

York Learning Partnership

School Improvement Interim Commissioning Plan

Academic Year 2015/16

York Learning Partnership

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The local authority will work with the headteacher members of the School Improvement Commissioning Group (SICG) and the chair of the York Learning Partnership to produce an annual commissioning plan drawn from a needs-based analysis to identify the school improvement priorities in the city. The commissioning plan will be presented to the School Improvement Commissioning Group and the members of the Schools Forum. The SICG agree the commissioning plan and recommend the funding agreement to the Schools Forum who will agree to the use of the Dedicated Schools Grant (DSG) to support the school improvement activities outlined in the commissioning plan.

Commissioning principles

- 1) The York Learning Partnership (YLP) is committed to providing **all** children and young people in York with a great education through ensuring that every school in the city is a great school.
- 2) Members of the YLP School Improvement Commissioning Group (SICG) take corporate responsibility for the use of the commissioning fund, which is de-delegated by the School's Forum from the DSG, to benefit **all** children and young people in the city so that outcomes improve, gaps are closed and barriers to improvement are removed.
- 3) All schools will benefit from the use of funding to commission CPD from Pathfinder Teaching School Alliance, which will be used to address the city's improvement priorities.
- 4) The use of school-to-school support funding will be prioritised to commission Ebor Teaching School Alliance to provide support for all schools that are not yet good or are at risk of losing their existing good status so that they to move to good within two years or are securely good at their next inspection.
- 5) The use of funding will be prioritised to ensure that gaps in performance between disadvantaged pupils and their peers are closed.
- 6) The impact of all commissioned interventions is reported to the School's Forum and the executive board of the York Learning Partnership.

The role of the Teaching School Alliances

York currently has two teaching school alliances (TSA), Ebor and Pathfinder. The teaching schools have a national, regional and local reach which provides York with the capacity to draw on York-based school improvement professionals and to benefit from the external links which the teaching schools are able to exploit. This allows York to benefit from internal strengths whilst remaining outward facing.

Ebor and Pathfinder have access to National College of Teaching and Leadership (NCTL) system leaders who can be used to develop CPD and school to school support at whole school, subject and individual teacher levels.

The two teaching schools will be commissioned to deliver against priorities outlined in the commissioning plan. Ebor TSA will be commissioned to lead the coordination and delivery of school-to-school support, and Pathfinder TSA will be commissioned to coordinate, plan and deliver needs-led CPD packages.

School-to-school support covers a broad spectrum of activity from individual coaching of teachers to improve classroom practice to whole school intervention in a failing school.

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Funding to support clusters

The six geographical clusters in the city have been allocated funding from the School Improvement Commissioning Fund (£125,000). This funding has been allocated to build the capacity to drive sector led school improvement in localities. The focus of collaborative work in clusters is determined by the improvement priorities identified in each cluster, but could include:

- 1) Improving the quality of teaching
- 2) Effective use of the pupil premium to close gaps between disadvantaged pupils and their peers
- 3) Developing middle and/or senior leadership
- 4) Improving behaviour and attendance.
- 5) Supporting effective transitions

Each cluster completes an annual cluster improvement plan which outlines the focus of the cluster work, how the cluster funding will be used and how the impact of cluster work will be monitored and evaluated. Cluster chairs are accountable to the YLP for the use of cluster funding to deliver the outcomes outlined in the cluster improvement plan.

Funding to support category 3 and 4 schools

The partnership believes that **all** children and young people in York should be able to attend great schools. This will allow them to realise their ambitions and live their dreams. As a partnership of educators we will work together to support or schools to be good or better.

Schools that are yet good or are at risk of losing their current good judgements will be prioritised for support commissioned by the School Improvement Commissioning Group (SICG).

Improvement Priorities 2015/16

The following improvement priorities have been produced using national and local data sets, local intelligence provided by York Challenge Partners and the LAs risk assessment process.

Priority 1: Ensuring all schools are good or better

As of March 2015, **7** schools have Ofsted judgements of **requiring improvement**. Each of these schools has been prioritised for support and the interim commissioning plan will be used to commission targeted support for each of these schools. A support plan will be written for each school and this plan will outline the intended outcomes of the commissioned support. Commissioned interventions will be managed through the Ebor Teaching School Alliance and will depend on the needs and circumstances of individual schools but can include:

- 1) Support from a partner headteacher (including NLEs and LLEs and heads from neighbouring LAs)
- 2) Support to improve the quality of governance
- 3) Additional leadership or teaching capacity
- 4) Support from an SLE to improve a subject or aspect

The impact of commissioned interventions will be monitored and evaluated by the SICG and reported to the YLP executive board and the Schools Forum. Commissioned interventions will be included as part of the support plans and LA statements of action for grade 3 and grade 4 schools.

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Priority 2: Support for 'At Risk' schools

Through the process of annual risk assessment the local authority uses the following criteria to review the progress schools are making and to identify whether schools currently graded as good would be at risk of losing that status at their next inspection. These schools are prioritised for commissioned support.

Risk assessment criteria:

- Attainment and progress is below floor standards
- Value added is significantly below national for the core subjects and/or identified pupil groups
- There are wide gaps in performance between identified pupil groups e.g. gender, pupil premium, SEN etc and their peers
- There are wide gaps in performance between English and mathematics
- The quality of teaching is inconsistent across phases and/or subjects
- There are wide variations in performance between phases
- There are concerns about the quality of leadership (headteacher, senior and/or middle leaders)
- There have been significant changes in the context of the school since the previous inspection
- There are concerns about the quality of governance
- The school is not using its resources well to improve the quality of education and improve the well being of its pupils
- There are concerns about the behaviour, safety and attendance of pupils
- The school is failing to discharge its statutory duties effectively
- The school is failing to promote the social, moral, cultural and spiritual development of its pupils

Schools identified at risk will be identified for support by the School Improvement Commissioning Group. Support could include:

- Leadership support from an NLE, LLE, SLE or YLE
- Support for governance from an NLG or YLG. This could include an external review of governance conducted by an NLG
- Targeted CPD
- Use of SLEs to support improvements at subject level
- A Pupil Premium Review

The impact of commissioned support will be monitored by the SICG and reported to the YLP Executive Board, the School Improvement Monitoring Group and the Schools Forum.

Priority 3: Schools due for re-inspection during 2015/16

Under the current inspection framework there are **13** schools due for re-inspection during 2015/16. This will be reviewed in September 2015 following the introduction of the new inspection framework however it would be useful to commission professional development briefings for heads, senior leaders and governors to support preparations for Ofsted.

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Priority 4: Closing the gap between disadvantaged pupils and their peers

York performs consistently well against key national performance indicators at the end of key stages. However, this high performance against key attainment indicators has hidden the underperformance of disadvantaged pupils in the city. Whilst there have been improvements performance across key stages remains inconsistent with gaps closing in some key stages and widening in others due often to cohort factors rather than the impact of interventions. In 2014 the gap narrowed in both Early Years and Key Stage 2 however the gap remains static in Key Stage 1 and has widened in Key Stage 4.

The small size of the disadvantaged cohort in York (approximately 300 children per year group) means that they are very thinly spread across the city. As a result, their outcomes can vary significantly by school and cluster. On the whole, schools with the largest numbers of disadvantaged pupils have the narrowest gaps; however, this can be caused by the headline figure for their peers being at or just above the national average. The gaps tend to be wider in schools where the cohort size is small and headline performance is significantly above the national average.

Sharing best practice and focusing on the cohort at city- and cluster-level will be important to sustainably closing the gap. The data shows that the gaps are widest in literacy, particularly in writing, across all key stages. This impacts on the progress of disadvantaged pupils and makes it more difficult for them to access the curriculum and engage fully with learning.

Requiring Improvement schools that receive a grade 3 for the quality of leadership are being instructed to commission Pupil Premium reviews. Currently these reviews have to be conducted by accredited NLEs or LLEs. In York we have two LLEs who are accredited Pupil Premium reviewers.

As part of the commissioning plan for 2015/16 it would be useful to commission Pupil Premium reviews for 'At Risk' schools with wide gaps which are likely to be re-inspected during 2015/16.

Priority 5: Improving the quality of teaching

School self evaluation and external quality assurance by Ofsted and York Challenge Partners and advisers shows that there are variations in the quality of teaching across key stages, subjects and schools. Ensuring that the quality of teaching is consistently good or better in all phases and subjects will mean that all children in York achieve the best possible outcomes and are able to attend schools that are good or better. Even in good and better schools there are aspects of teaching in phases and subjects that require improvement and in order to support their continuous improvement it is important to provide all teachers with access to high quality continuing professional development (CPD).

In order to secure a city wide CPD offer Pathfinder Teaching School Alliance have completed an extensive consultation exercise which is being used to develop a comprehensive, needs led programme of CPD. This programme will focus on using the skills of existing good and outstanding teachers and school leaders to develop and sustain professional learning networks.

City-wide priorities for continuing professional development include:

- Securing excellent learning and progress in the early years
- A focus on developing the quality of teaching and leadership in English, mathematics and science
- Improving writing across all key stages but particularly in KS1 and KS2
- Developing understanding of changes to assessment and the curriculum across all key stages with a particular emphasis on assessing without levels and progress 8
- Supporting high quality PSHE across all phases
- Support for KS4 subjects which performed below the national average for GCSE in the subject in 2014. These subjects were: English Language (just in line), Art and Design, IT and PE.

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Priority 6: Succession Planning and improving the quality of leadership

Developing and growing teachers and leaders are crucially important to maintaining good and better schools in York. A key priority is to ensure that York has systems in place to support teachers throughout their careers and to spot and grow talent. The two teaching school alliances, Ebor and Pathfinder will work in partnership with the Local Authority, the NCTL and the city's universities to develop career and leadership pathways which will ensure that York is able to attract and retain the brightest and the best to the city's schools.

To do this York needs to continue to have in place:

- Strong ITT through Schools Direct and SCITTs
- Comprehensive and high quality induction, support, training and quality assurance procedures for NQTs
- Specific support and training for RQTs
- Middle leader development
- Senior leader development
- Headteacher induction
- Support and development for serving headteachers

Outline funding requirements

In 2014/15, the following amounts of DSG were de-delegated to the local authority to support school improvement:

- School Improvement Commissioning Fund: £125k
- Schools Causing Concern Fund: £200k
- Support for School Improvement: £641k

This gave a total de-delegation of **£966k**

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Funding for 2015/16

Improvement priority	Funding required
<p>Priorities 1 and 2: Support for RI schools and 'At Risk Schools'</p> <p>Priority 6: Succession planning and improving the quality of leadership</p>	<p>£251,700 – This will be used to commission the Ebor Teaching School Alliance (ETSA) to provide NLEs, LLEs and SLEs as required for the school to school support plans written for each RI/'At Risk' school. Each support plan will be written following due diligence exercise conducted in partnership between the LA and the ETSA. See Annex 1.</p> <p>This funding would be used to ensure that capacity is in place to source and deploy system leaders. The deployment plans will outline the accountabilities and outcomes expected from each deployment.</p> <p>The ETSA will co-ordinate bids to the NCTL School to School Support Fund to support the deployment of system leaders (individual bids of up to 20K can be made). Successful bids will reduce the demands for DSG funding.</p> <p>An average deployment of a term for an NLE/LLE would cost £10,000</p>
<p>Funding to support clusters</p>	<p>£125,000 – currently the School Improvement Commissioning Fund is used to support school improvement in clusters. It is proposed that this should continue to be used to support cluster work with each cluster using a proportion of its funding to focus on work to improve the quality of teaching and close the gap in attainment and progress between disadvantaged pupils and their peers.</p>
<p>Priority 3: Schools due for re-inspection</p>	<p>£2,000 – to commission professional briefings from external consultants</p>
<p>Priorities 4 and 5: Closing the Gap and Improving the quality of teaching.</p> <p>Priority 6: Succession planning and improving the quality of leadership</p>	<p>£226,680 – to commission a city-wide CPD programme from the Pathfinder Teaching School Alliance (PTSA). In order to deliver the programme PTSA need to be supported to recruit posts in their structure. Details of the offer and the costs of posts are shown in Annex 1.</p> <p>The programme of CPD will be developed through a process of annual consultation with all members of the York Learning Partnership.</p> <p>An annual programme of quality assurance drop-ins will be conducted by the LA to ensure that the programme is delivering best value.</p>
<p>Priorities 1 and 2: Support for RI schools and 'At Risk Schools'</p> <p>Priority 3: Schools due for re-inspection</p>	<p>£200,000 – The local authority School Causing Concern Fund. This will be retained by the LA to commission emergency interventions as outlined in the Schools Causing Concern statutory guidance. The use of the fund will be audited annually and the audit report will be received by the Schools Forum and the YLP Executive Board. Any unused funding will be returned to the DSG at the end of the financial year.</p>