

Subject:	Brighton & Hove School Improvement Strategy (2013-2017)		
Date of Meeting:	Children & Young People's Committee Meeting 14 October 2013		
Report of:	Pinaki Ghoshal, Executive Director, Children's Services		
Contact Officer:	Name:	Hilary Ferries, Head of Standards & Achievement	Tel: 29-3738
	Email:	Hilary.ferries@brighton-hove.gov.uk	
Ward(s) affected:	All		

1. SUMMARY AND POLICY CONTEXT:

- 1.1 The Local Authority has a statutory duty to promote high standards in schools and to intervene when there are significant concerns about children's progress or their well being. Ofsted has a clear expectation that the LA will know schools in the City well, will support and challenge as appropriate and intervene where necessary. We have reviewed our School Improvement Strategy in light of the changing landscape in education.
- 1.2 The School Improvement Strategy 2013 – 2017 outlines how we will fulfil this statutory duty, but also be more ambitious for our students. 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. 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 will intervene where we have to, increasingly contracting and commissioning schools and support and enable a school led system to improve all schools. We will undertake this role through:
- School prioritisation / categorisation
 - 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

2. RECOMMENDATIONS:

- 2.1 That the Authority accepts the School Improvement Strategy 2013 - 2017

3. RELEVANT BACKGROUND INFORMATION/CHRONOLOGY OF KEY EVENTS:

3.1 The School Improvement Strategy 2013 – 2017 sets out clearly the statutory duty of the LA for school improvement, states our ambition for all children and young people in the City and signposts the readers to other relevant areas, recognising the importance of Childrens Services working together to ensure best outcomes for children and young people.

3.2 Section 1, 'Our Vision for Education Improvement' shares the vision that was devised by the Learning Strategy and outlines our principles and beliefs for school improvement. The relationship between schools and the LA is evolving and this strategy makes our position clear. 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 and foster good relations;
- 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.

3.3 Section 2 describes the changing educational landscape. The Education Act 2011 increases the likelihood of a radically new school system emerging. Schools are rightly seen as leaders in a system and we want schools to have autonomy and freedom, as well as choice about their future. We aim to develop positive partnerships with all education providers in the city, whether maintained school, academy or free school. 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). To do this we will operate a system of school prioritisation, which uses the schools' self-evaluation and end of key stage outcomes over time to allocate a priority level. There are four levels, low, medium, high and intensive support and the criteria and resulting support and challenge are outlined in the strategy.

3.4 Section 3 sets the context of the LA and outlines our position in terms of standards and achievement at each key stage. It shows that in 2012 schools achieved above national expectations at Early Years Foundation Stage were slightly above at Key Stage One, in line at Key Stage Two, but just below at Key Stage Four.

3.5 Section 4 outlines how we will turn our vision into practice. 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.

Underpinning this are several themes. 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. The themes are:

- *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*

3.6 Section 5 outlines how we will know we are making progress towards our goals. 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, to 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, as the strategy develops, to monitor how we are achieving our ambitions.

3.7 We have a programme of workshops for councillors on different aspects of School Improvement which have been well received. These have included standards and achievement, Pupil Premium, school budgets and Special Educational Needs. The team is very happy to extend this further to ensure that councillors have up to date information about developments in education.

4. COMMUNITY ENGAGEMENT AND CONSULTATION

4.1 The School Improvement Strategy has been taken to primary, secondary and special school headteacher meetings and put on the bulletin and responses invited. On 9 July we held a half day final consultation to get the views of and feedback from school leaders.

5. FINANCIAL & OTHER IMPLICATIONS:

Financial Implications:

5.1 The report covers the strategy for school improvement 2013-17. The strategy referred to in the report will be funded from within the Children's Services budget for this financial year's budget but will still need to be reviewed annually as part of the budget process to ensure that there are no additional costs to the council beyond 2014/15.

Finance Officer Consulted: Name David Ellis

Date: 03/09/13

Legal Implications:

- 5.2 The recent Academies Act 2010, Education Act 2011 and revised Ofsted Framework for Schools set out the key strategic and legislative transformations which impact on the role of the LA in connection with school improvement. This Strategy sets how the Local Authority will fulfil its statutory duties in this regard.

Lawyer Consulted: Serena Kynaston Date: 06/09/2013

Equalities Implications:

- 5.3 The Standards and Achievement Team 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. The strategy contains some examples as to how the Standards and Achievement Team show 'due regard' in the support offered to schools.

Sustainability Implications:

- 5.4 None

Crime & Disorder Implications:

- 5.5 Improving the experience that children and young people have at school and college and helping them to achieve their full potential is likely to equip them with the skills and knowledge to secure employment and play a positive part in society.

Risk and Opportunity Management Implications:

- 5.6 No detailed risk assessment has been carried out in relation to this report. However, the risks to personal, community and civic development and well being if the city wide education service does not thrive and secure positive outcomes for children and young people are clear, and the steps that are being taken, described in this report, to secure improvement represent a strong commitment to addressing these risks.

Public Health Implications:

5.7 The Director of Public Health has previously identified (in his 2011 Report) the implications for public health and resilience if children and young people do not benefit from a high quality education. These implications continue to be important, and underline the importance of the actions being taken to improve standards and achievement by the schools, colleges and other settings in the city and by the authority

Corporate / Citywide Implications:

5.8 Standards and achievement in the city's education service have clear implications for city wide priorities including reducing inequality, developing employment and skills, improving public health and reducing crime and disorder, and these are outlined in this report.

6. EVALUATION OF ANY ALTERNATIVE OPTION(S):

6.1 This is a statutory strategy

7. REASONS FOR REPORT RECOMMENDATIONS

7.1 To ensure that Brighton and Hove City Council has clear and transparent strategy for its statutory duty for School Improvement

SUPPORTING DOCUMENTATION

Appendices:

1. Brighton & Hove School Improvement Strategy 2013 – 2017 September 2013

Documents in Members' Rooms

1.

2.

Background Documents

1. How are we doing? Standards and Achievement in Brighton & Hove Schools 2012

