

**Brighton & Hove
School Improvement Strategy
2013 – 2017**

Introduction from the Chief Executive of Brighton & Hove City Council

Raising educational achievement across the city is one of the most important challenges we face and one of the Council's top priorities. We are determined to provide all our learners with an education that allows them to get the best possible start in life. We know that providing young people with the right skills and knowledge is crucial to their future success and wellbeing. It is also vital if we are to have a thriving local economy.

This strategy provides a clear statement of the areas the Council and its partners want to prioritise, a clear framework for how we intend to work, and targets against which we will measure success.

The priorities identified within this strategy have been developed in collaboration with headteachers, governors and other education providers. It is our firm belief that working together is the best way to ensure that we are providing education that is both highly effective and inclusive.

This document sets out how the Council will work closely in partnership with all schools and education providers. We will work collectively to build on and share good practice that is shown to work.

We know that we are operating at a time of change in terms of national policy and within an environment of economic constraint. This strategy identifies the policies and statutory requirements that we will need to work to, and the governance arrangements that will ensure that we are able to both support and challenge the delivery of education across the city.

Above all, our intention is to put children and young people at the heart of what we do so that the decisions we make and the direction we take provide them with the best education possible.

*Penny Thompson CBE
Chief Executive
Brighton and Hove City Council
August 2013*

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Section 1

Our Vision for Education

This vision was devised by the Learning Partnership with contributions from learning organisations across the city. It is shared by all, and interpreted by each phase and school to meet the needs of children and young people. It drives our School Improvement Strategy and will help insulate us against constant shifts in national policy.

Whilst accepting we need to support schools in meeting current OFSTED requirements we want to be more ambitious about what we offer all children and young people in the city.

1. A 21st Century Vision for Learning in Brighton & Hove

Our provision will ensure a coherent and inclusive experience that makes learning personalised, irresistible, engaging and enjoyable. To maximise the potential of every learner, each must thrive from relevant, motivating and exciting experiences that draw upon the uniqueness of our vibrant city by the sea.

We will encourage all to become confident, flexible, resilient and capable life-long learners and critical and reflective thinkers, empowered with essential knowledge, life skills, dispositions and technological capability necessary to participate as responsible citizens in the 21st century.

Together we:

- Are passionately committed to changing learners' lives and transforming their futures
- Believe that we have a collective responsibility for all learners in the City, not just those in our own organisations
- Believe that we are stronger together and can achieve more through joint practice development and partnership for the benefit of every learner in Brighton and Hove
- Pledge to lead our organisations collaboratively to achieve outstanding outcomes for all

The Brighton & Hove Learning Partnership has also made a statement of commitment to anti-bullying and equality work.

'We want all children and young people to feel safe and supported to achieve. Our vision is that every child and young person in Brighton & Hove should belong to a learning community which shares and celebrates common values of equality, respect, mutual care, rights and responsibilities and one that is free of fear, harassment, and intimidation.'

2. Beliefs and guiding principles underpinning the School Improvement Strategy

When carrying out its school Improvement role the LA will:

- Respect schools' autonomy for their own development, using school self-evaluation (SSE);
- Maintain strong and dynamic relationships between headteachers, governors and the LA, characterised by regular professional dialogue;
- Promote a school led system as the main vehicle for building sustainable school improvement, and for sharing good practice, supported and held to account by parents, and the LA with the Learning Partnership;
- Advance equality of opportunity, foster good relations and aim to eliminate discrimination;
- Intervene early and commission support to prevent schools becoming a cause of concern;
- Encourage / share responsibility and accountability, with parents, carers and other stakeholders, to support the attendance, behaviour and safety of all pupils;
- Inform the focus on pupil progress and attainment across the ability range, and the many factors which influence it, including pupil health and well-being and parental involvement;
- Promote effective partnership and collaboration, to identify, share and develop good practice;
- Coordinate support for vulnerable learners with other teams within Children's Services.

3. How the School Improvement Strategy in Brighton & Hove relates to other plans

The School Improvement Strategy relates to both national government policy and the statutory role for school improvement and Brighton & Hove City Council priorities which are:

- Tackling inequality
- Creating a more sustainable city
- Engaging people who live and work in the city
- Modernising the council

It relates closely to several other strategy documents including the Special Educational Needs Partnership Strategy, Behaviour and Attendance Strategy and the Early Help Strategy.

Section 2

Our Strategic Framework

1. The Brighton & Hove Learning Partnership

The Education Act 2011 increases the likelihood of a radically new school system emerging with new models of delivering school and pupil support. Schools are rightly seen as leaders in a system and we would want schools to have autonomy and freedom, as well as choice about their future.

The Brighton & Hove Learning Partnership Strategic Board was re-defined in Autumn 2011 with representation from all sectors of learning. Working in partnership is crucial if we are to fully exploit the significant expertise, experience, skills, understanding and knowledge in Brighton & Hove's schools and other settings. We believe that we can develop a self improving school system with schools working together in partnership to support and challenge each other and develop good and outstanding practice. The quality of teaching, the 'daily diet' of learners, is the key to this. Our overall aim is to develop professional capital across the city to make the most difference to the lives of children and young people. We recognise the potential tensions between collaboration and competition for schools, but believe that the moral imperative will transcend this as all schools aim to become good and outstanding.

2. Meeting LA statutory duties

Under The School Standards and Framework Act 1998, the local authority has a duty to raise standards in schools. This is reinforced under The Education and Inspections Act 2006, Section 1 of which places a duty on local authorities to promote high standards and the fulfilment of every child's educational potential. The Education Act 2011 aims to help teachers raise standards in education. It includes new legal powers to help root out poor behaviour, to tackle underperformance, and to improve the way in which schools are held to account. The LA will work with schools at their request to develop whole city policies on issues such as Performance Related Pay policies.

The role includes the duties to:

- Secure sufficient school places in their area and the duty to provide an annual prospectus on all local primary and secondary school provision
- Secure enough suitable education and training provision to meet the reasonable needs of young people aged under 19 (and young adults with a learning difficulty and/or disability up to the age of 25) and to 'assist, encourage and enable' these young people to participate in education or training
- Make the Instrument of Government for all maintained schools and federations of maintained schools.
- Ensure clarity of charging and remissions policies required by all governing bodies
- Take action when a school goes into an Ofsted category
- Issue a performance, standards and safety warning notice if the school is causing concern that is not being remedied by appropriate action
- Intervene where a school which is eligible because it is in special measures or notice to improve, or has failed to comply with a warning notice
- Develop accessibility strategies to facilitate better access to education for disabled pupils
- Provide full time education from the sixth day of exclusion for permanently excluded pupils and for pupils who are excluded from a pupil referral unit for a fixed period of more than 5 days
- Promote the educational achievement of children in care

The authority has various duties relating to

- The establishment of an academy
- The curriculum and assessment
- An exclusion from a school and appeals against exclusions

The Standards and Achievement Team also welcomes its duties under the Equality Act 2010 and as Council employees to consider the needs of the protected groups identified under the Equality Act in delivering services to schools. We take seriously our need to have due regard (or consciously think about) the need to:

- Eliminate unlawful discrimination, harassment and victimisation
- Advance equality of opportunity
- Foster good relations

Our duties under the Equality Act have been considered in the development of this strategy and the action plans that support it. Appendix 4 provides some examples as to how the Standards and Achievement Team show 'due regard' in the support offered to schools.

A full list of LA statutory duties that relate to education and children and young people is available from the Department for Education website (<http://www.education.gov.uk/>).

3. How we will fulfil this role

To meet our statutory duties we need to monitor, challenge, and support and where necessary, intervene in maintained schools (i.e. community and voluntary schools which are not academies or free schools). One of our key functions is to ensure all our maintained schools provide a high quality educational experience for the children and young people who are educated in these schools. We will intervene where we have to, increasingly contracting and commissioning schools and support to enable a school led system to improve all schools.

The LA will undertake this role through

- School prioritisation for all maintained schools
- Enabling a strategic oversight of the priorities for education and the leadership of schools
- Enabling a robust school led system where as much decision-making as possible rests with school leaders, governors and teachers in individual schools and partnerships, incorporating National Teaching Schools and other partnerships
- Strengthening the quality of the Governor Support Service to enable governing bodies and Headteachers to receive the advice they need to match the growing autonomy
- Brokering support and assisting with partnership agreements

We also recognise that health and wellbeing and a safe learning environment contribute significantly to the achievement of children and young people and in partnership with colleagues in health and the community and voluntary sector provide support for the development of whole school approaches to anti-bullying, equality and health and wellbeing.

To carry out the local authority's statutory role in an effective and transparent way, we will operate a system of school prioritisation. This will allow us to assess the performance of schools, judge the degree of risk that children are not receiving a satisfactory education, and respond where necessary. The process for this is outlined in Appendix 2.

4. Our approach to academies and free schools

The pace of change towards diversity of types of school is likely to accelerate and it is important that we articulate our approach to the development of academies, free schools and studio schools in the city. Whilst our relationship with academies and free schools is different, we aim to work with the sponsors and academy and free school leaders. It is our role to 'champion the needs of all children, young people and their families, irrespective of where they are educated' and we know the academies recognise their accountability to the city and we will discuss with them how this can best be supported, monitored and recognised. There are shared priorities with all of our partners, including schools, to meet the priorities of the City Performance Plan. We view working together as the norm and not the exception, and these values are transferred into our work with schools.

As a Council we work in partnership with all schools and consider them to be members of our 'family of schools'. This means that schools, through their appointed representatives, are fully engaged in the partnership arrangements for Children's Services and the Brighton & Hove Local Safeguarding Children Board.

We fundamentally support the concept that schools, irrespective of their governance structure, are best placed to raise standards and eliminate underperformance. We will encourage academies, free schools and studio schools established in the city to fully participate in the wider partnerships that are leading and shaping the school improvement agenda. They will also be invited to take a full and active part in city-wide strategic planning for all phases.

Academies and free schools will be strongly encouraged to adopt Brighton & Hove's Admissions Policy and to commit to Brighton & Hove Council's agreements and protocols to ensure that all schools are fully inclusive.

We will seek to ensure that every school has an appropriate human resources strategy in place to outline how it will manage its people and apply best employment practice. We will strongly encourage academies and free schools to have appropriate employment related policies and procedures in place and to actively engage with the relevant trades unions on people management issues.

We will work with the Department for Education to plan the location of new schools in the city so that Brighton & Hove's need for school places is clearly understood and future demands are met.

Under The Academies Act 2010, the Department for Education has signalled its intention to require underperforming schools to become sponsored academies. In any such cases, we consider that we have a responsibility to continue to support the school and will work with its governors as they consider their options and implement any change in status that is agreed.

Section 3

Our Context May 2013

1. Pupil population and school places

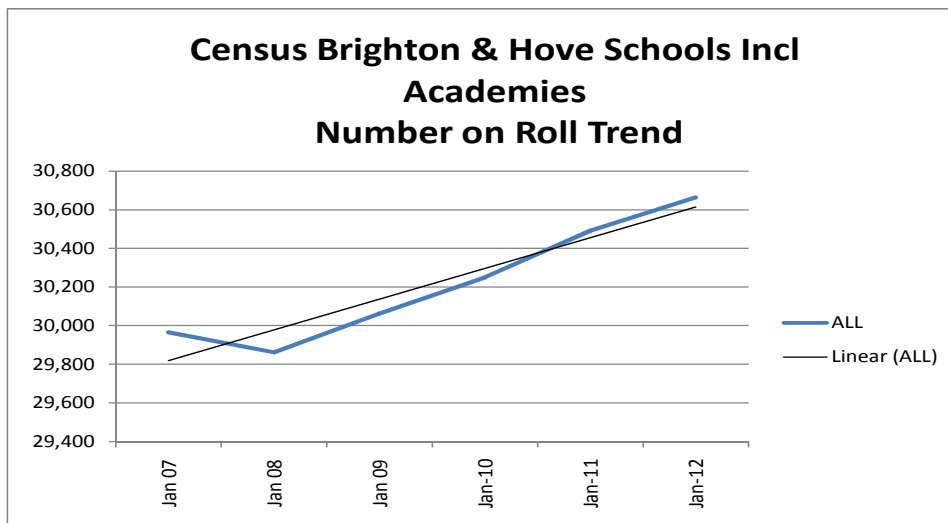
A growing city

The City of Brighton & Hove has been growing steadily for the last ten years. Projections show that although the rate of increase is slowing, numbers continue to rise.

We currently have 29,224 pupils attending our Maintained Nursery, Primary, Secondary and Special settings, 33 pupils attending the new Pupil Referral Unit and 1407 at the two Academies. This represents 699 more pupils than there were in January 2007 and 173 more than January 2012.

This is an ever-changing picture and it is likely that the number of academies and free schools will increase with a consequential reduction in the number of maintained schools.

This increase in demand is being addressed through a phased expansion of a number of primary schools across the city. The growth in numbers of children aged 1 to 11 will also start to filter through into the secondary sector and will require expansion of secondary provision over time. The growth in numbers of pre-school and primary age children will begin to impact upon the secondary sector from 2015, and the School Organisation Plan describes options for meeting the forecast shortfall of secondary places.



Available contextual Information (with a focus on protected groups under the Equality Act)

A diverse city

At our maintained settings 51% of pupils are male and 49% are female

20.7% pupils are from black and minority ethnic communities

17.2% of pupils from years R to 11 (aged 4 to 16) have applied for and have been deemed eligible for free school meals

26.4% of our pupils have special educational needs, which is significantly above the National figure of 20.6%

10.3% of our pupils (reception year and above) have English as an additional language. In January 2013 there were 2,818 pupils with 101 different languages other than English, attending Brighton and Hove schools and Academies

In the 2012 Safe and Well School Survey 2.3% of Key Stage 3 students said they were lesbian, gay or bisexual with a further 3.9% saying they were unsure of their sexual orientation and in the Key Stage 4 survey 5.1% said they were lesbian, gay or bisexual with a further 2% saying they were unsure.

The 2013 Safe and Well School Survey will for the first time ask secondary age students about their gender identity. However, we are aware of a number of children and young people in primary and secondary schools who identify as trans* or are questioning their gender identity.

2. 2012 Educational outcomes

Standards

In the Early Years children achieve above national outcomes. This high achievement is a result of the high quality of provision that our children can now access across the city. 86% of early years settings are rated as good or outstanding compared to 78% nationally and 33% of these are outstanding compared to 14% nationally.

In KS1 overall, standards remain in line with the national average in reading and writing and slightly above the national average in maths. We expect the improvements in reading and maths to continue, as the significant investment in the Every Child a Reader and Every Child Counts programmes for identified children in targeted schools has had a measurable impact on performance in literacy and mathematics for low attaining pupils.

In 2012 there were strong improvements in KS2 test scores in Brighton & Hove schools, with L4 scores being the highest ever and in line with national averages. There were also strong improvements in the number of pupils making two levels of progress from KS1, but these figures remain below the national averages. The proportion of primary schools in Brighton & Hove judged to be good or better rose from 71% to 73% from January 2012 to July 2012. A third of Brighton and Hove primary schools were judged as outstanding in their most recent inspection. One school is judged to be 'inadequate' and is in Special Measures.

Overall, attainment in GCSE examinations has maintained a positive trend since 2009 and value added measures are improving, but below national average. The Brighton & Hove figure for five or more A* - C grades including English and Maths in 2012 shows that the gaps between the city and England and statistical neighbour averages decreased. The 2012 results showed strong performance in English in most of the Brighton & Hove schools and academies, compared with England and statistical neighbour averages, but poorer performance in Maths. In March 2012, two thirds of the secondary schools and academies were graded good or outstanding in their most recent Ofsted inspection.

Progress / Value added

The LA RAISEonline shows that progress across the city is variable. Overall progress from KS1 to KS2 shows that 88% of children made two or more levels of progress in English and 84% of children made two or more levels of progress in maths. Both figures fall slightly below the national medians. At KS4 the 'value added' performance for most cases were either in line with or below the England Benchmark figure and particularly low in maths.

Attendance

The data shows that in 2011/12 both overall and persistent absence at primary level in Brighton & Hove continued to be below the national average (0.6% and 0.5% respectively below). At secondary level we continued to have higher levels of absence for both overall and persistent absence compared to the national average (0.6% and 1.4% respectively above).

Exclusions

There were nine permanent exclusions from Brighton & Hove schools in 2011/12. This is six fewer than those recorded in 2010/11. The fixed term exclusion statistics are relatively high. However, this is in many cases the result of the policy within Brighton & Hove to ensure that unofficial exclusion, whereby a child or young person is sent home to 'cool off' for periods of time, is eliminated. Fixed term exclusion is also used to allow time for longer term solutions to be negotiated and arranged to avoid the need for permanent exclusions.

Bullying

The Safe and Well School Survey shows a year on year decrease in children and young people reporting they have been bullied in school and in 2012 94 % of pupils in primary schools and 88% of students in secondary schools reported that they felt safe in Brighton & Hove schools.

Closing the Gap

Narrowing the gap in attainment between learners entitled to free school meals & those not entitled is an important national & local priority. The 'Pupil Premium' provides additional funding which schools are expected to use specifically to help disadvantaged learners achieve more. There is also a wider than average gap between those learners with Special Educational Needs and their peers which is a local priority.

Section 4

Vision into practice

Learning and Teaching at the Centre

To enable whole system reform and the improvement of all schools, we believe that the key priority for school improvement is to improve the quality of teaching across the city so that it is at least 80% consistently good or better in every school. We will support partnership and cluster working to improve the quality of teaching. Schools subscribe to the view of the 'city child' and so work together for the benefit of all schools in the city, supporting and challenging each other.

Underpinning this are several themes to guide our working. Each one contributes to the overarching ambitions of ensuring that all our children and young people are well taught, so that we can raise the attainment of children and young people and close the achievement gap for all underachieving groups.

- Partnerships as drivers of school improvement
- High standards and progress for all to maximise life chances
- Leadership of Learning
- High aspiration, engagement & enjoyment
- Matching provision to need and advancing equality of opportunity

1. *Partnerships as drivers of school improvement*

Schools are rightly seen as leaders of the system and we recognise that creating the necessary capacity is key for a school led system and will promote and invest in it. One of the key elements of school improvement will be partnerships and so it is more important than ever that partnership working, already well established in Brighton & Hove, continues to develop and that we continue to encourage and support schools to see their partnerships as a resource.

Schools are involved in many different and often complex partnership arrangements and consider this as an important means of supporting school improvement. Partnership activity is likely to bring benefits for the pupils and impact on improving outcomes, improving the quality of provision and leadership and management.

We aim to:

- Support the development of robust achievement focussed partnerships and collaborations between schools, including Teaching School Alliances and to identify and build on good practice
- Achieve effective communication and joint work between primary schools, secondary schools, special schools and providers of post 16 education
- Support partnership working between schools, the Community and Voluntary Sector and partners in health and other stakeholders to promote health and wellbeing, eliminate discrimination, advance equality of opportunity and foster good relations

Case Study One

The Partnership in Learning and Leadership (PiLL)

The Partnership in Learning and Leadership was established two years ago by a group of Brighton and Hove Headteachers bringing together the two local secondary schools, with their main feeder primary schools. At a time when the Local Authority was starting to shift from centrally provided services to one based upon the premise of schools supporting schools, the focus on pupil's educational provision cross-phase from 3 to 16 seemed very attractive both from a pedagogical and a leadership point of view.

The group developed a very clear action plan which enabled us to feel that we were always moving on professionally and achieving things right from the outset - this is reflected in the impact that the group has had and is having on all our schools and on us as a group:

- *Mutual trust enabling us to act as critical friends for each other*
- *Opportunities to influence the work of the group by creating an atmosphere that encourages us to act as a 'think tank' for each other*
- *Using the expertise within the group by working towards a common and exciting pedagogical approach to the curriculum so that we are able to maximise the learning potential and the lifelong love of learning of all our pupils as they go through their 3-16 educational phase*
- *CPD for the Headteachers in the group, spending a year with two external consultants who trained in the role of the SIP. We visit each other's schools on a half termly basis and challenge each other in the four areas of the Ofsted framework*
- *CPD for the Deputy Headteachers as they embark on accreditation for all the schools within the partnership as 'Thinking Schools'*
- *CPD for the subject co-ordinators in the group. Literacy, Numeracy, ICT and Early Years groups meet termly, facilitated by subjects tutors from the University of Brighton*
- *CPD for our teachers through courses run by the secondary schools on Satisfactory to Good and Good to Outstanding teaching.*
- *Excellent impact on Quality First Teaching by engaging in various projects funded by successful applications to the LA School Supporting Schools project grant fund. Examples include transition at 2-3 and 6-7, effective feedback and impact of ECAR*
- *CPD for Governors, so they are informed and fully able to contribute to the impact that the group is having on our schools*
- *Influencing and contributing to decisions and actions taken as a representative on the LA Learning Partnership Strategic Board*

Always looking to the future and potentially exciting initiatives, we are now trying to set up a best practice network across the South East region so as to be able to work in partnership across local authorities.

2. *High standards for all*

This priority aims to raise standards for all pupils across the city and to close the gaps that exist between groups of pupils and their peers. This will be achieved by promoting and supporting teachers to develop and improve by making it clear what good and outstanding teaching and learning is and by identifying and disseminating existing good practice in Brighton & Hove's schools and beyond.

We aim to support teachers to:

- Raise achievement of identified underachieving groups and be vigilant about tracking the progress of protected groups as defined by the Equality Act, 2010
- Investigate the relative underperformance in mathematics especially at the higher levels and promote effective strategies for engaging all learners in maths
- Promote strategies for boys' progress in reading and writing at all levels
- Close the Gap between groups of learners to less than national averages

3. *Leadership of Learning*

Leaders in schools and educational settings within Brighton & Hove will support the strategic development of leadership within the city, both in their local partnerships and National Teaching Schools). This work will support all school types, including special, secondary, academies and free schools.

We aim to work with the Learning Partnership Strategic Board to:

- Attract, develop and retain the very best leaders at all levels in Brighton & Hove schools in order to secure the greatest outcomes for all our children and young people
- Develop and empower system leadership
- Ensure leaders in Brighton & Hove are equipped with the skills and competencies necessary to meet the varying needs of the city and supported well
- Support the development of middle leaders so they can inspire, manage and challenge others to make changes leading to improved outcomes for pupils

4. *High aspiration, engagement & enjoyment*

Central to all the planning for raising attainment is the need to encourage all of our children, young people, their parents, carers and teachers to aim high.

We aim to:

- Challenge and support all schools and provide additional support and challenge to schools causing concern
- Support senior and middle leaders in their evaluation of the quality of teaching and learning
- Support schools in developing their curriculum and whole school learning environment
- Encourage schools to understand more about the learning process and to ensure that there is a breadth of learning experiences to match the interest of every child and young person
- Encourage schools to continue to develop learning communities which celebrate the common values of equality, respect, mutual care, rights and responsibilities and are free of fear, harassment, and intimidation.

5. *Matching provision to need and advancing equality of opportunity*

- We are committed to meeting the needs of all learners in the city to enable them to make the best possible progress. We need to ensure we meet our statutory responsibilities, that provision matches the needs of all learners, especially those with special educational needs, who are an underachieving group.

We aim to:

- Improve outcomes and combat disadvantage for all pupils, including children and young people with SEN
- Improve the assessment and identification of SEN and disabilities across all agencies
- Create and ensure high quality provision for all children and young people with SEN work proactively and collaboratively with parents children and families
- Improve transition arrangement post 16 and services for young people up to the age of 25
- Improve outcomes and combat discrimination for all children and young people from protected groups

Healthy Settings Programme Case Study

In 2011 Brighton & Hove's Healthy Settings Programme was launched as a means of maintaining and extending the good practice to support pupil health and wellbeing already in place in Brighton & Hove Schools.

In February 2012, fifteen schools submitted evidence that they had continued to maintain their healthy school status and three primary schools provided evidence that they had met the health and wellbeing outcomes they had set for themselves:

- *Davigdor Infants has reduced by more than 30% the number of problem incidents at lunchtimes, and doubled the number of Year 2 boys who are able to calm down when they are angry*
- *St Luke's Primary has increased by 20% the number of children who say they always like coming to school, and increased by 20% the number of vulnerable children who attend clubs*
- *At Carlton Hill Primary the number of free school meal children who are satisfied with their school meal has gone up by 50%, and the numbers of children who have fruit in their packed lunch and take part in physical activities have also gone up.*

The programme has now been extended to include early years settings.

Section 5

Learning and Teaching at the centre

What success will look like	What we will do
<ul style="list-style-type: none">• Teaching will be judged good or better in all schools• All pupils will make good progress in every year group• There will be professional dialogue about teaching and learning	<ul style="list-style-type: none">• Promote and support debate about teaching and learning• Disseminate research and provide a forum to discuss learning• Contribute to 'Through the Lens of the Learner' cross phase project• Revisit 'learning to learn'• Support action research and partnership based initiatives

1. Partnerships as drivers of school improvement

We are moving to a system led approach, with a reduction in Local Authority resources and increase in diversity in school types. As a result it is more important than ever that partnership working, already well established in Brighton & Hove, continues to develop.

Schools are involved in many different and often complex partnership arrangements and consider this as an important means of supporting school improvement. Partnership activity is likely to bring benefits for the pupils and impact on improving outcomes, improving the quality of provision and leadership and management.

What success will look like	What we will do
<ul style="list-style-type: none"> • All schools will be in partnerships that they feel meet their needs • Partnerships will develop to support and challenge members so that the success of pupils is paramount • Schools will support other schools in the partnerships • There will be some partnerships that feel they can offer wider school improvement support to schools across the city • The Teaching School Alliance is judged to be successful 	<ul style="list-style-type: none"> • Invest in and actively encourage a range of multi agency and educational partnerships • Support the development of partnerships and collaborations between schools, including Teaching School Alliances, to identify and build on good practice • Encourage and support cluster partnerships with a focus on school improvement • Achieve effective communication and joint work between primary schools, secondary schools, special schools and providers of post 16 education • Review the Schools Supporting Schools system to improve impact across the city • Commission schools and school partnerships to support other schools • Provide support with legal documentation and agreements such as Memorandums of Understanding

2. High standards for all

This priority aims to reduce gaps by raising standards for all children, and closing the gaps that exist between pupils in receipt of free school meals and other pupils.

What success will look like	What we will do
<ul style="list-style-type: none">• Performance of pupils in Brighton and Hove will exceed national figures and will be in the top quartile in 2014• School analysis and LA analysis shows that progress across all key stages is at least good• The gaps between vulnerable groups will be less than those nationally and close over time	<ul style="list-style-type: none">• Intervene where standards are falling or are below the floor• Investigate the relative underperformance in mathematics, especially at the higher level and promote effective strategies for teaching and learning in mathematics through a city wide maths project• Promote strategies for achievement of Black African pupils• Fund a closing the gap strategy that will promote the best practice and make a difference• Continue to promote and support Every Child a Reader and Every Child Counts• Support and challenge schools in the spending of Pupil Premium

3. Leadership of Learning

Leaders in schools and educational settings within Brighton & Hove will support the strategic development of leadership within the city. This work will support all school types, including special, secondary, academies and free schools. Our ambition is not only to enable schools to meet OFSTED requirements but also to recognise that meeting the needs of the City’s children requires a broader ambition.

What success will look like	<i>What we will do</i>
<ul style="list-style-type: none"> • Leadership and management is judged at least good by Ofsted in every inspection • Leadership posts will attract strong fields and governors will be able to recruit • There are opportunities for leaders to work in other schools to develop their skills • Colleagues will feel supported 	<ul style="list-style-type: none"> • Aim to attract, develop and retain the very best leaders at all levels in Brighton & Hove • Ensure leaders in Brighton & Hove are equipped with the skills and competencies necessary to meet the varying needs of the city • Refresh the continuum of leadership and ask schools to name members of staff that would welcome opportunities • Broker opportunities for leaders to develop their practice • Support the development of middle leaders so they can inspire, manage and challenge others to make changes leading to improved outcomes for pupils • Review and develop our ‘School Leadership: Support and Development for head teachers and senior leaders across the city’ policy

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4. High aspiration, engagement & enjoyment

Central to all the planning for raising attainment is the need to encourage all of our children, young people, their parents, carers and teachers to aim high.

What success will look like	What we will do
<ul style="list-style-type: none">• Standards and progress will rise• Number of exclusions will fall• Attendance will increase• Pupil voice will show that pupils are engaged• Higher professional capital	<ul style="list-style-type: none">• Challenge and support all schools and provide additional support and challenge to schools causing concern• Support senior and middle leaders in their evaluation of the quality of teaching and learning• Support schools in developing their curriculum through the 'Curriculum Think Tank'• Encourage schools to understand more about the learning process and to ensure that there is a breadth of learning experiences to match the interest of every child and young person

5. Matching provision to need and advancing equality of opportunity

In light of changes to the law and our commitment to meeting the needs of all children in the city, we need to ensure we meet our statutory responsibilities and that provision matches the needs of all learners, especially those children with special educational needs. This is highlighted in the Brighton and Hove Special Educational Needs Partnership Strategy 2013 – 2017.

We also want to ensure that all groups of pupils are making good progress and that all schools have a curriculum that is exciting, broad and relevant and meets learners' needs.

What success will look like	What we will do
<ul style="list-style-type: none">• All schools will be judged at least good for overall effectiveness and quality of teaching and learning• Achievement of pupils with SEN improves and outcomes are above those of statistical neighbours• Parents are positive about their children's education provision and education providers work proactively and collaboratively with parents, children and families• SAWSS survey results show increase in well being	<ul style="list-style-type: none">• Support and challenge the work of all schools through the Special Educational Needs Strategy• Coordinate the working group for the introduction of the new National Curriculum for KS1 and KS2• Improve the assessment and identification of SEN and disabilities across all agencies• Provide appropriate data to schools• Continue SAWSS and follow up the outcomes

Section 6

How will we know we are getting better?

Performance indicators

The day-to-day work of the service and the contribution made by the priorities outlined in this strategy will be measured by a range of key performance indicators (KPIs). Progress against these will be taken to Performance Board chaired by the Executive Director of Children's Services, the Learning Partnership and to the Children and Young People's Committee and the LA will be held to account for progress in these areas.

We will look to develop other indicators, drawing on what schools already collect, as the strategy develops to monitor how we are achieving our ambitions, for example, to develop a more school led system and to increase the professional capital.

The performance indicators include:

- GCSE results are in line or above the national average and in the top quartile of statistical neighbours
- Ofsted judges every school to be at least good by 2016
- No schools are judged to be inadequate and HMI visits judge those schools already in a category to be making good progress.
- The Quality of teaching is judged good or better in every school
- The Quality of leadership and management is judged good or better in every school
- Behaviour and Safety is judged good or better in every school
- The attainment gap for vulnerable groups of learners closes each year and is below the national and that of our statistical neighbours
- The percentage of pupils who have fixed term exclusions falls each year
- School attendance rises to above the national average and increases each year

Appendix One: Children's Services: the importance of working together. Relevant Strategies

We believe that together we can make the difference and it is important that our work 'joins up'. Staff in all branches of Children's Services are committed to the success of all children in the city and all schools.

There are several city wide plans that link to the success of this strategy. These include:

- The Special Education Needs Partnership Strategy
- Early Help Strategy
- Behaviour and Attendance Strategy
- The Virtual School mission and aims
- Brighton & Hove Local Safeguarding Children Board
- Brighton and Hove Learning Partnership Strategic Board Action Plan
- Equality and Anti-Bullying in Schools Strategy Group Action Plan

Appendix 2: Brighton & Hove School Improvement Strategy Prioritisation: The four different Levels of Prioritisation

Identification

All schools have a priority level. This prioritisation is made following an annual review undertaken by the headteacher, School Adviser and Head of Standards and Achievement. This review considers end of Key Stage attainment and achievement, school self evaluation, Ofsted outcome and LA reports. It is reviewed each term and the Headteacher is consulted if there are any proposed changes.

If the school feels that the support level categorisation is inaccurate or has any concerns this should be discussed with the Head of Standards and Achievement.

The four different Levels of Prioritisation

1. Low Priority	2. Medium Priority
<ul style="list-style-type: none"> § School self evaluation & most recent Ofsted inspection judged good or outstanding in all four areas (Achievement of Pupils, Quality of Teaching, Behaviour and Safety of Pupils and Leadership and Management) § Positive trend of results over two years (Raiseonline) § No concerns from any LA visit reports § Stable leadership <p>School has a named Adviser Schools commission / broker support required or ask LA (Adviser) to commission and broker support required School self funds through school's budget share and pupil premium monies Additional school improvement funding is available through 'Schools Supporting Schools' project bids and similar funding streams.</p>	<ul style="list-style-type: none"> § School self evaluation & most recent Ofsted inspection judged good or outstanding in at least three of the four areas (Achievement of Pupils, Quality of Teaching, Behaviour and Safety of Pupils and Leadership and Management) § School / Link Adviser highlights concerns § School may be at risk of losing 'Good' or 'Outstanding' judgement § A group or groups of pupils are not making good progress (Raiseonline / school data) § Change in leadership or temporary leadership <p>School has an attached 'Adviser' who will work with the school and manage the 'Team Around the School' coordinating the LA support and challenge into a plan. (This should not involve the school in any additional work). School and LA work in partnership to broker/commission appropriate additional support from e.g. local consultant, SPA, LLE, Cluster, Partnership, Teaching School School self funds through school's budget share and pupil premium monies with some additional funding available if school unable to self finance the required support</p>

3. High Priority 'Requires Improvement' (RI) or 'Satisfactory'

- § School self-evaluation & most recent Ofsted inspection judged 'Requires Improvement'
- § Slow or insufficient progress towards 'Good'
- § School / Advisor highlights concerns
- § A group or groups of pupils not making good progress (Raiseonline / school data)

School has an attached 'Adviser' who will work with the school and manage the 'Team Around the School' coordinating the LA support and challenge into a plan. (This should not involve the school in any additional work).

School with 'Requires Improvement' may also have an attached HMI to 'encourage the school's improvement'

Head of Standards and Achievement meets with Headteacher and Adviser to discuss school priorities, identify and agree support or outcome (September / October and then again in February / March). Chair of Governors invited to meetings.

School and LA work in partnership to broker / commission appropriate support which is then actioned

School self funds agreed interventions and support through school's budget share and pupil premium monies with additional LA funding available if school unable to self finance the agreed support required

Termly Review:

The Adviser will report to the Head of Standards and Achievement

- **Good progress** against outcomes: school moves to Medium Support category 2, Ofsted judgement is 'Good'

- **Insufficient progress** against outcomes: school moves to High Risk / Support category 4. If first monitoring visit from HMI states insufficient capacity to improve the LA issues a 'Warning Notice' of school's move to High Support category 4.

4. Intensive: Below the floor standard, in, or at risk of an Ofsted category

- § School is in an Ofsted category
- § School is at risk of being in an Ofsted category (identified through school self evaluation or Raiseonline)
- § School is below the 'Floor Standard'
- § School's Raiseonline shows a downward trend
- § School has a serious dip in results or special circumstances

∇ Below the floor or at risk of an Ofsted category:

School has an attached 'Adviser' who will work with the school and manage the 'Team Around the School' coordinating the LA support and challenge into a plan. (This should not involve the school in any additional work).

Head of Standards and Achievement meets with Headteacher and Adviser at the beginning of the school year to discuss school priorities and to identify and agree support. The Chair of Governors is invited.

Additional LA funding is available.

Review:

- **Good progress** against outcomes by end of current term: move to High Priority , Ofsted judgement is 'Requires Improvement' (RI) or 'Good', review of plan
- **Insufficient progress** against outcomes by the end of current term: 'School Improvement Strategy Board' meeting convened. Chair of Governors, Headteacher, Link Adviser, Head of Standards and Achievement, Assistant Director and minute taker invited. Specific support personnel such as HR and Finance are invited if relevant

∇ In an Ofsted category: 'serious weaknesses' or 'requires special measures'

School has an attached 'Adviser'

LA has to write a 'Statement of Action' (SOFA) for Ofsted within ten days of report being published. This is the LA plan and outline what the LA will do, but will be written with the school.

'School Improvement Strategy Board' meeting convened. Chair of Governors, Headteacher, Adviser, Head of Standards and Achievement and Assistant Director and minute taker invited. This Board can also include specific support personnel such as HR and Finance if relevant.

Additional LA funding available if school unable to self finance the agreed support required

SOF reviewed and revised at Strategic Board meetings held every half term until school comes out of category and judged RI or better – moves to High Priority.

LA procedures for monitoring and reviewing school improvement

Schools and settings are responsible for ensuring that they provide high quality education, promote wellbeing and care for all children, pupils and students. Each institution is responsible for its own school self evaluation which will link to its school improvement/ development plan which in turn will link to the appraisal system. The school's own self-evaluation should drive improvement and build capacity. The school will need to be sure that they have plans in place to address any identified weaknesses. The governing body is an integral part of the leadership of schools. Governors are expected to provide support and challenge to the staff of the school, especially the senior leadership team.

The criteria that are used in making judgements about a school's prioritisation level and prioritisation

At the end of each academic year all schools are invited to submit some or all of their current self evaluation and an indicated support level. This combined with the most recent Ofsted judgement, data from recent national tests, in-school data and RAISEonline, and visit reports from any of the LA team working with the school leads to the allocation, by the LA of a prioritisation level. There are four different levels:

1 Low priority

- School self evaluation judged good or outstanding all areas
- Schools judged good or outstanding at previous Ofsted inspection in all four areas (Achievement of Pupils, Quality of Teaching, Behaviour and Safety of Pupils and Leadership and Management)
- Positive trend of results over two years (RAISEonline)
- No concerns from any LA visit report forms
- Stable leadership

2 Medium priority

- School self evaluation judged good or outstanding in at least three areas
- School highlights concerns
- School may be at risk of losing 'good' or 'outstanding' judgement,
- Any group of pupils is not making good progress (RAISEonline / school data)
- Change in leadership or temporary leadership
- Concerns raised in LA visit report forms

3 High priority (judged to be a 3 by Ofsted)

- Schools judged by Ofsted to be 'satisfactory' (until July 2012) or to 'require improvement' (from September 2012)

4 Intensive support (Below the floor standard, in a category or at risk of Ofsted category)

- Schools in an Ofsted category
- Schools at risk of being in an Ofsted category (identified through school self evaluation or through RAISEonline)
- Schools below the 'floor standard'
- Schools where RAISEonline shows a downward trend
- Schools with a serious dip in results or special circumstances

An email with the proposed support level is emailed to primary phase schools in late July / early September, special schools in September and secondary schools in late September/ early October. If the school feels that the support level is incorrect this can be discussed with the Head of Standards and Achievement. Support is commissioned in partnership with the school to meet the identified needs and written into the school's plan. If the support level is changed during the school year, the LA will write to the school to advise them of this.

This support could include:

- Extra time from the school partnership adviser
- Support commissioned from another school or partnership, Local Leader of Education (LLE) or National Leader of Education (NLE)
- Extra funding to commission support from another provider

School Improvement Strategy Board Meetings

If school or setting is identified as a 'cause for concern' (high support), the Head of Standards and Achievement will meet with the headteacher to discuss the school performance in September / October and February / March. An adviser will be identified who will work with the school to plan support and monitor progress. If insufficient progress is made over a term then a School Strategy Board (SSB) is established. This is a group, established through the Head of Standards and Achievement, to examine the issues surrounding the concern/s, to hold the head teacher and the governing body to account for improvements within a specified time and for the school to hold the LA to account for its work in school improvement. The meeting is attended by the head teacher and chair of governors as well as LA officers, and others who are involved in supporting the school.

The initial SSB meeting sets out the concerns about the school from as many perspectives as possible, including the school's own. Schools and governors are then required to devise an action plan for addressing the identified weaknesses within specified time scales. Plans have to identify resources, partnerships to be brokered and milestones to support monitoring and evaluation. At each subsequent meeting of the SSB, members have access to reports from School Partnership Advisers and reports of any monitoring carried out by the LA or Ofsted. Schools are required to provide self-evaluation reports in relation to progress within the identified weaknesses. Once there is clear evidence that the school has tackled issues in a robust and methodical manner, and there is sufficient impact on pupils' progress, the requirement for the SSB will be removed.

The progress being made by all schools and settings is reviewed on a termly basis by the Head of Standards and Achievement, but schools can contact her at any time with concerns. We recognise that all schools are on a journey towards excellence and that all are subject to fluctuations in progress caused by a number of factors.

Schools, settings and School Partnership Advisers are informed if there is any agreed change in the improvement level assigned and of any concerns about any aspect of their provision, pupil progress or attainment levels.

For schools that are in intensive support, there will be a half- termly strategy board meeting. Where schools do not work with the LA or there is judged to be insufficient progress the LA can consider giving a warning notice and the process for this is outlined on the DfE website (Schools causing concern - guidance for local authorities can be downloaded from www.dfe.gov.uk)

Ofsted and School Effectiveness

In addition to the LA judgement, Ofsted also make judgements about the effectiveness of schools. We aim for all schools to be good or outstanding and where we feel this will not be the case the school can be identified as a school causing concern and the LA has the right to intervene. The different categories of concern are outlined in Appendix Two

Local Authority monitoring of Schools Causing Concern

In order to provide additional monitoring information and to sharpen the impact of support, schools in high support receive additional monitoring / challenge and support from a named Adviser. This role is outlined below:

- To support and strengthen the school's own capacity to monitor and evaluate accurately.
- To provide additional monitoring information for the school, the SSB and the LA School Improvement Board (through written reports). This might also include leading and reporting on 'team' monitoring visits.
- To attend feedback meetings following Ofsted monitoring or re-inspections - reporting findings to the LA.
- To work with the leadership of schools to:
- Develop skills in monitoring and feeding back to teachers and other practitioners on classroom practice;
- Improve the monitoring of standards and achievement for all groups of pupils, and;
- Strengthen the role and impact of middle managers and subject leaders.
- To support governing bodies in developing the skills that enables them to fulfil their statutory responsibilities.

Universal support services

The LA provides from its core school improvement team:

- Regular updates about education policy through bulletins and face to face meetings
- Sharing of good practice and updating on schools supporting schools
- Annual visit / risk assessment
- Advice to governing bodies on the appointment of headteachers
- Support for the development of policy and practiced related to PSHE education, anti-bullying, equality and health and wellbeing

Schools can use the service level agreement (SLA) to buy School Partnership Advisers who act as a critical professional friend to the schools and provide support and challenge in school improvement (see SLA)

