leadership and strategic planning**
4. **Improve monitoring and evaluation of impact.**

The approach to achieving the aspirations in the strategy is captured in five steps.

**Step 1 - Analysing the performance of schools and assessing risk**

**Step 2 - Sharper analysis and challenge leading to agreed diagnosis**

**Step 3 - Commissioning a response to individual need**

**Step 4 - Growing capacity to build a self-sustaining school system**

**Step 5 – Evaluating and sharing the learning**

The new LA education services are focused on working in partnership with schools and other partners to provide a rigorous and robust approach to each step. The strategy engages experienced professionals from outside of Norfolk to provide external challenge and scrutiny. Wherever possible the approach is strengthened by expertise drawn from successful strategies which have led to good improvement, e.g. the London Leadership Challenge, or LAs where improvement has been consistent and sustained.

## The Strategy

**Step 1** – Analysis of the performance of schools and assessment of risk is undertaken by the Achievement Service. This ensures that the achievement of every school, including Free Schools and Academies is analysed using the Ofsted inspection criteria. This view is used to determine the relationship of the LA with every school. The risk analysis focuses on the view of achievement based on published data for the school, over time. It has a particular focus on the performance of vulnerable groups. It is intentionally an objective process, focused on achievement and is carried out in a similar way to a pre-inspection analysis leading to a hypothesis. The aim is to challenge Norfolk schools about their standards and to categorise all schools in order to differentiate the challenge and support for improvement. Schools are categorised 6 ways, as schools of concern (category A and D), as requiring improvement (category B and C) as good or great (category E and F). This risk is communicated in confidence to all headteachers and Chairs of Governors and revisited and revised at least termly, or when new performance information is available.

**Step 2** – External challenge to accurately diagnose need. This crucial process is undertaken following the risk assessment of all schools so that an accurate assessment of specific improvement needs is made. The role is carried out in two ways, depending on the category of the school. For those schools deemed schools of concern the Intervention Service will carry out a further gradation of schools and this will determine the approach by Intervention Officers. For some schools more intensive scoping audits will be used to identify the key issues underpinning the concern. For all other schools the sharper focus of evidence for determining overall effectiveness will result in an accurate and focused diagnosis of need to move to securing good or outstanding Ofsted outcomes. The challenge role for these schools will be undertaken by an Education Challenge Partner (ECP). The LA is recruiting experienced professionals drawn from outside of Norfolk with a proven track record of leading inspections, an outstanding school or school improvement. Category B and C schools will be visited by an ECP during the autumn term in order to enable swift access to N2GG. The aim is to ensure an effective commission of the right, tailor made programme to secure a good Ofsted outcome. Category E and F schools will be the focus for the ECP during the spring term to consider the school’s approach to achieving excellence and sustaining success. ECPs will contribute significantly to the evaluation of the impact of the school’s improvement and the LA support for improvement.

**Step 3** - Commissioning a response to individual need. For schools of concern the detailed grading of schools and scoping audits will lead to a clear prioritisation in approach which will determine the use of LA powers including LA Warning Notices, Performance, Standards and Safety Notices, removal of financial delegation, use of Interim Executive Boards, use of additional governors, implementation of LA Improvement Boards and the use of system leaders. For schools requiring improvement once the diagnosis of need has been undertaken by the ECP this leads to a clear commission of a relevant improvement package. For schools eligible for 'N2GG' a tailor-made programme will be designed in partnership with the school, taking account of actions already determined by the school, in order to meet their specific improvement needs. The package will be drawn from the focused menu of successful and effective activity. For example the work of system leaders, providing high quality school to school support will be a significant part of the package for most schools. Some programmes drawn from the former London Challenge, now part of the Norfolk Teaching School Alliances offer, like the Improving and Outstanding Teacher Programme will be part of the menu.

**Step 4** - Growing capacity to build a self-sustaining school system. Through the work with the Norfolk Teaching School Alliances, Norfolk Headteacher Associations and other System Leaders, within and outside of Norfolk, the strategy will focus on building better and more capacity for school to school support. The Norfolk Teaching School Alliances and experienced system leaders will work with the LA to develop a programme with good and outstanding schools across Norfolk to achieve excellence and sustain success. The approach will focus on engaging all Norfolk schools in this group to make some contribution to system leadership, thus building capacity in them and in the system across the county. Working strategically with the Teaching Alliances this system will further build capacity by strengthening quality assurance and rigour of school to school support to ensure that it is of the highest quality and meets the needs of other schools. ECPs will work with good and outstanding schools to undertake a rigorous evaluation of strengths and areas for improvement to enable more schools to have a clear trajectory to become outstanding. The LA will work with the headteacher associations to support their development of effective leadership of improvement and a self-improving school system.

**Step 5** - Evaluate and share the learning. Through a more rigorous and comprehensive approach the LA role in supporting school improvement will be of the highest quality in order to deliver maximum impact. A rigorous approach will be taken to ensure that effective and experienced personnel will be engaged to provide intervention, challenge and support to all schools. Quality assurance of all those in key roles will be undertaken and a robust monitoring schedule will be identified linked to ambitious milestones. For example progress data will be routinely collected, collated and analysed from all schools of concern and schools requiring improvement. This will enable the LA to analyse progress and hold schools, including governing bodies, and relevant LA staff to account. The close monitoring and periodic evaluation of impact will be regularly reported to the Children's Services Overview and Scrutiny Panel and the Education Service Improvement Board, to ensure accountability for impact. The learning from this evaluation will be used formatively to modify and adapt the strategy as needed.

## **What will be different about this strategy?**

The categorisation of all schools will be objective and unequivocal. It will be shared in confidence only between the relevant parts of Children's Services and individual schools. It will also be shared with the Local Member, if the school is a cause for concern.

The approach to intervention with schools of concern will be underpinned by greater use of the LA powers of intervention. The Education Intervention Service will work more often with governing bodies to hold them to account alongside headteachers.

The work of Education Challenge Partners will provide an external and sharp view of school effectiveness in order to make an accurate and more detailed diagnosis of need in relation to improvement.

The 'N2GG' Programme will ensure that schools have a customised programme of activity that will meet their improvement needs. It will be made up of key improvement programmes or strategies that have been successful both within and beyond Norfolk.

The work of Teaching School Alliances, Norfolk Headteacher Associations and the development of system leadership across Norfolk will be approached systematically and strategically.

The work of all LA staff engaged in intervention, challenge or improvement will be rigorously quality assured and evaluated.

**For full Cabinet Paper see <http://www.schools.norfolk.gov.uk/view/NCC123395> For suite of accompanying pamphlets see <http://www.schools.norfolk.gov.uk/School-management/School-Performance/Schoolimprovement/index.htm>**

## Strategic aims, targets and objectives

<b>Improvement Aims:</b>						
1) Raise Standards at all Key Stages						
2) Increase proportion of schools judged good or better						
3) Improve leadership and management including corporate leadership and strategic planning						
4) Improve monitoring and evaluation of impact						
5) Communicate and engage all stakeholders						
<b>Aim 1) Raise Standards at all Key Stages</b> LA Lead: Chris Snudden		<b>Outcomes / Evaluation of Impact</b> Norfolk / Norfolk provisional (national / national provisional) By July 2014 outcomes compare favourably with national averages By July 2015 outcomes securely exceed national averages				
<b>Targets</b>		<b>2012 %</b>	<b>2013 %</b>	<b>2014 %</b>	<b>2015 %</b>	<b>2016 %</b>
<b>1.1 Improve Early Years outcomes (% achieving Good Level of Development )</b>		<b>N/A</b>	<b>45.3 (51)</b>	<b>55</b>	<b>60</b>	<b>70</b>
<b>1.2 Improve outcomes at Key Stage 2 %L4+ Reading, Writing and Mathematics</b>		<b>69 (75)</b>	<b>70 (76)</b>	<b>77</b>	<b>81</b>	<b>85</b>
% Expected Progress Reading		N/A	84.9 (88.0)	88	90	92
% Better than Expected Progress Reading		N/A	26.9 (29.7)	30	34	38
% Expected Progress Writing		N/A	88.5 (91.5)	90	91	92
% Better than Expected Progress Writing		N/A	24.6 (29.5)	30	34	38
% Expected Progress Mathematics		83 (87)	83.9 (88.0)	88	90	92
% Better than Expected Progress Mathematics			25 (31.5)	32	34	38
<b>1.3 Improve outcomes at key Stage 4 (5 A* - C inc En &amp; ma)</b>		<b>55.6 (59.4)</b>	<b>54 (60.1)</b>	<b>60</b>	<b>63</b>	<b>66</b>
% Expected Progress English		66.6 (68.0)	65.6 (70.1)	70	72	74
% Better than Expected Progress English		25.6 (28.9)	25.7 (31.0)	31	33	35
% Expected Progress Mathematics		67.7 (68.7)	66.9 (70.6)	71	73	75
% Better than Expected Progress Mathematics		27.4 (32.1)	27.3 (32.8)	33	35	37
<b>1.4 Increase participation post 16</b>						
		<b>Age 16+</b>	<b>91.3 (91.6)</b>	<b>95</b>	<b>96</b>	<b>97</b>
		<b>Age 17+</b>	<b>80.3 (84.3)</b>	<b>90</b>	<b>92</b>	<b>94</b>
<b>Aim 2) Increase the proportion of schools judged good or better and learners attending good or better schools</b> LA Lead: Mary-Jane Edwards		<b>Outcomes / Evaluation of Impact</b> Norfolk (national) By July 2014 the percentage of schools judged good or better compares favourably with national averages By July 2015 the percentage of schools judged good or better is securely above the national average				
<b>Targets</b>		<b>2012 %</b>	<b>2013 %</b>	<b>2014 %</b>	<b>2015 %</b>	<b>2016 %</b>
<b>2.1 Improve % of Early Years settings judged good or better</b>		<b>78 (74)</b>	<b>79 (77)</b>	<b>82</b>	<b>84</b>	<b>86</b>
<b>2.2 Improve % of primary phase schools judged good or better</b>		<b>60 (69)</b>	<b>64 (79)</b>	<b>79</b>	<b>85</b>	<b>95</b>
Improve the % of primary learners attending good or better schools		58 (68)	63 (78)	78	85	95
<b>2.3 Improve % of secondary phase schools judged good or better</b>		<b>47 (66)</b>	<b>59 (73)</b>	<b>75</b>	<b>80</b>	<b>95</b>
Improve the % of secondary learners attending good or better schools		45 (69)	58 (75)	74	80	95
<b>2.4 Ensure all special schools are good or better</b>		<b>91 (81)</b>	<b>82 (87)</b>	<b>91</b>	<b>100</b>	<b>100</b>
<b>2.5 Reduce % of schools in an Ofsted category</b>		<b>3 (3)</b>	<b>3 (3)</b>	<b>2</b>	<b>0</b>	<b>0</b>
<b>2.6 Reduce % of schools judged to Require Improvement (including existing satisfactory)</b>		<b>37 (28)</b>	<b>32 (19)</b>	<b>20</b>	<b>15</b>	<b>5</b>

<b>Aim 3) Improve leadership and management including corporate leadership and strategic planning</b> Lead: Gordon Boyd	<b>Outcomes / Evaluation of Impact</b> By July 2014 – 100% positive progress with all outcomes identified in Post Ofsted Action Plan By July 2015 – All targets for improved pupil and school outcomes to be fully met
<b>Objectives</b>	
<b>3.1 Ensure the LA has an ambitious vision and clear plan for improving schools which is communicated through public documents</b>	<b>Ambition and clarity of strategies for improvement are articulated in public documents</b> <b>Accountability for the impact of LA actions and use of resources is visible and measurable</b> <b>All targets for improvement are met in a timely manner</b>
<b>3.2 Elected members are enabled to hold senior officers to account for effective support of rapid improvement in the effectiveness of schools</b>	
<b>3.3 Schools understand strategies for school improvement and governing bodies are held to account</b>	
<b>3.4 Partnerships / Structural solutions are used to enable rapid improvement</b>	
<b>3.5 Commissioning and brokerage of high quality intervention, advice, training and support leads to rapid school improvement</b>	
<b>3.6 Resources are targeted, used effectively and their impact is monitored and evaluated</b>	

<b>Aim 4) Improve monitoring and evaluation of impact</b> Lead: Paul Dunning	<b>Outcomes / Evaluation of Impact</b> By July 2014 Additional resources have enabled targets for improved pupil and school outcomes to be fully met By July 2015 All targets for improved pupil and school outcomes to be fully met
<b>Objectives</b>	
<b>4.1 Establish a coherent and comprehensive monitoring and evaluation schedule to underpin all LA actions to support school improvement</b>	<b>Monitoring is carried out routinely and summarised for Senior Management Team / Elected Members as required</b> <b>Evaluation documents are shared internally and publically and form the basis of the on-going self-evaluation</b> <b>Public money is robustly accounted for and shows impact on pupil and school outcomes</b>
<b>4.2 Agree meeting schedule that holds senior officers to account for improvements</b>	
<b>4.3 Ensure all LA education improvement staff are routinely quality assured</b>	

<b>Aim 5) Communicate and engage all stakeholders</b> Lead: Trish Judson	<b>Outcomes / Evaluation of Impact</b> By July 2014 All schools, governors, are fully engaged with strategy for improvement By July 2015 All targets for improved pupil and school outcomes to be fully met
<b>Objectives</b>	
<b>5.1 Establish a communication and engagement strategy in partnership with Norfolk's Education, training and Business leaders</b>	<b>All schools and providers are engaged in intervention, improvement or system leadership</b> <b>Parents and the wider community can demonstrate broad understanding of the Norfolk ambition</b> <b>LA staff can demonstrate understanding of the Norfolk ambition and commitment to it.</b>
<b>5.2 Identify key communication strategies for all key stakeholders e.g. schools, governors, parents, trainee teachers, councillors, other LA staff etc.</b>	
<b>5.3 Develop a website as a key communication platform</b>	

## Key Milestones

Date	Summary Milestones	Ref to Post Ofsted Plan
By Sept 2013	<ul style="list-style-type: none"> <li>Every Chair of Governors and headteacher knows whether it is a school causing concern, school requiring improvement or a provider of system leadership</li> </ul>	2
By Dec 2013	<ul style="list-style-type: none"> <li>Norfolk strategic plan is scrutinised and evaluated for potential impact on Norfolk outcomes</li> </ul>	1
	<ul style="list-style-type: none"> <li>100% of schools of concern have undertaken a review of governance (if they have not done so within the last year)</li> </ul>	2
	<ul style="list-style-type: none"> <li>100% of governing bodies of cohort 1 schools in N2GG have a plan of action which has been evaluated and agreed by the LA</li> </ul>	2
	<ul style="list-style-type: none"> <li>80% of pupils in schools causing concern are on track to make expected progress</li> </ul>	3
	<ul style="list-style-type: none"> <li>80% of pupils in RI schools or those at risk of RI are on track to make expected progress and to attain at least in line with national expected level</li> </ul>	3
	<ul style="list-style-type: none"> <li>All schools in Ofsted categories have had financial delegation removed or have an Interim Executive Board in place</li> </ul>	4
	<ul style="list-style-type: none"> <li>All schools in Ofsted categories are working with the LA and DFE to become a sponsored Academy</li> </ul>	4
	<ul style="list-style-type: none"> <li>All good or better schools, as judged by Ofsted and LA, are engaged in or working towards system leadership</li> </ul>	5
	<ul style="list-style-type: none"> <li>All milestones for improvement are being fully met</li> </ul>	6
By April 2014	<ul style="list-style-type: none"> <li>100% of governing bodies, identified as weak by the external review of governance have additional governors, removal of delegated powers or have been replaced with an IEB</li> </ul>	2
	<ul style="list-style-type: none"> <li>90% of pupils in schools causing concern are on track to make expected progress</li> </ul>	3
	<ul style="list-style-type: none"> <li>80% of pupils in RI schools or those at risk of RI are on track to make expected progress and attain at least in line with national expected level and in line with FFT estimates at 25<sup>th</sup> percentile</li> </ul>	3
	<ul style="list-style-type: none"> <li>% of schools in receipt of a Performance, Standards and Safety Warning Notice is in line with regional average</li> </ul>	4

	<ul style="list-style-type: none"> <li>• <b>System leadership is drawn from 75% of good or better Norfolk schools</b></li> </ul>	<b>5</b>
	<ul style="list-style-type: none"> <li>• <b>Monitoring shows good progress towards all targets</b></li> </ul>	<b>6</b>
<b>By July 2014</b>	<ul style="list-style-type: none"> <li>• <b>80% of schools causing concern have made rapid progress and are no longer schools of concern</b></li> </ul>	<b>2</b>
	<ul style="list-style-type: none"> <li>• <b>80% of RI schools, or at risk of RI, that are inspected by Ofsted have achieved a good or better outcome</b></li> </ul>	<b>2</b>
	<ul style="list-style-type: none"> <li>• <b>Meet target for 2014 for % of schools judged good or better</b></li> </ul>	<b>2</b>
	<ul style="list-style-type: none"> <li>• <b>80% of pupils in schools causing concern are making expected progress and on track to attain at least in line with national expected level and with FFT estimates at 25th percentile</b></li> </ul>	<b>3</b>
	<ul style="list-style-type: none"> <li>• <b>90% of pupils in RI schools or those at risk of RI are making expected progress and attaining at least in line with national expected level and with FFT estimates at 25th percentile</b></li> </ul>	<b>3</b>
	<ul style="list-style-type: none"> <li>• <b>% of schools in receipt of a Performance, Standards and Safety Warning Notice is above the national average</b></li> </ul>	<b>4</b>
	<ul style="list-style-type: none"> <li>• <b>All schools in Ofsted categories have had financial delegation removed or have an Interim Executive Board in place</b></li> </ul>	<b>4</b>
	<ul style="list-style-type: none"> <li>• <b>All schools in Ofsted categories are working with the LA and DFE to become a sponsored Academy</b></li> </ul>	<b>4</b>
	<ul style="list-style-type: none"> <li>• <b>System leadership is drawn from 90% of good or better Norfolk schools</b></li> </ul>	<b>5</b>
	<ul style="list-style-type: none"> <li>• <b>The % of outstanding schools is at least in line with the national average</b></li> </ul>	<b>5</b>
	<ul style="list-style-type: none"> <li>• <b>Evaluation of impact shows that all targets for improvement have been met</b></li> </ul>	<b>6</b>

*These key milestones are recorded in bold in the full action plan below*

## Section 2 – Post Ofsted Action Plan

### Summary of what will we do differently

Ofsted Area for Improvement		Why do we think this is an area for improvement?	What will we do?
Priority 1	<b>Commission an external, forward-looking review of the strategies 'A Good School for Every Learner in Norfolk' and 'Norfolk to Good Great' to identify how these could rapidly lead to better outcomes</b>	Our new Strategic Plan – 'A Good School for Every Norfolk Learner' which includes 'Norfolk to Good and Great' (N2GG) – is yet to show impact	<ol style="list-style-type: none"> <li>1) Ensure an external review of our Strategy is carried out urgently - and revisions / amendments made</li> <li>2) Ensure targets and milestones are shared and understood by Children's Services and all schools</li> <li>3) Ensure alignment of Strategic Improvement Plan with the wider improvements across Norfolk Children's Services</li> </ol>
Priority 2	<b>Ensure that schools, including governors, are held to account for their own improvement and for raising the achievement of their pupils</b>	LA has not been sufficiently and consistently robust in holding headteachers and especially governors to account for poor or mediocre performance	<ol style="list-style-type: none"> <li>1) Focus intervention in schools causing concern, requiring improvement (RI) or at risk of RI through governing bodies (GBs) by LA attendance at GB meetings so that: <ul style="list-style-type: none"> <li>- Governors know the LA view of achievement for their school</li> <li>- Governors required to produce improvement plans</li> <li>- Governors know they will be routinely held to account by LA for impact</li> </ul> </li> <li>2) Deploy external Education Challenge Partners to provide accurate challenge to headteachers and governors, and diagnosis of need in order to ensure schools have the right priorities for improvement</li> <li>3) Collect half termly pupil progress data for all schools of concern and RI or at risk of RI to hold headteachers to account and with report taken to GB</li> <li>4) Issue timely LA warning notices and Performance, Standards and Safety Notices</li> <li>5) Immediately remove delegated powers from all schools in an Ofsted category, and identified schools causing concern</li> <li>6) Broker the strengthening of GBs through the identification of new, high quality governors, governor intervention, governor self-reviews and external reviews</li> </ol>
Priority 3	<b>Use available performance information systematically to check that schools are improving against frequent and ambitious milestones</b>	Analysis was inconsistent and the view of some schools was too generous. Ambitious milestones were not identified or used to monitor and challenge under performance	<ol style="list-style-type: none"> <li>1) Every school will be categorised by achievement of pupils and this view will be shared with schools including governors, updated termly</li> <li>2) Recruitment of high quality external Education Challenge Partners will enable accurate diagnosis of school improvement needs</li> <li>3) Governing bodies of schools of concern will receive robust challenge to improve, plans will be routinely monitored and pupil progress collated and analysed</li> <li>4) Pupil performance data will be routinely collected, collated and analysed to challenge rate of progress</li> <li>5) Strategic leadership will monitor impact of LA actions against published targets and specific milestones</li> </ol>
Priority 4	<b>Intervene more promptly and robustly, applying formal procedures where appropriate, in those schools which consistently underperform</b>	Intervention in schools of concern or those with an emerging concern was sometimes too slow and not always robust	<ol style="list-style-type: none"> <li>1) Focus intervention on accountability of headteachers and governing bodies</li> <li>2) LA powers of intervention will be used more swiftly and more routinely</li> <li>3) Academy Conversion Programme will be accelerated where appropriate</li> <li>4) N2GG programme will work with every RI or at risk of RI school</li> </ol>
Priority 5	<b>Accelerate the implementation of new arrangements for commissioning system leaders, and partnerships, to improve educational provision</b>	Strong schools not used quickly enough to improve weaker schools. Capacity is still limited to provide effective school to school support across the county. More small schools need strong effective, long term leadership	<ol style="list-style-type: none"> <li>1) Contact all schools judged good or better by Ofsted and LA to recruit high quality system leaders</li> <li>2) Develop achieving excellence strategy to support good schools to get to outstanding</li> <li>3) Recruit high quality experienced Local or National Leaders of Education to develop primary and secondary system, build capacity and improve effectiveness</li> <li>4) Enable system leaders to work with groups/clusters/families of schools</li> <li>5) Require all small schools to review future leadership arrangements</li> <li>6) Enhance strategy for accelerating strong partnerships / federations /academies with Diocesan Boards</li> </ol>
Priority 6	<b>Sharpen evaluation of its strategy for, and practice in, challenging and supporting schools.</b>	Strategy not evaluated fully and acted upon	<ol style="list-style-type: none"> <li>1) Develop coherent plan for evaluation and monitoring of Strategy</li> <li>2) Identify clear governance and accountability for impact of Strategy</li> <li>3) Ensure external challenge to monitoring processes and evaluation evidence</li> <li>4) Build capacity in strategic leaders and elected members to challenge monitoring and evaluation outcomes</li> </ol>

## Action Plan

Priority 1	Commission an external, forward-looking review of the strategies 'A Good School for Every Learner in Norfolk' and 'Norfolk to Good and Great' to identify how these could rapidly lead to better outcomes  Lead: Chris Snudden			What will success look like? <ul style="list-style-type: none"> <li>Validation of Strategy plans to improve Norfolk education</li> <li>Revisions/amendments made in the light of review as needed</li> <li>Members understand and agree strategy</li> </ul>
No	Action	Who	When	Milestones
1.1	Commission external review	CS	By Oct 2013	<b>By October 2013</b> <ul style="list-style-type: none"> <li>Norfolk strategic plan is scrutinised and evaluated for potential impact on Norfolk outcomes</li> <li>Rigorous monitoring and evaluation strategy in place</li> <li>LA documentation identifies challenge and support for improvement, is published and available to all stakeholders</li> </ul> <b>By November 2013</b> <ul style="list-style-type: none"> <li>Recommendations for amendments / refinements adopted</li> <li>Modified plan – shared with all stakeholders, adopted by ESIB and fully implemented</li> </ul> <b>By Dec 2013</b> <ul style="list-style-type: none"> <li>Communication strategy to develop engagement of all stakeholders is visible</li> </ul> <b>By July 2014</b> <ul style="list-style-type: none"> <li>Targets for improvement of pupil and school outcomes achieved</li> </ul>
1.2	Modify / amend strategic plans as needed – following review	CS	By Oct /Nov 2013	
1.3	Following review - work with external providers to ensure strategy takes full account of findings <ul style="list-style-type: none"> <li>Share revised plan with key stakeholders e.g. headteachers, governors, Council, Children's Services, parents, community leaders, MPs, key employers</li> <li>Develop engagement through communication of ambition to raise standards across the county and define the contribution of all stakeholders – e.g. through development of '5 key ways to help ...raise standards or improve your school' for parents - sent home via schools, displayed in Doctors surgeries etc. Also for councillors, for governors, for employers</li> </ul>	CS /DW TJ	Oct 2013	
1.4	Revise LA documentation to describe more effective scrutiny and challenge, including LA approach to Intervention, Achievement, Partnerships, System Leadership etc.	GB	By Oct 2013	
1.5	Work in partnership with the Norfolk Headteacher and Governor Associations (NPHA, NSEL, NASSH, NGN) to ensure effective communication of improvement strategy to all schools <ul style="list-style-type: none"> <li>Produce joint summary of the strategy led by this group</li> </ul>	GB	By Nov 2013	
1.6	Closely monitor strategic plans (See monitoring and evaluation) and ensure rigorous governance of actions to improve	CS	From Sept 2013 -	
Priority 2	Ensure that schools, including governors, are held to account for their own improvement and for raising the achievement of their pupils  Leads: Chris Snudden / Mary-Jane Edwards			
No	Action	Who	When	Milestones
2.1	Categorise all Norfolk schools through annual risk assessment (revise termly – as needed)	CS	By June 2013	<b>By September 2013</b> <ul style="list-style-type: none"> <li>Every Chair of Governors and headteacher knows whether it is a school causing concern, school requiring improvement or a provider of system leadership</li> </ul> <b>By November 2013</b> <ul style="list-style-type: none"> <li>All small schools have demonstrated that their governing bodies have reviewed plans for future leadership</li> </ul> <b>By December 2013</b> <ul style="list-style-type: none"> <li>Every governing body of a school of concern has held an improvement meeting with an LA Officer (intervention Officer) to consider appropriate and robust actions for improvement</li> <li>100% of governing bodies of schools of concern have established an Improvement Board, attended by an Intervention Officer and can provide evidence of holding the school to account</li> <li>100% of schools of concern have undertaken a review of governance (if they have not done so</li> </ul>
2.2	Ensure stakeholders including headteachers, governing bodies, elected members understand LA categorisation consequent category defining LA relationship with schools	CS	By Oct 2013	
2.3	Ensure governing bodies of all schools causing concern identify strategy for improvement <ul style="list-style-type: none"> <li>Evaluate school improvement plans</li> <li>Challenge and intervene in schools causing concern to ensure appropriate plans in place</li> </ul>	MJE	By Dec 2013	
2.4	Recruit and deploy high quality Education Challenge Partners (ECPs), external to LA workforce, to work with all schools that are not schools of concern <ul style="list-style-type: none"> <li>Ensure priority engagement of ECPs is with schools requiring or at risk of requiring improvement to ensure accurate diagnosis of need</li> </ul>	CS	By Oct 2013	



2.5	Through the Academy programme work with governing bodies to achieve swift structural solutions in inadequate schools and those at risk of inadequacy	PD	From June 2013	<p><b>within the last year)</b></p> <ul style="list-style-type: none"> <li>100% of governing bodies of a school of concern have a plan of action to effect improvement which has been evaluated and agreed by the LA</li> <li><b>100% of governing bodies of cohort 1 schools in N2GG have a plan of action which has been evaluated and agreed by the LA</b></li> <li>50% of schools on identified list with insufficient capacity to become a good school are in discussions with the LA about are sponsored academy status</li> <li>Exclusions are reducing in primary and secondary schools</li> <li>40% of schools of concern have received an audit of provision for LAC – and have identified additional actions as necessary</li> </ul> <p><b>By April 2014</b></p> <ul style="list-style-type: none"> <li>Sample monitoring of partnerships/ federations, shows rapid improvement of pupils to meet ambitious achievement targets</li> <li>80% of schools on the identified list with insufficient capacity are in discussion with the LA about sponsored academy status</li> <li>All governing bodies of schools of concern/N2GG have ensured governors attend relevant training</li> <li>All Governors required to attend Improvement Boards are attending regularly</li> <li><b>100% of governing bodies, identified as weak by the external review of governance have additional governors, removal of delegated powers or have been replaced with an IEB</b></li> <li>100% of sampled Governor Improvement Board minutes show evidence of challenge</li> <li>100% of sampled Governor Improvement Board minutes show reporting on an positive impact of use of pupil premium</li> <li>80% of schools of concern have received an audit of provision for LAC – and have identified additional actions as necessary</li> <li>Exclusions are below the national average for primary and secondary schools</li> </ul> <p><b>By July 2014</b></p> <ul style="list-style-type: none"> <li><b>80% of schools causing concern have made rapid progress and are no longer schools of concern</b></li> <li>100% of schools identified by the LA with insufficient capacity to become a good school will be / become a sponsored academy</li> <li>100% of schools in new 'partnerships' that are inspected by Ofsted have a good or better outcome</li> <li><b>80% of RI schools, or at risk of RI, that are inspected by Ofsted have achieved a good or better outcome</b></li> <li><b>Meet target for 2014 for % of schools judged good or better</b></li> <li>No school of concern, that is inspected by Ofsted from January 2014 has been judged to require a category</li> <li>Outcomes for FSM, LAC and service children compare favourably in 80% of N2GG schools</li> <li>100% of schools of concern have received an audit of provision for LAC – and have identified additional actions as necessary</li> <li>100% of governing bodies of schools of concern has accessed training for governors</li> <li>Exclusions are below the national average for key vulnerable groups e.g. SEN, LAC, boys at both primary and secondary</li> </ul> <p><b>By July 2015</b></p> <ul style="list-style-type: none"> <li>95% of all RI schools, or at risk of RI, that are inspected by Ofsted have achieved a good or better outcome</li> <li>80% of schools of concern (2013 – 2014), that are inspected by Ofsted, are judged to be good schools</li> <li><b>Meet target for 2015 for % of schools judged good or better</b></li> </ul> <p><b>What will success look like?</b></p> <ul style="list-style-type: none"> <li>Improved accuracy in LA view of school's performance and overall effectiveness</li> <li>Sharper analysis, based on accurate performance data provided to senior leaders and elected members to ensure swift and decisive action when needed</li> </ul>
2.6	Seek strong partnerships to strengthen governing bodies and school leadership for identified schools causing concern, RI schools and small schools through appropriate federations, amalgamations	PD	From Sept 2013	
2.7	Ensure governing bodies of all schools judged to 'Require Improvement' (RI), or at risk of RI, identify strategy for improvement that focuses on better outcomes through improved teaching and learning <ul style="list-style-type: none"> <li>Collect and evaluate school improvement plans – ensure focus on accessing improvement in teaching and learning – e.g. through Teaching School Alliances Improving Teacher Programme and Outstanding Teacher Programme, LA traded services offer</li> <li>Challenge and intervene in schools to ensure appropriate plans in place through the 'Norfolk to Good and Great' (N2GG) Programme</li> </ul>	DW	From July 2013	
2.8	Improve governance through targeted training, self-review, external review, advice and support <ul style="list-style-type: none"> <li>Monitor attendance at relevant training and ensure governors from all schools of concern / RI attend identified training</li> </ul>	HW	From Sept 2013	
2.9	Ensure governing bodies of all schools of concern / RI hold regular meetings to hold school to account for improvement – <ul style="list-style-type: none"> <li>Collect and evaluate minutes</li> <li>Monitor and challenge governor attendance at meetings</li> <li>Provide external review, challenge and support</li> </ul>	MJE / DW	By Oct / Nov 2013 On-going for RI	
2.10	Take swift action to enhance / replace governing bodies to ensure rapid improvement <ul style="list-style-type: none"> <li>Provide additional governors / Advanced Skills Governors for schools of concern</li> <li>Remove delegated powers in governing bodies in all Ofsted category schools, schools of concern as needed</li> <li>Replace governing bodies with Interim Executive Boards where governance is inadequate / improvement too slow etc.</li> </ul>	MJE	From Sept 2013	
2.11	In schools of concern and RI or those at risk of RI schools, hold governing bodies to account for the use of pupil premium to ensure the best possible pupil outcomes for vulnerable groups of children	CS	From Jan 2014	
2.12	For schools categorised as good or better develop a programme to sustain success and challenge headteachers and governing bodies to improve from good to great <ul style="list-style-type: none"> <li>Focus strategy on building capacity for system leadership</li> </ul>	SM	From Nov 2013	
2.13	Provide audit for all governing bodies of schools of concern for promoting positive outcomes for Looked After Children <ul style="list-style-type: none"> <li>Provide governor training for all schools of concern on improving outcomes for LAC pupils</li> </ul>	TC	From Oct 2013	
2.14	Provide support and challenge to all governing bodies, through LA attendance at exclusion meetings in all schools	VC	June 2013 – July 2015	
<b>Priority 3</b>	<b>Use available performance information systematically to check that schools are improving against frequent and ambitious milestones</b>  Lead: Chris Snudden			

				• Better outcomes for pupils and schools based on more accurate challenge, monitoring and evaluation
No	Action	Who	When	Milestones
3.1	Further develop Schools' Dashboard to hold all data and intelligence on Norfolk schools to enable accurate risk analysis <ul style="list-style-type: none"> <li>- Ensure accurate categorisation of schools and share view with governing bodies and headteachers</li> </ul>	JC & DP	By July 2013	<p><b>By Dec 2013</b></p> <ul style="list-style-type: none"> <li>• 100% of schools causing concern and RI or those at risk of RI have submitted progress data</li> <li>• 80% of pupils in schools causing concern are on track to make expected progress</li> <li>• 80% of pupils in RI schools or those at risk of RI are on track to make expected progress and to attain at least in line with national expected level</li> </ul> <p><b>By April 2014</b></p> <ul style="list-style-type: none"> <li>• 90% of pupils in schools causing concern are on track to make expected progress</li> <li>• 80% of pupils in RI schools or those at risk of RI are on track to make expected progress and attain at least in line with national expected level and in line with FFT estimates at 25<sup>th</sup> percentile</li> </ul> <p><b>By July 2014</b></p> <ul style="list-style-type: none"> <li>• 80% of pupils in schools causing concern are making expected progress and on track to attain at least in line with national expected level and with FFT estimates at 25th percentile</li> <li>• 90% of pupils in RI schools or those at risk of RI are making expected progress and attaining at least in line with national expected level and with FFT estimates at 25th percentile</li> </ul>
3.2	Provide accurate and robust intelligence to Children's Services to identify schools of concern for intervention and challenge, schools judged RI and or at risk of RI and identify schools with capacity to be judged outstanding	CS	By July 2013	
3.3	Identify RI /satisfactory schools with capacity for rapid improvement to prioritise for N2GG <ul style="list-style-type: none"> <li>- Put all schools in to cohorts for N2GG full engagement</li> </ul>	CS	Sept 2013 onwards	
3.4	Monitor pupil progress in all schools of concern and RI ,or those at risk of RI <ul style="list-style-type: none"> <li>- Collect, collate and analyse termly pupil progress data, use to challenge headteachers / governors as necessary</li> </ul>	DP & JC	Dec 2013 termly	
3.5	Ensure ECPs are focused on scrutinising overall effectiveness accurately and robustly to reach focused priorities for rapid improvement in all schools apart from schools of concern	CS	Oct 2013 onwards	
3.6	Ensure graded approach to schools of concern, use scoping audits to identify issues, use half termly performance data to hold headteachers and governors to account for rapid improvement	MJE	Sept 2013 onwards	
3.7	Produce performance reports for CS Leadership Team, every Overview and Scrutiny Panel and Education Service Improvement Board showing pupil progress in all schools of concern, RI and those at risk of RI	CS	Sept 2013 onwards	
<b>Priority 4</b>	<b>Intervene more promptly and robustly, applying formal procedures where appropriate, in those schools which consistently underperform</b>  Lead Mary-Jane Edwards / Denise Walker			<p><b>What will success look like?</b></p> <ul style="list-style-type: none"> <li>• Schools of concern are challenged to make rapid improvement</li> <li>• LA makes greater use of LA powers</li> <li>• Academy Programme is used to transform provision and outcomes</li> <li>• RI Schools become good within expected timescales</li> </ul>
No	Action	Who	When	Milestones
4.1	Allocate LA officer (Intervention Officer) to every school of concern – to provide robust challenge and support <ul style="list-style-type: none"> <li>- Undertake intensive scoping visits to determine whether LA powers should be used</li> <li>- Ensure graded response to intervention based on further analysis</li> </ul>	MJE	By Sept 2013	<p><b>By Dec 2013</b></p> <ul style="list-style-type: none"> <li>• At least 1 Performance, Standards and Safety Warning Notice has been issued</li> <li>• 80% of schools of concern are rag rated by Intervention Officers as making good progress with their improvement plan</li> <li>• <b>All schools in Ofsted categories have had financial delegation removed or have an Interim Executive Board in place</b></li> <li>• <b>All schools in Ofsted categories are working with the LA and DFE to become a sponsored academy</b></li> </ul> <p><b>By April 2014</b></p> <ul style="list-style-type: none"> <li>• % of schools in receipt of a Performance, Standards and Safety Warning Notice is in line with regional average</li> <li>• 80% of schools on the identified list with insufficient capacity are moving towards sponsored academy status</li> <li>• 90% of schools of concern are rag rated by Intervention Officers as making good progress towards improvement targets</li> </ul>
4.2	Use LA powers of intervention more swiftly to effect rapid improvement <ul style="list-style-type: none"> <li>- Issue LA warnings to schools identified as schools causing concern as required</li> <li>- Provide additional governors to weak governing bodies</li> <li>- Issue Performance, Standards and Safety Warning Notices to governing bodies of schools in Ofsted categories, identified schools of concern and on-going - where progress is insufficient</li> <li>- Remove delegated powers or governance in all schools in Ofsted category and those significantly at risk</li> <li>- Recommend schools for structural solutions</li> </ul>	MJE	From Sept 2013	
4.3	Engage in academy programme to swiftly transform poorly performing schools where capacity to improve is limited and progress is too slow, working with relevant partners e.g.	PD	From Sept 2013 onwards	

	Diocesan Boards, DfE <ul style="list-style-type: none"> <li>- Target schools in Ofsted categories for rapid transition to Academy</li> <li>- Identify schools with insufficient capacity to transfer to good</li> <li>- Identify small schools with no long term solution for leadership</li> </ul>		On-going Sept 2013  Nov 2013	<b>By July 2014</b> <ul style="list-style-type: none"> <li>• 100% of schools identified by the LA with insufficient capacity to become a good school will be a sponsored academy</li> <li>• % of schools in receipt of a Performance, Standards and Safety Warning Notice is in line with national average</li> <li>• All schools in Ofsted categories have had financial delegation removed or have an Interim Executive Board in place</li> <li>• All schools in Ofsted categories are working with the LA and DFE to become a sponsored Academy</li> </ul> <b>By July 2015</b> <ul style="list-style-type: none"> <li>• 95% of all RI schools, or at risk of RI, that are inspected by Ofsted have achieved a good or better outcome</li> <li>• 80% of schools of concern (2013 – 2014) that are inspected by Ofsted are judged to be good schools</li> </ul>
4.4	Ensure all schools judged RI or at risk of RI required to join the N2GG programme <ul style="list-style-type: none"> <li>- Engage all through range of events</li> <li>- Place every school in a cohort for full engagement</li> <li>- Ensure all governing bodies have an external review of governance</li> <li>- Broker high quality system leadership for governance and school leadership</li> <li>- Broker high quality training, advice and support for rapid improvement to meet priorities in school's improvement plan</li> <li>- Monitor impact through collection of half termly progress data</li> <li>- Identify any schools that lack capacity, unwilling to engage, making poor progress to become schools of concern/academies</li> <li>- Share best practice widely to ensure building capacity in the system</li> </ul>	DW	From July 2013	
4.5	Provide intervention support for all schools judged RI by Ofsted <ul style="list-style-type: none"> <li>- Collect and evaluate all improvement plans within 2 weeks of Ofsted judgement</li> <li>- Provide intervention to enable governors to produce an effective improvement plan</li> <li>- Monitor governors' monitoring of the impact of improvement plans</li> <li>- Engage as needed with Ofsted to enable rapid improvement</li> </ul>	BH	From June 2013	
<b>Priority 5</b>	<b>Accelerate the implementation of new arrangements for commissioning system leaders, and partnerships, to improve educational provision</b>  Lead: Simon Morley			<b>What will success look like?</b> <ul style="list-style-type: none"> <li>• More System Leaders are recruited</li> <li>• System leaders are used effectively to strengthen weaker schools</li> <li>• System is more self-sustaining</li> <li>• More strong and sustainable 'partnerships' are created across Norfolk leading to better outcomes</li> </ul>
<b>No</b>	<b>Action</b>	<b>Who</b>	<b>When</b>	<b>Milestones</b>
5.1	Expand capacity for System Leadership <ul style="list-style-type: none"> <li>- Use LA categorisation of Norfolk schools to identify all schools with capacity to continue as or become system leaders</li> <li>- Work with Teaching School Alliances to review capacity of existing System Leaders</li> <li>- Identify out of county capacity in system leadership</li> <li>- Engage all Norfolk schools currently judged good or outstanding by Ofsted and judged through LA risk analysis to continue to meet this Ofsted criteria, to participate in moving from good to outstanding or sustaining success</li> <li>- Use ECP role to support improvement from good to outstanding, participate as system leaders through challenge and scrutiny</li> <li>- Work in partnership with Headteacher Associations to</li> </ul>	SM          SG	From Sept 2013	<b>By Dec 2013</b> <ul style="list-style-type: none"> <li>• All good or better schools as judged by Ofsted and LA are engaged in or working towards system leadership</li> <li>• Schools have been identified and targeted by LA to move rapidly from good to outstanding</li> <li>• All cohort 1 schools in N2GG are linked to a system leader</li> <li>• All small schools have reviewed the long term leadership plans for their school</li> </ul> <b>By April 2014</b> <ul style="list-style-type: none"> <li>• System leadership is drawn from 75% of good or better Norfolk schools</li> <li>• Ensure 100% of Norfolk system leaders are internally accredited and 75% of system leaders are externally accredited</li> <li>• Diocesan Boards have been supported by the LA to reach their projected targets for academy sponsorship</li> <li>• All cohort 1 and 2 schools in N2GG are linked to a system leader</li> </ul>

	<p>support strategies to build capacity for a self-improving and self-sustaining system of school improvement</p> <ul style="list-style-type: none"> <li>- Employ experienced NLE/LLE to rapidly expand and improve impact of primary and secondary system leadership</li> </ul>			<ul style="list-style-type: none"> <li>• Small schools with insufficiently robust plans for future leadership have been identified and are working with the LA to secure an appropriate solution</li> </ul>
5.2	<p>Ensure all system leaders are of high quality and can effect improvement in other schools</p> <ul style="list-style-type: none"> <li>- Ensure system leaders are accredited as Local Leaders, National Leaders or System Leaders of Education – through National College and Teaching Schools</li> <li>- Audit capacity and strengths of all system leaders, ensure sustainability, continued growth</li> <li>- Provide accurate data and intelligence to all system leaders to support their work in identified schools</li> <li>- Provide training, advice, support and briefings to facilitate the work of system leaders</li> <li>- Ensure robust procedures are agreed with all system leaders e.g. contracts, clear and measurable outcomes, accountability, quality assurance, monitoring and evaluation of impact</li> <li>- Ensure rigorous quality assurance of all system leader work</li> </ul>	SM	<p>From Sept 2013</p> <p>Oct 2013</p>	<p><b>By July 2014</b></p> <ul style="list-style-type: none"> <li>• <b>System leadership is drawn from 90% of good or better Norfolk schools</b></li> <li>• <b>The % of outstanding schools is at least in line with the national average</b></li> <li>• Evaluations of System leadership shows that 90% of schools supported have reached their improvement targets</li> </ul> <p><b>By July 2015</b></p> <ul style="list-style-type: none"> <li>• <b>System leadership is drawn from 100% of good or better Norfolk schools</b></li> <li>• <b>The % of outstanding schools is above the national average</b></li> </ul>
5.3	<p>Make effective use of all system leaders in target schools</p> <ul style="list-style-type: none"> <li>- Deploy high quality system leaders to work in schools of concern to improve governance and leadership of improvement</li> <li>- Deploy system leaders to schools as part of the N2GG</li> <li>- Use effective system leaders in schools of concern to enable rapid improvement and long term leadership or structural solutions</li> <li>- Use system leaders to enable/facilitate strong future partnerships with good schools and increase federations or academies</li> <li>- Broker schools for places on the Improving Teacher Programme (ITP) and Outstanding Teacher Programme (OTP)</li> <li>- Enable system leaders to build capacity in themselves through partnership working, development of families of schools, strong and strategic alliances</li> </ul>	SM / MJE / DW	From Sept 2013	
5.4	<p>Monitor and evaluate the impact of the work of system leaders</p> <ul style="list-style-type: none"> <li>- Monitor the impact of the work of system leaders in N2GG schools and schools of concern</li> <li>- Monitor take up and impact of ITP and OTP</li> <li>- Evaluate the impact of work of system leaders and share best practice widely, draw on best practice beyond Norfolk</li> </ul>	SM / JW	From Dec 2013 - termly	
5.5	<p>Further develop strategic partnership with Diocesan Boards</p> <ul style="list-style-type: none"> <li>- Focus on RI and small schools to enable strong partnerships, federation or academy solutions</li> <li>- Accelerate academy sponsorship through Diocesan Academy Trusts</li> </ul>	PD	From Sept 2013	
5.6	<p>Accelerate targeted focus on building strong and sustainable small school partnerships</p> <ul style="list-style-type: none"> <li>- Require every small school to determine plans for long term leadership</li> <li>- Recruit additional county headteachers to strengthen leadership and governance across groups / clusters of</li> </ul>	PD	<p>Sept 2013</p> <p>Nov 2013</p>	

No	Action	Who	When	Milestones
6.1	Revise Senior Education Management Team to ensure better accountability for impact of the work of Children's Services with schools and settings	GB	July 2013	<p><b>What will success look like?</b></p> <ul style="list-style-type: none"> <li>Monitoring and Evaluation are clearly defined through a coherent evaluation schedule</li> <li>Monitoring informs and influences direction of travel</li> <li>Evaluation of impact is accurate and robust</li> <li>Outcomes of quality assurance procedures show improving quality and consistency of workforce</li> </ul> <p><b>Milestones</b></p> <p><b>By Sept 2013</b></p> <ul style="list-style-type: none"> <li>School Improvement Steering Group is established to monitor quality and approach to supporting school improvement</li> <li>Improvement Plan Steering Group is established to monitor the implementation and impact of the LA Strategy for supporting school improvement</li> </ul> <p><b>By Oct 2013</b></p> <ul style="list-style-type: none"> <li>District Education Improvement Boards are in place to enable closer scrutiny of impact of LA Support for School Improvement</li> </ul> <p><b>By Dec 2013</b></p> <ul style="list-style-type: none"> <li>Monitoring and evaluation schedule is devised and shared with all plan leads and contributors</li> <li><b>All milestones for improvement are being fully met</b></li> <li>All ECPs have been recruited and have visited target schools on schedule</li> <li>N2GG has identified and is using a range of external professionals to work with schools</li> <li>NIEAS evaluations of training, advice and support show 95% satisfaction rate</li> <li>Quality assurance of Intervention Officers shows 100% satisfaction rate</li> </ul> <p><b>By April 2014</b></p> <ul style="list-style-type: none"> <li><b>Monitoring shows good progress towards all targets</b></li> <li>Overview and Scrutiny panel minutes identify appropriate rigour and challenge for LA support for school improvement</li> </ul> <p><b>By July 2014</b></p> <ul style="list-style-type: none"> <li><b>Evaluation of impact shows that all targets for improvement have been met</b></li> </ul>
6.2	Devise a robust monitoring and evaluation schedule for all aspects of school improvement strategy, with a clear reporting timeline to groups responsible for holding Education Children's Services to account <ul style="list-style-type: none"> <li>Education School Improvement Board (ESIB) (Stakeholders and Members)</li> <li>Council/Cabinet (political)</li> <li>Chief Officers Group/Children's Services Leadership Team</li> </ul>	JW /PD	Oct 2013 – Dec 2013	
6.3	Review best practice in robust monitoring and evaluation and share widely	JW	By Dec 2013	
6.4	Identify consistent approach to reporting on performance <ul style="list-style-type: none"> <li>Ensure outcomes of monitoring activity is routinely reported</li> <li>Ensure evaluation is accurate and built on rigorous monitoring</li> </ul>	CS	From Sept 2013	
6.5	Recruit experienced and highly effective practitioners in school improvement from outside of Norfolk to ensure rapid acceleration of school improvement <ul style="list-style-type: none"> <li>Recruit ECPs from ex Lead inspectors/ HMI/Heads of outstanding schools/effective leads for LA school improvement</li> <li>Engage high profile national practitioners and leaders to contribute to N2GG</li> <li>Commission / broker National and Local Leaders of Education from other LAs to work with Norfolk schools</li> <li>Enable schools to access London Leadership Challenge as part of N2GG</li> </ul>	DW/CS/MJE	Sept 2013  Oct / Nov 2013  Oct 2013  Nov 2013  Sept 2013	
6.6	Improve consistency and effectiveness of LA staff to support school improvement <ul style="list-style-type: none"> <li>Engage staff in professional development programme to focus on best practice</li> <li>Engage external agents to ensure rigour of procedures and practice</li> <li>Establish professional practice groups for Intervention and school Improvement and continuing professional development</li> </ul>	PD	Oct 2013  Nov 2103  Sept 2013 -	
6.7	Ensure all support for school improvement is routinely quality assured and swift and appropriate corrective action is taken when under performance is identified	PD	Oct 2013 -	
6.8	Improve the effectiveness of strategic leadership and planning <ul style="list-style-type: none"> <li>Through more accurate analysis of school performance,</li> <li>Robust monitoring and</li> <li>Clear and routine evaluation of impact</li> </ul>	CS	From Sept 2013	
6.9	Accountability and performance management objectives for the education section Senior Management team explicitly linked to the Strategy and action plan	GB	Sept 2013 -	

## Outline of additional resources to support post Ofsted plan

Additional resources allocated by Norfolk County Council in April 2013 (£1M) and August 2013 (£1.525M)			
Post Ofsted Areas for Improvement	2013/14	2014/15	
<b>Commission an external, forward-looking review of the strategies 'A Good School for Every Learner in Norfolk' and 'Norfolk to Good and Great' to identify how these could rapidly lead to better outcomes</b>	£75k for combining external review with evaluating and refining the strategy for, and practice in, challenging and supporting schools  £75k for bringing nationally and internationally acclaimed experts in school improvement to work with Norfolk education leaders	£75k for further evaluation and refining of planning  £75k for further involvement of national and international experts in school improvement with Norfolk leaders	<b>£300k</b>
<b>Ensure that schools, including governors, are held to account for their own improvement and for raising the achievement of their pupils</b>	Additional activity is funded through Education Improvement budgets and through additional grants		-
<b>Use available performance information systematically to check that schools are improving against frequent and ambitious milestones</b>	£150k for enhanced scrutiny of schools through an external Education Challenge Partner role	£150K for enhanced scrutiny of schools through an external Education Challenge Partner role	<b>300k</b>
<b>Intervene more promptly and robustly, applying formal procedures where appropriate, in those schools which consistently underperform</b>	£163K for additional Intervention Officers and business support	£162K for additional Intervention Officers and business support	<b>£325k</b>
<b>Accelerate the implementation of new arrangements for commissioning system leaders, and partnerships, to improve educational provision</b>	£500k for Norfolk to Good and Great £100k for Education Challenge Partners additional LA leadership of primary and secondary system leadership	£500k for Norfolk to Good and Great £100k Education Challenge Partners for additional LA leadership of primary and secondary system leadership	<b>£1,200k</b>
<b>Sharpen evaluation of its strategy for, and practice in, challenging and supporting schools.</b>	£100k for additional improvement advisers £100k for establishing range of traded services on a secure footing	£100k for additional improvement advisers £100k for establishing range of traded services on a secure footing	<b>£400k</b>
			<b>£2,525,000</b>

# Summary to support the school by school categorisation and trajectory for expected Ofsted outcomes

## Norfolk Getting to Good - Current Position Norfolk and National

Ofsted Grading	Norfolk Primary (outcomes to July 2013)		National Primary (outcomes to June 2013)
	Percentage	Number	Percentage
Outstanding	10	37	19
Good	52	191	60
<b>Good or better</b>	<b>64</b>	<b>228</b>	<b>79</b>
Satisfactory/Requires Improvement	32	119	19
Inadequate	4	15	3

Ofsted Grading	Norfolk Secondary (outcomes to July 2013)		National Secondary (outcomes to March 2013)
	Percentage	Number	Percentage
Outstanding	12	6	26
Good	47	24	47
<b>Good or better</b>	<b>59</b>	<b>30</b>	<b>73</b>
Satisfactory/Requires Improvement	27	14	22
Inadequate	14	7	4

### Risk Analysis and School Categorisation (September 2013)

The LA risk analysis is a pre-inspection hypothesis based on an analysis of achievement and Ofsted outcomes over time. It categorises all Norfolk Schools (including academies and free schools). This defines the relationship between the LA and the school.

#### Primary Schools

Risk	No. of Schools	Percentage of Schools
A4 Schools of Concern	62	17%
B3 Schools who Require Improvement (may be judged Satisfactory / RI or better)	64	18%
C3 Schools judged as Satisfactory / RI who are making good progress	38	11%
D1-3 Schools in transition	9	9%
E1 Confidently good	49	14%
E2 Good	115	32%
F1 Outstanding	24	7%

#### Secondary Schools

Risk	No. of Schools	Percentage of Schools
A4 Schools of Concern	12	24%
B3 Schools who Require Improvement (may be judged Satisfactory / RI or better)	14	27%
C3 Schools judged as Satisfactory / RI who are making good progress	3	6%
E1 Confidently good	2	4%
E2 Good	15	29%
F1 Outstanding	5	10%

## When will Norfolk Schools get to Good?

The methodology used to predict when schools will get to good is based on:

- 1) The date and outcome of the school's last inspection. The timing of school inspections imposes a limit on when a school can be judged good and schools inspected and judged to require RI are not likely to be re-inspected for at least a year. Schools that are judged inadequate are also likely to move to RI before achieving good
- 2) The school's published achievement data over the last three years, and provisional 2013 results. These have been used for both Primary and Secondary to add to the evidence as to which direction our schools are moving in.
- 3) Our most recent risk analysis of schools taking into account our understanding of their progress and barriers to their progress.
- 4) Academisation. The success of this programme at Secondary level leads us to believe that all Secondary schools will be good by July 2016. Any Secondary schools not likely to make sufficient progress to achieve good will become a sponsored academy. This reasoning will apply to Primary schools and the Authority and DfE are proactively seeking good quality sponsors to work in the primary sector.

	Dec 13	Apr 14	Jul 14	Dec 14	Apr 15	Jul 15	Jul 16
<b>PRIMARY</b>							
Prediction	67%	69%	78%	84%	90%	90%	100%
Target			79%			85%	95%
<b>SECONDARY</b>							
Prediction *	60%	63%	73%	78%	82%	90%	100%
Target			75%			80%	95%

\* Please note the total number of secondary schools with a Ofsted judgement changes as schools close and sponsored academies open without outcome judgements (unlike Ofsted Data View). The numerator increases once the academy is inspected



## Glossary

Initials	Name	Job Title
GB	Gordon Boyd	Assistant Director, Children's Services
CS	Chris Snudden	Head of Education Achievement Service
MJE	Mary Jane Edwards	Head of Education Intervention Service
PD	Paul Dunning	Head of Education Partnership Service
DW	Denise Walker	Head of Norfolk to Good and Great (N2GG)
VC	Val Creasy	Attendance and Exclusions Strategy Manager
TJ	Trish Judson	Employability and Skills Strategy Manager
SM	Simon Morley	Senior Adviser, Leadership Development
JC	John Crowley	Adviser, Achievement
DP	Dave Pollock	Senior Adviser, Achievement
SG	Seb Gasse	Senior Adviser, Partnership Development
TC	Tricia Ciappara	Deputy Headteacher – Virtual School for Children in Care
HW	Helen Wardale	Lead Manager, Norfolk Governor Support Service
BH	Bev Hall	Senior Adviser, Intervention
JW	Janet Warburton	Senior Adviser, Assessment
<b>Acronyms</b>		
N2GG		Norfolk to Good and Great
ECP		Education Challenge Partner
NLE		National Leader of Education
LLE		Local Leader of Education
RI		Requiring Improvement
ITP		Improving Teacher Programme
OTP		Outstanding Teacher Programme
PHA		Norfolk Primary Headteachers Association
NSEL		Norfolk Secondary Education Leaders
NASSH		Norfolk Association of Special School Headteachers

Isos Partnership (UK) LLP

## Review of the 'A good school for every Norfolk learner' strategy

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*Final*

*October 2013*



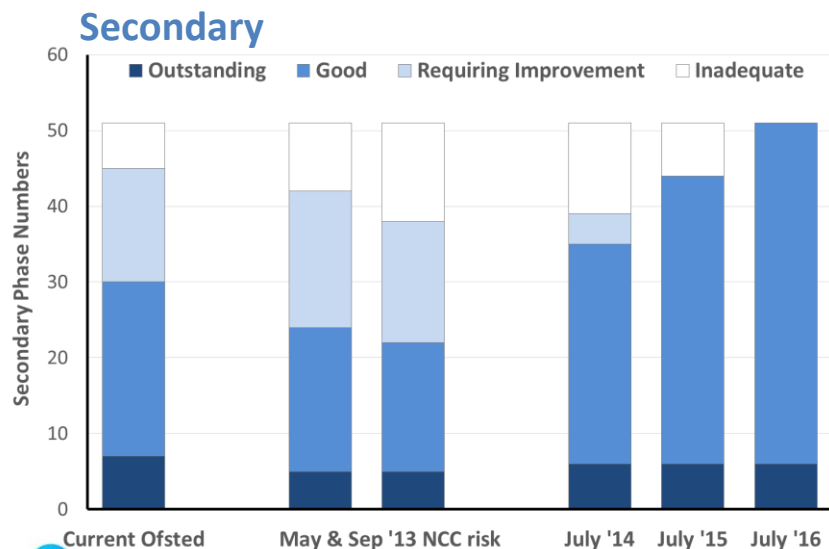
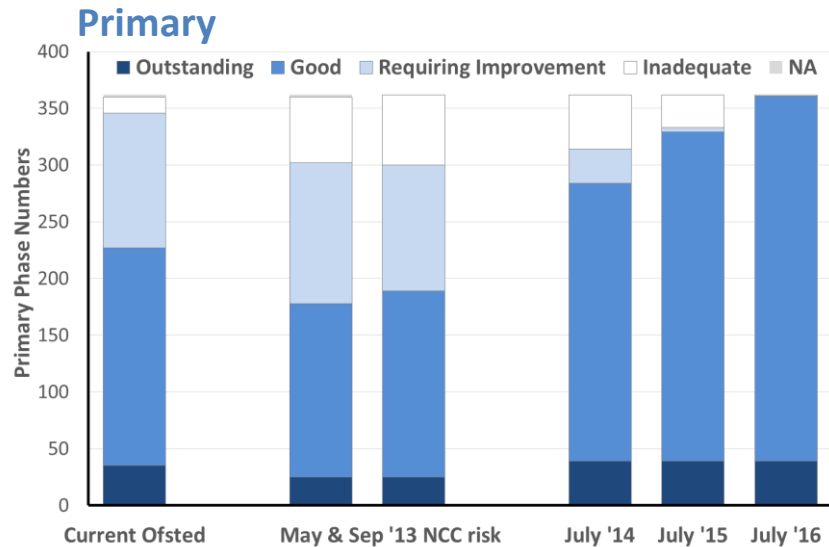
## Context

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- In June 2013, Ofsted inspected Norfolk County Council's arrangements to support school improvement under a new inspection framework and six areas for improvement were identified.
- The first of these areas was for the Local Authority to *'commission an external, forward-looking review of the strategies 'A good school for every Norfolk learner' and 'Norfolk to Good and Great' to identify how these could rapidly lead to better outcomes.'*
- Isos Partnership (UK) LLP was commissioned to carry out the external review at the start of the Autumn term 2013 and followed a method including analysis of the baseline data, the approach to assessing risk and key documentation alongside interviews with:
  - 25 school leaders (headteachers or chairs of governors) from schools engaged in the strategies, including 10 system leaders involved in implementation of the strategies themselves,
  - 11 local authority officers involved in designing and implementing the strategies.
- Isos formed a small team for the review, which drew on its Ofsted HMI, local authority and school improvement expertise.
- The main focus of the review was to identify **how** the strategies could **rapidly** lead to better outcomes – this focus was mainly applied to the primary phase given the large numbers engaged in the strategies. The review was forward looking and sought to articulate what successful implementation would look like.
- We are grateful to everyone who made the time to engage in interviews and for their openness and honesty. There was a strong desire to ensure the new strategies are implemented effectively and we hope this review helps achieve this.



# Norfolk County Council (NCC) has set an ambitious trajectory to ensure that by summer 2016 every Norfolk learner attends a good or better school



- The goal for all schools to be judged at least good by Ofsted by the summer 2016 is rightly ambitious – there is not a goal for increasing outstanding schools.
- The Ofsted profile across primary and secondary phases is 63% and 59% at least good, respectively.
- NCC analysis in May 2013 assessed 51% and 53% of primary and secondary phases, respectively, as at risk of not being judged at least good by Ofsted - this presents a greater challenge than the Ofsted profile.
- Delivering the goal will be challenging – it means shifting half of the primary and secondary phase to at least good in less than three years.
- The trajectory is based on shifting half of the schools at risk of not being judged good to at least good over the next 10 months.
- In the primary phase the September 2013 NCC risk analysis indicates progress towards the goal - the secondary phase remains as challenging.

# The ambition is powerfully captured in the strapline 'A good school for every Norfolk learner' which has sent a strong signal of intent to the education system

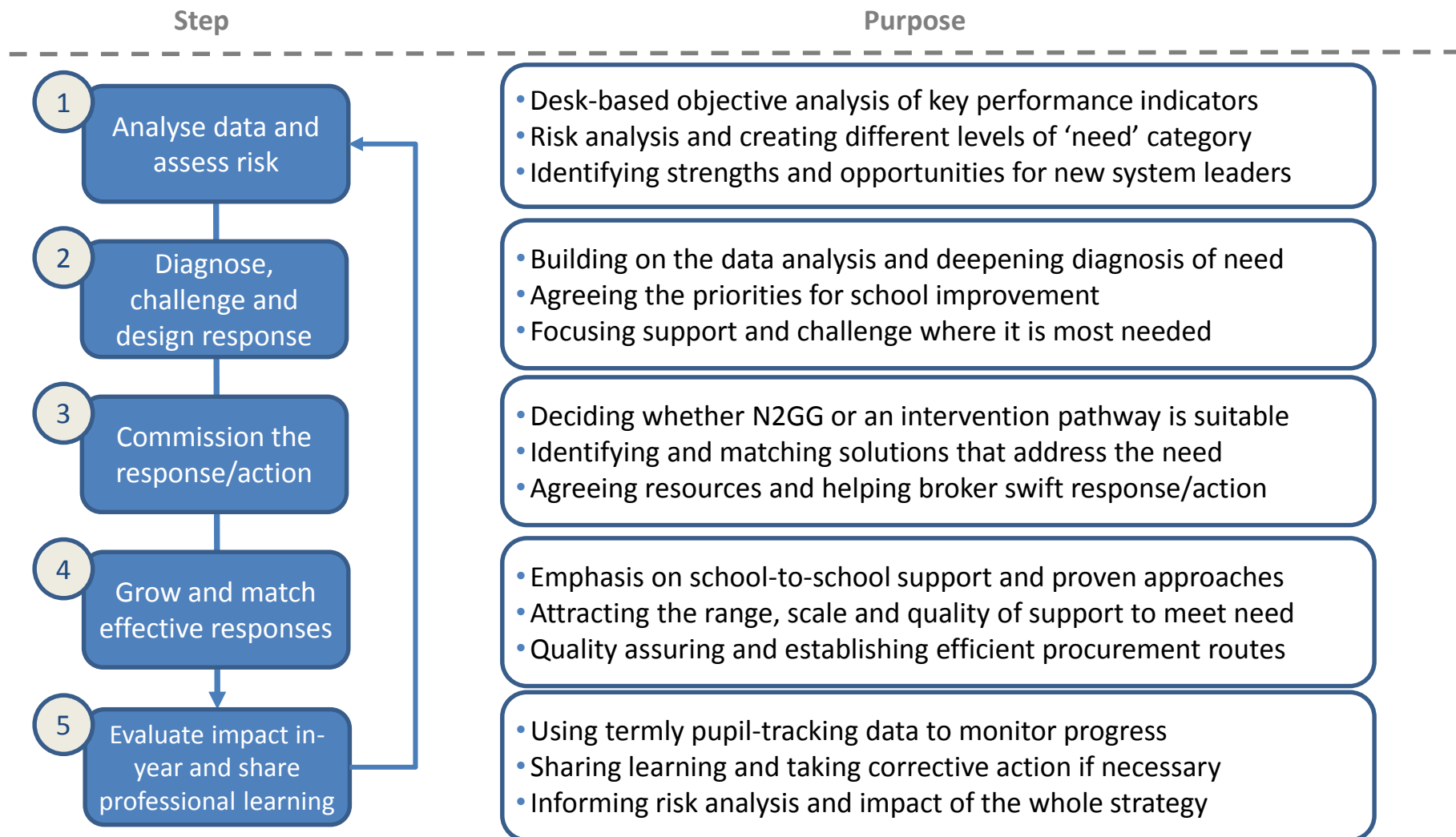
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## Some strong signals of intent ....

- 1 Increasing local authority intervention through the use of formal powers and that 'good enough' will no longer be tolerated
- 2 Strong focus on system leaders, school-to-school support and that the main source of capacity for improvement will come from schools themselves
- 3 Recognition that all the answers do not lie within Norfolk and that schools should also look afar for evidence of effective practice
- 4 New leadership in the local authority is already showing an unwavering determination to see the change through, backed by new resources
- 5 More open acknowledgement of past weaknesses by the local authority and increasingly among schools
- 6 Clear emphasis on the governing body responsibility for school improvement



# The strapline is underpinned by a strategy which we have understood to consist of a cycle of five connected steps

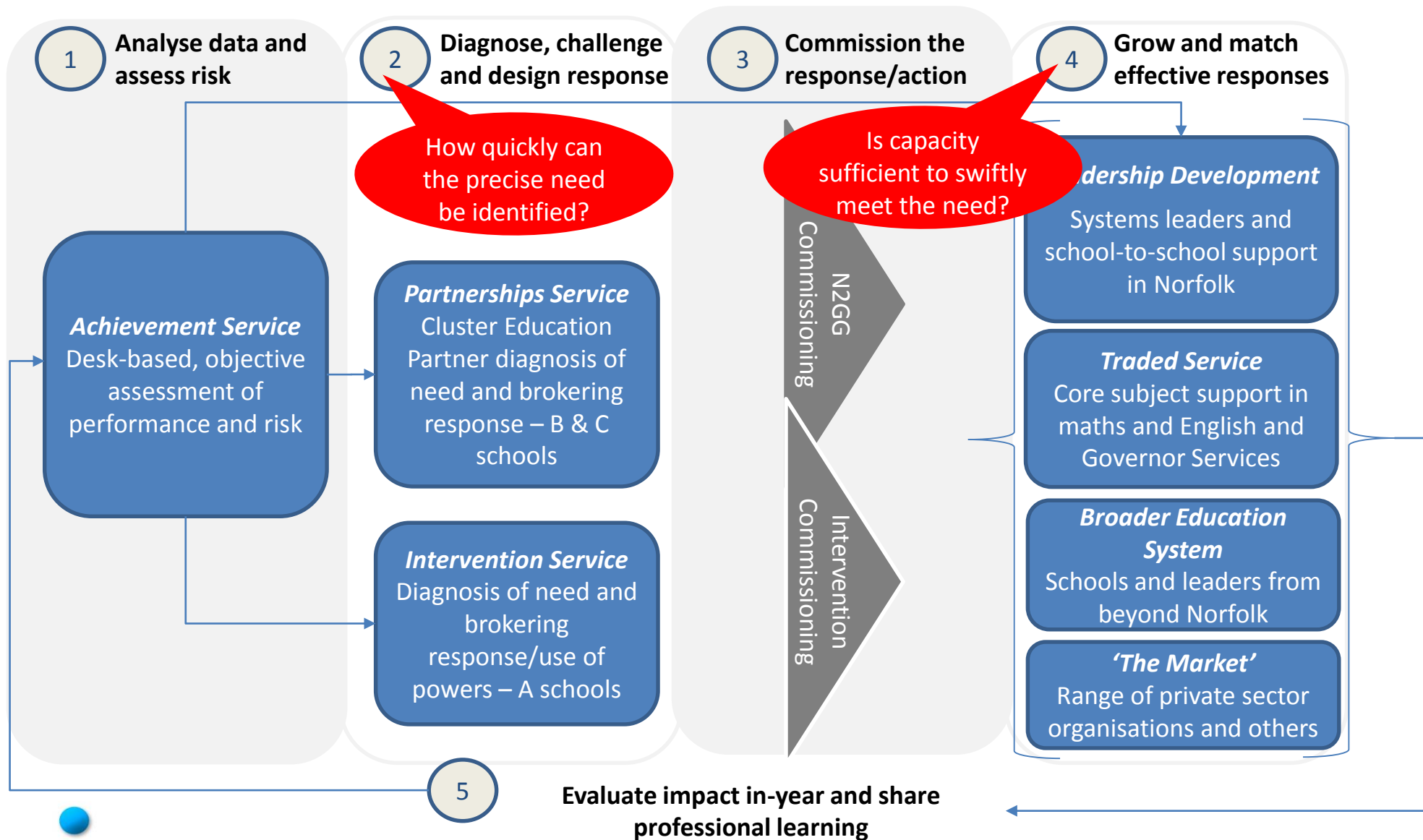


# Steps 1, 3 and 5 are potential strengths in the way they are designed to address those at risk of being inadequate along with those requiring improvement

Step	Potential Strengths
1 Analyse data and assess risk	<ul style="list-style-type: none"><li>• The segmentation of schools looks sound and is based on high quality data</li><li>• The desk-based approach provides an objective starting point for all schools</li><li>• The differentiation of schools into categories should inform effective prioritisation</li><li>• The identification of schools on the cusp of good has the potential to create momentum</li><li>• Some progress is already evident between the primary May to Sep risk assessment</li></ul>
3 Commission the response/action	<ul style="list-style-type: none"><li>• Two clear pathways of intervention and N2GG for schools at risk of being inadequate or requiring improvement, respectively</li><li>• Emphasis on the role of system leaders and schools to provide the response</li><li>• A move away from using some of the capacity associated with the 'old system' that had become discredited in the eyes of schools</li></ul>
5 Evaluate impact in-year and share learning	<ul style="list-style-type: none"><li>• Focus on strengthening governance, through the use of IEBs for schools in intervention, and through the audit and school improvement responsibility for governors in N2GG</li><li>• Potential for the Cluster Education Partner (CEP) role to ensure NCC maintains dialogue with all schools with the potential to strengthen the challenge for N2GG schools</li><li>• Action plans and termly pupil-tracking for individual N2GG schools has the potential to provide important targets and progress checks for schools and aggregated across NCC</li></ul>



# Steps 2 and 4 are critical to making the cycle work swiftly and these carry the greatest risks to ensuring rapid impact





## Step 2 needs to ensure that the analysis at step one is understood and swiftly used as the basis for challenge and precise diagnosis for action

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A new Cluster Education Partner (CEP) role is being implemented this term. The role is essential for ensuring step 2 is effective and the following success criteria must be met during implementation of the new role:

- The quality and credibility of the CEP personnel must be noticeably different to the previous Improvement Partner role – schools should report a step-change in effectiveness and consistency
- The CEP must demonstrate strong influencing and negotiating, analytical, coaching, facilitating and problem solving skills – schools will see the CEP as a ‘critical friend’ and value the challenge
- The CEP role must be of comparable quality between clusters and there are standard systems and processes underpinning the approach - quality is not sacrificed to simply fill vacant posts and instead the roll-out is more gradual, starting with the clusters with the schools with greatest need
- The CEP role must have strong connections to steps 1, 3 and 5 in the cycle – they should make the whole cycle work and within these steps connect to the intervention team and system leaders
- The CEP must ensure that headteachers (as well as chairs of governors) are clear about their own responsibility for driving the school improvement and held to account appropriately, including consequences for disengaging from any high quality support made available
- The CEP role must work effectively regardless of the type of school (i.e. maintained, academy or free school) and the approach should be implemented with this in mind
- The CEP must provide momentum to alternative governance and structural solutions such as federations, especially for small schools, as part of ensuring sustainable and lasting school improvement.



## Step 4 needs to ensure that there is sufficient school-to-school and system leader capacity available to address the needs of schools

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System Leader and school-to-school deployment is already happening across Norfolk – the challenge going forward is about scaling up and matching this capacity to the numbers of schools being targeted in steps 1 and 2. Success will look like:

- Strong schools should be providing support to others tailored to phase and context as the first choice
- School improvement experts will be working together as a partnership to transform Norfolk's schools
- The types of support available via N2GG will be clear to schools and the range of support must be constrained to those proven actions that will drive up standards
- The strong emphasis on warning notices will be matched with effective support for improvement and there will be clear sanctions for those schools that do not embrace the high-quality support
- There will be a strong focus on improving teaching within the offer and priority is given to the Improving and Outstanding Teacher Programmes
- The role of Teaching Schools in and outside of Norfolk will be at the heart of the capacity and along with their partner schools will be the engine for improvement
- There must be a strategy for building the number and quality of home-grown National, Local and Specialist Leaders of Education, including a bold ambition for growing outstanding schools
- Current system leader capacity will be deployed effectively within Norfolk so that the most is made of local system leader capacity
- System leaders will be supported, not overly directed, to ensure learning is shared, communication and approach is consistent where needed – tracking data should be used to evaluate impact of system leaders.



# The communication of the strategy should capture where the strategy now is and move on from a signal of intent to translating what is changing in practice

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## Translating the strategy into practice and 'living the behaviours' ....

- 1 Pace – 10 months to impact on the first wave of schools targeted as part of N2GG
- 2 Credibility – significant change in personnel and this is no longer an 'old boys' network'
- 3 Outward looking – support is being drawn from London and elsewhere
- 4 System Leadership – it is an expectation, not an option, for good and outstanding schools in Norfolk to help drive the improvement
- 5 Focus – the offer of support is based on a few proven approaches to improving the quality of teaching and leadership

# Immediate action

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## 1. Quickly refresh communication strategy

- Promote the strategy positively as a high challenge, high support approach, and shift the narrative on from 'intent' to 'action' and clarifying how it will be different in practice
- Continue to promote the approach as led by school for schools and establish a school-led steering group to monitor implementation and lead the communication to other schools
- Set out a single strategy document in about 500 words and get schools to help write it – this should include outcome targets that would mirror the trajectory for all schools to be at least good

## 2. Strengthen step 2

- Ensure the definition of the new CEP role and the recruitment exceeds the success criteria herein
- Actively promote federation or executive leadership models for small primary schools in intervention and N2GG with a clear rationale of the benefits for schools needing improvement

## 3. Strengthen step 4

- Strengthen the focus on improvement in teaching – build momentum through targeting the Improving and Outstanding Teacher Programmes
- Strengthen the role of Teaching Schools and Outstanding schools - encourage more to get involved with supporting other schools
- Sharpen the recruitment and deployment of home-grown system leaders to ensure efficiency and quality while attracting new capacity from outside Norfolk



# Fast implementation of these actions will help address the concerns raised by Ofsted

