

SLOUGH BOROUGH COUNCIL

REPORT TO: Education and Children's Services Scrutiny Panel **DATE:** 15th April 2015

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WARD(S): All

PART I **FOR DECISION**

RAISING PUPIL ACHIEVEMENT/ SCHOOL IMPROVEMENT SERVICES

1 Purpose of Report

This report is to report back on the consultation on Slough Borough Council's (SBC) strategy and policy for raising pupil achievement and the protocol for working with academies and free schools which is part of SBC's relationship with these schools as part of its supporting school improvement function. This report also details how resources for school improvement will be targeted to deliver SBC's Raising Pupil Achievement Strategy.

2 Recommendation(s)/Proposed Action

The Scrutiny Panel is requested to;

- (a) Recommend that the SBC Raising Pupil Achievement Strategy and Policy be adopted by Cabinet.
- (b) Recommend that the SBC Protocol for working with Academies and Free Schools be adopted by Cabinet.
- (c) Note the resource allocations to priorities within SBC's Raising Pupil Achievement Strategy.

3 The Sustainable Community Strategy, the JSNA and the Corporate Plan

The Sustainable Community Strategy (SCS) is the document that details the priorities agreed for Slough with partner organisations. The SCS has been developed using a comprehensive evidence base that includes the Joint Strategic Needs Assessment (JSNA). Both are clearly linked and must be used in conjunction when preparing your report. They have been combined in the Cabinet report template to enable you to provide supporting information highlighting the link between the SCS and JSNA priorities. The Corporate Plan is the Council's forward planning document. It sets out the Council's vision and objectives for the year ahead and reports should also be written in this context.

3a. **Sustainable Community Strategy Priorities**

Improved pupil outcomes and successful self improving schools supported by appropriate targeted support contribute to a number of the Sustainable Community Strategy (SCS) priorities as set out below.

Priorities:

- Economy and Skills
- Health and Wellbeing
- Regeneration and Environment
- Housing
- Safer Communities

3b. **Sustainable Community Strategy: Cross-Cutting themes**

Improved pupil outcomes and successful self improving schools supported by appropriate targeted support contribute to the Sustainable Community Strategy in the development of Civic responsibility and improve the image of the town.

3c. **Joint Strategic Needs Assessment (JSNA)**

Improved pupil outcomes and successful self improving schools supported by appropriate targeted support contribute to a number of the Joint Strategic Needs Assessment as set out below:

- Reduce inequalities in health
- Reduce adult and childhood obesity
- Improve the quality and availability of housing and environment for Slough residents
- Increase skills and employment opportunities
- Reduce violent crime, domestic abuse and sexual abuse
- Early intervention to reduce child poverty and improve child safety
- Reduce the impact of mental illness
- Early diagnosis of long term conditions

3d Corporate Plan 2012/13

Improved pupil outcomes and successful self improving schools supported by appropriate targeted support contribute to a number of the Corporate Plan objectives as set out below.

The Plan's objectives are:

1. Improve customer experience
2. Deliver high quality services to meet local needs
3. Develop new ways of working
4. Deliver local and national change
5. Develop a skilled and capable workforce
6. Achieve value for money

4 **Other Implications**

(a) Financial

There are no financial implications of the proposed action. All School Improvement services are included in the contract between SBC and Cambridge Education.

(b) Risk Management

Risk	Mitigating action	Opportunities
Legal	None	
Property	None	
Human Rights	None	
Health and Safety	None	
Employment Issues	None	
Equalities Issues	None	
Community Support	None	
Communications	None	
Community Safety	None	
Financial	None	
Timetable for delivery	N/A	
Project Capacity	N/A	
Other		

Human Rights Act and Other Legal Implications

There are no human rights implications for this report

(c) Equalities Impact Assessment

A key element of raising pupil achievement is 'narrowing the gap' for vulnerable groups.

There is no identified need for the completion of an EIA.

5 **Supporting Information**

Local authorities' statutory responsibilities for educational excellence are set out in Section 13a of the Education Act 1996. That duty states that a local authority must exercise its education functions with a view to promoting high standards. SBC as the local authority has a statutory responsibility to monitor, challenge and intervene in maintained schools. The Education Act 1996 places a duty on the local authority to promote high standards in academies and free schools. These schools are not maintained by SBC so it does not have powers of intervention, these are held by the Secretary of State.

The SBC Strategy for raising pupil achievement (attached at Appendix A) outlines how SBC as local authority intends to work with early years settings, schools and other partners to promote high standards.

The SBC Policy for raising pupil achievement (attached at Appendix B) outlines how SBC will fulfil its statutory duty towards maintained schools to monitor, challenge, provide early support for those schools in difficulty and intervene as necessary.

In order that there is a clear and constructive working relationship between SBC as local authority and academies and free schools a protocol for working together has been drafted. This outlines the legal expectations placed upon academies and the local authority and outlines how the local authority intends to work with academies and free schools to discharge these responsibilities. (attached at Appendix C)

These three documents were endorsed for consultation by Scrutiny Committee in December 2014. Head teacher representatives were involved in the drafting of these documents. These documents have been circulated for consultation widely including all head teachers and chairs of governors of all schools and academies in Slough.

There have been no suggested alterations raised as a result of this consultation and so it is proposed that these documents are now adopted as SBCs policies.

An important aspect of SBCs Raising Pupil Achievement Strategy is the allocation of appropriate resources to achieve the proposed aims of the strategy. In discussion and agreement with Schools Forum it is proposed that resources are allocated to different strands of activity within the strategy.

These strands of activity for 2015/16 are:

Annual monitoring of schools via the 'Autumn Visit'- a visit by a school improvement consultant to discuss with the head teacher and chair of governors the school's performance and areas for development;

Support by school improvement consultants for maintained schools needing to improve, either identified after an Autumn Visit or after an Ofsted inspection;

Targeted consultant work on areas for support and improvement such as performance of SEN pupils and performance of different groups of pupils as defined by deprivation or ethnicity;

Support for Literacy and Maths in primary and secondary schools;

Head teacher development programme;

A governors' support, training and briefing programme.

Some of this support is delivered by school improvement consultants and some via schools supporting each other, either individually or through school networks.

The total level of funding in 2015/16 to support school improvement and school development across the Borough is projected to be circa £650,000.

6 **Conclusion**

The Committee is requested to consider the recommendations set out in the report.

7 **Appendices Attached**

'A' SBC Raising Achievement Strategy

'B' SBC Raising Achievement Policy

'C' SBC Protocol for Working with Academies and Free Schools

8 **Background Papers**

Department for Education, Schools Causing Concern. Statutory guidance for local authorities. May 2014

Ofsted. The framework for the inspection of local authority arrangements for supporting school improvement. November 2014