19/20 School Improvement Offer: Briefing for NLEs

September 2019

TSC Lancashire and West Yorkshire

at the Queens Hotel in Leeds

Department for Education

Introductions and Welcome

The overall purpose of the day is to ensure that NLEs benefit from regional training and preparation for the continuation of the School Improvement Offer in 2019/20.

In addition NLEs will have the chance to network and learn from one another and organisations supporting the school improvement offer.

Presenters include :

- TSC representatives
- TSC regional team
- EEF - Research Schools
- Ofsted

Delegates represent all roles and aspects of the system led school improvement model in LWY, and in neighbouring regions.

Feedback from 2018/19

The value in it is having a professional discussion and a critical evaluation of the school

Paying for CPD is always a challenge and this gave us an opportunity to really look at what we needed

Nearly 1000 schools received support from NLEs last year with approximately 250 receiving funding to support school improvement activities

The NLE was fantastic; he was very impressive and clearly knew his area

The NLE was a shrewd operator who was able to see things very quickly and identify issues in the school very convincingly

The NLE delivered excellent support and worked in a very supportive way. He had a completely different attitude, very positive at the outset and with our needs at the centre of our conversation, I felt excited about the forthcoming partnership

Aims and Objectives

Aim

To ensure NLEs are able to deliver the 2019/20 School Improvement Offer successfully

Objectives

- Updating NLEs on the contents of the SI offer and their role within its delivery
- Share reflections and practical support on the activities that NLEs will be delivering
- Sharing guidance on evidence-based practice and implementation that can be applied to support sustainable improvement

Process and Protocols

- Building on prior knowledge and experience
- Respecting the evidence and trusting the process
- A willingness to learn with, from and on behalf of
- Listening, reflecting, questioning and sharing ideas
- Being our best selves

Agenda - 10 am until 3:30pm

- Overview of the 19/20 offer
- Evidence-based Practice
- School Resource Management
- Delivery and monitoring
- Lunch/marketplace
- Role of Ofsted

The 2019/20 Offer

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Eligibility - Tiers 1 and 2

The offer remains optional. This year, eligibility is based solely on Ofsted judgements.

Tier 1 – Schools with a single RI judgement:

- up to 3 days' support and advice from a national leader of education (NLE) or equivalent to help their leadership team identify and implement improvements within its school.

Tier 2 – Schools with 2 consecutive RI Judgements & schools that receive RI rating on first inspection:

- up to 3 days' support from an NLE (or equivalent) to help their leadership team to identify and implement improvements within its school.
- up to £16,000 to address the needs identified by the NLE.

Eligibility - Tier 3

Tier 3 – Schools that currently have a RI judgment and have not been rated above RI since 2005, across a minimum of 4 inspections:

- up to 3 days' support from an NLE (or equivalent) to help their leadership team to identify and implement improvements within its school.
- up to £24,000 to address the needs identified by the NLE.

Those schools that received support in 18/19 will **not** normally be eligible for support in 19/20, unless they receive a further RI judgement within the academic year.

Changes for 19/20

- We want to make sure the support provided **aligns with a school's longer-term plans**. When contacting Local Authorities and Trusts, we will discuss each school's improvement journey and aims and feed this information into the deployment process.
- **NLE role** – DfE will no longer require NLEs to deliver the 3 days' support upfront solely for action planning. Instead NLEs can use the days flexibly to support the school to help ensure improvements are implemented.
- **Supporting groups of schools** – where sensible, NLEs may be asked to work with a group of schools sharing common challenges. This might include RI schools within the same MAT.
- **Online reporting system** – DfE have developed an online system to support NLE reporting.

Changes for 19/20 (2)

- **Recommended Action Forms** – completion of a RAF is no longer required for schools only eligible for tier 1. NLEs should instead focus on improving, advising and implementing existing school improvement plans effectively.
- **NLE Matching** - schools will no longer be offered a choice of NLE.
- **Outcomes focus** - each proposed activity should include anticipated outcomes. Progress against delivery and outcomes will be monitored on a termly basis.
- **RAFs Sign-off** - the CEO of the MAT/SAT or Headteacher, and the Chair of the school's Governing Board must agree to the plan before it is submitted to TSC.

Number of schools

We will provide support to both:

- Stock schools – those schools that enter AY19/20 with an RI judgement
- Flow schools – those schools that receive an RI judgement in-year

Numbers of schools:

We estimate that there will be around 2500 eligible schools in the 19/20 academic year, this includes both stock and flow. Numbers are set out below:

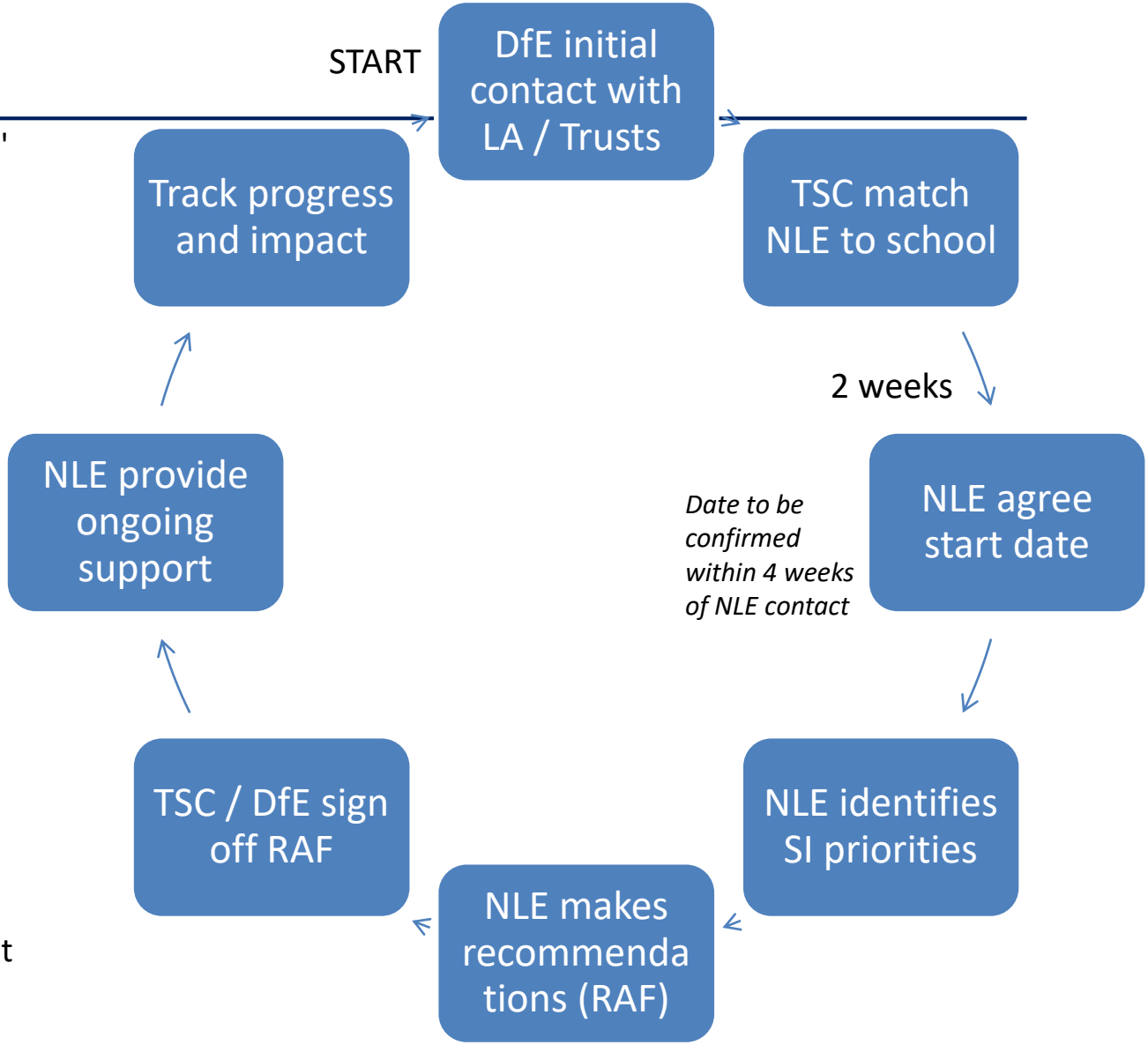
19/20 eligible stock schools by region (Sept 2019)					
			Regional estimates of flow based on regional breakdown of stock schools		
RSC Region	N	%	Tier 1	Tier 2	Tier 3
East Midlands and Humber	243	15%	81	38	9
East of England and North East London	158	10%	54	25	6
Lancashire and West Yorkshire	282	17%	92	43	10
North	138	8%	43	20	5
North West London and South Central	192	12%	65	30	7
South East and South London	174	11%	59	28	7
South West	223	14%	76	35	8
West Midlands	215	13%	70	33	8
TOTAL	1,625	100%	540	250	60

Focus of support

- Support should focus on addressing leadership, governance and financial management alongside teaching and learning
- Support will be delivered through evidence-based programmes and high quality system leader support.
- NLEs should assess information about the strength of the school's leadership, including the latest Ofsted judgement for leadership and management, and latest performance data (including EBacc and phonics scores), in order to determine the nature of support required
- Support and recommended improvements should link to findings within the latest Ofsted report.
- Activities should be underpinned by a clear rationale as to why they are being recommended and likely to have impact and be from the national programme list in the first instance. The EEF session will illustrate how to put evidence into practice.

NLE role

- ✓ NLEs will deliver up to 3 days' support, initially to help the school to identify its improvement needs and develop effective improvement plans.
- ✓ NLEs can use any remaining days to help the school implement its plans effectively.
- ✓ For those schools that are in tier 2 or 3, NLEs will receive funding to implement the agreed school improvement actions.
- ✓ NLEs will be accountable for ensuring that funding is spent in line with agreed actions; and monitoring the progress and impact of them.



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NLE Matching

- The regional Teaching Schools Council (TSC) representatives will match NLEs to schools. They will make a judgement about the match based on the NLE's knowledge and experience, capacity and the needs of the school.

- TSC will use the information provided by NLEs in the recent capacity survey to inform the matching process.

- NLEs will only be deployed within their own trusts where it is clear that this would be the most effective form of support.

- Following confirmation from the NLE that the match is suitable, TSC will contact the school to confirm whether it wants to take up the offer the NLE it has been matched to. The TSC will then record this within the DfE online system; and the NLE will receive confirmation of the match.

Making contact with the school

- On receipt of confirmation of their match, NLEs should contact the school to schedule a deployment date.

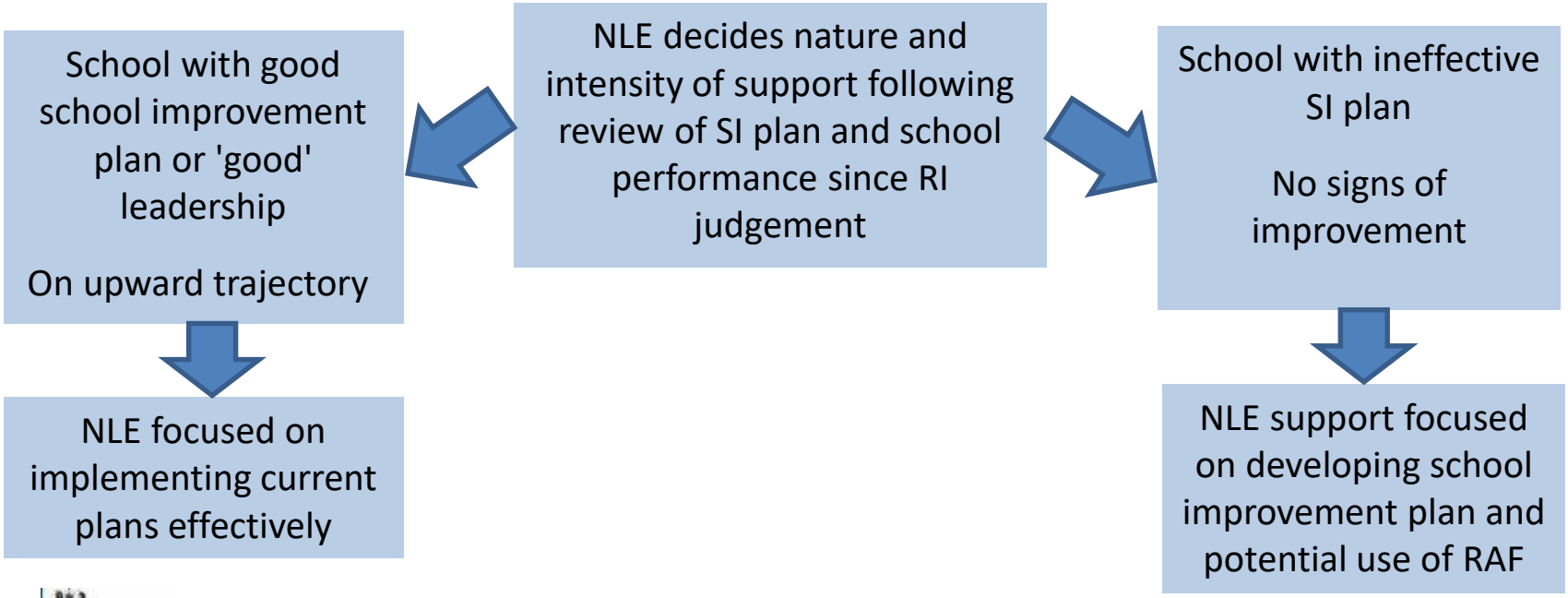
- This should take place within 2 weeks of the initial match being made (not including school holidays).

- You must then agree a deployment date that is within 4 weeks of the initial contact. Schools will be made aware of this when taking-up the offer.

Delivery – Tier 1 Flexibility

- NLEs should first assess the strength of the school's current improvement plans, taking into account Ofsted's judgement on leadership and management and the school's performance data.

- From this, they should assess whether to spend more time on developing new plans; or providing support to implement existing plans. They should also decide if the school needs all 3 days of support and whether a RAF is required.



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Teaching School Hubs

- In May 2019, DfE launched the test and learn phase, in which we are looking to establish up to nine new teaching school hubs across the country.

- TS Hubs will support schools in three areas: school to school support, continuing professional development and recruitment and retention.

- The application window closed on Friday 26 July 2019 and successful hubs will start delivery in the Spring term.

Once established, teaching school hubs will lead delivery of the SI Offer for some schools in pilot areas. We will issue further guidance for those NLEs working in pilot areas in the Spring to ensure you know how to engage with the hub.

NLE funding

- At the beginning of this Financial Year, we confirmed that we have restructured the NSS bursary, so that NLEs are paid in arrears and prioritise supporting schools eligible for the School Improvement offer.

- NLEs will be funded to provide up to 3 days' of support to each school to which they are matched under the 19/20 offer, at £500 per day, including travel. NLEs will also be paid £500 for attendance at the 19/20 NLE briefing.

- For tier 2 and 3 schools, the additional grant funding will be paid to the NLE's school, once a RAF has been agreed.

- In addition, NLEs were able to claim up to £2000 for support provided between April and August outside of the offer. We are reviewing arrangements for any further funding outside of the offer will confirm the position shortly.

Education
Endowment
Foundation

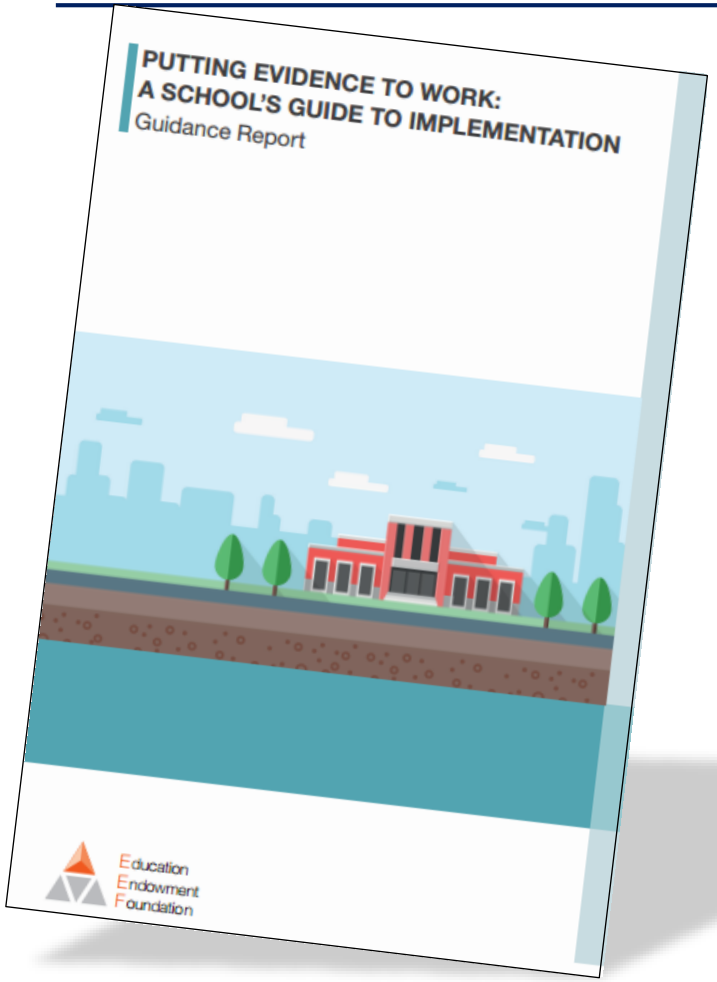
Evidence-Informed School Improvement

Diane Heritage Senior Associate EEF
Jo Pearson Oldham Research School

Monday 30th September

Objectives

- Build and share our understanding on evidence-informed school improvement
- Focus on the Explore phase of the *School's Guide to Implementation*:
  - Using data to confidently identify school improvement priorities
  - Making evidence-informed decisions
  - Assessing feasibility
- Articulating and writing an implementation plan (Prepare)
- Understand how these strategies may apply to the SI offer
- Outline new EEF guidance and resources



An evidence-informed approach to school improvement

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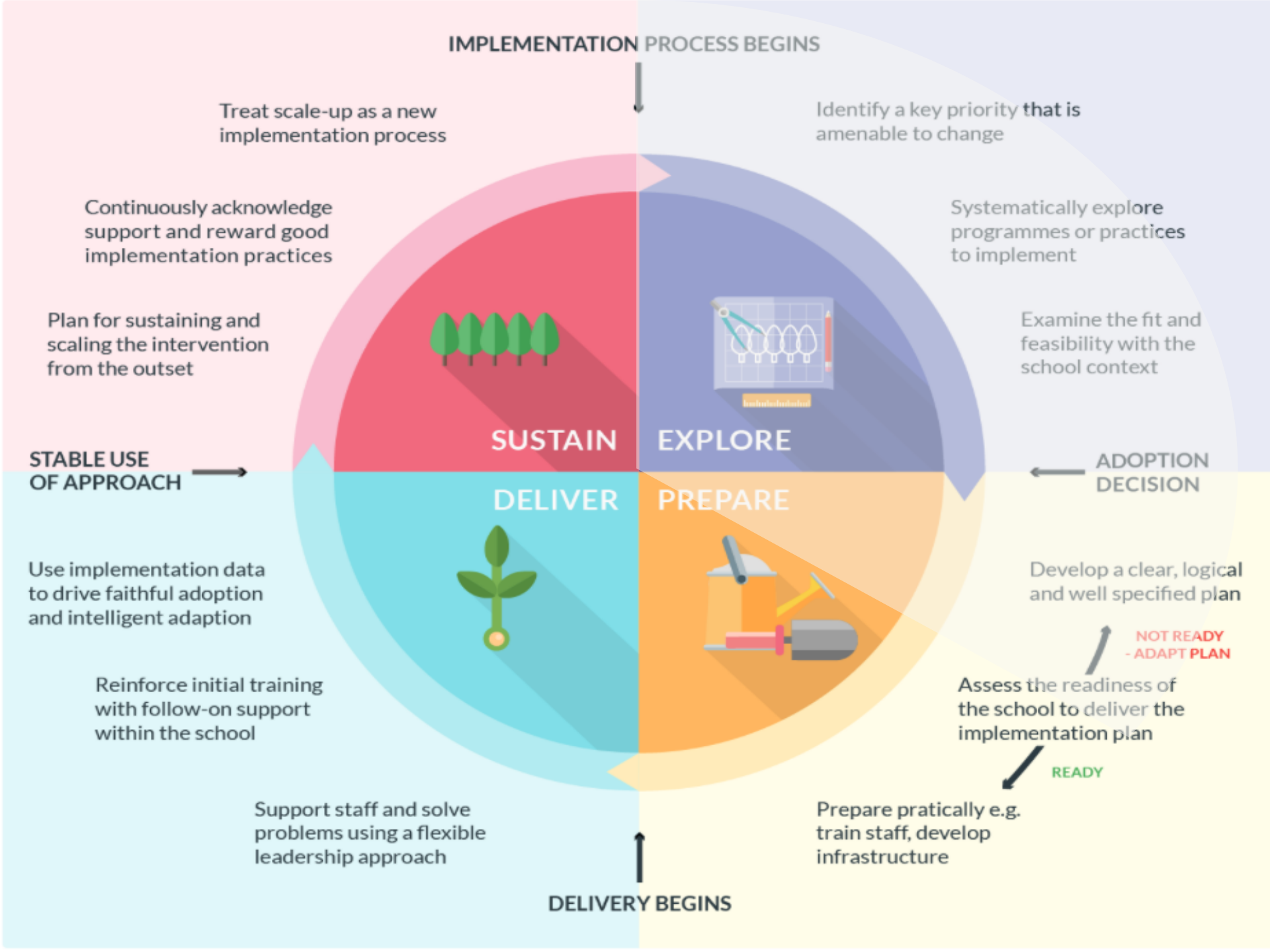
Exercise 1:
Implementation Card Sort

- a) Divide the cards into two lists:
- What makes effective implementation and what doesn't.

- b) Reflect on how these statements relate to your work as an NLE. How prevalent are these features in the schools that you work with?


IMPLEMENTATION PROCESS BEGINS
Treat scale-up as a new implementation process
Identify a key priority that is amenable to change
Continuously acknowledge support and reward good implementation practices
Systematically explore programmes or practices to implement
Plan for sustaining and scaling the intervention from the outset
Examine the fit and feasibility with the school context
SUSTAIN
EXPLORE
STABLE USE OF APPROACH
ADOPTION DECISION
DELIVER
PREPARE
Use implementation data to drive faithful adoption and intelligent adaption
Develop a clear, logical and well specified plan
NOT READY - ADAPT PLAN
Reinforce initial training with follow-on support within the school
Assess the readiness of the school to deliver the implementation plan
READY
Support staff and solve problems using a flexible leadership approach
Prepare pratically e.g. train staff, develop infrastructure
DELIVERY BEGINS

NLE School Improvement Offer 2019-20: 3-day Implementation guidance

DAY 1

Set the scene

- Research the information already available
- Confirm leadership involvement from the school: Head/Principal/CEO
- You are seeking to identify a clear priority for change: don't start with a solution and look for a problem.

Foundations for implementation – identify barriers to change

- Explore the current culture and climate with leaders
- Unpick what works well and why?
- Explore what has already been tried.

DAY 2

Identify issues and make choices

- Identify priorities – be clear on the challenges for leaders, teachers, students
- Explore potential activities to address the issue – look at the evidence
- Are there less effective practices that can be stopped?
- Set a school task to identify the expected short and long term outcomes

DAY 3

Establish processes to deliver & sustain

- Finish an implementation plan
- Create implementation teams
- Ensure clarity on delivery
- Set out processes for monitoring implementation and impact

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Bellwood Academy

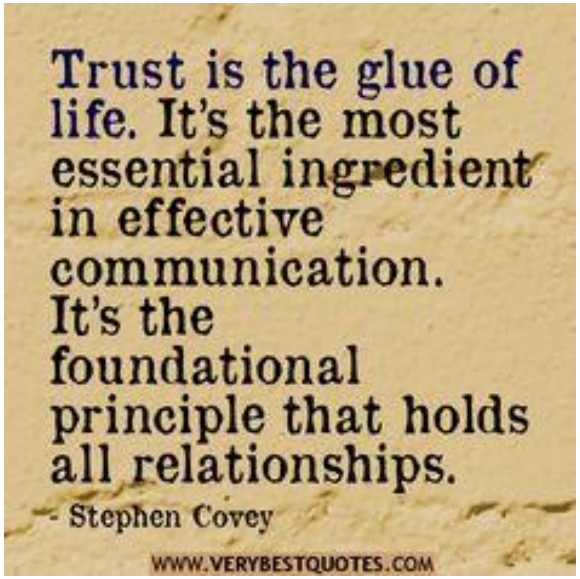
- Large secondary school
- OfSTED: Requires Improvement
- Legacy of underperformance
- Newly sponsored academy with a new headteacher
- Poor implementation climate: lots of failed school improvement efforts, staff suspicious of changes, culture of mandated change etc.
- High levels of staff turnover

Securing trust in the process…

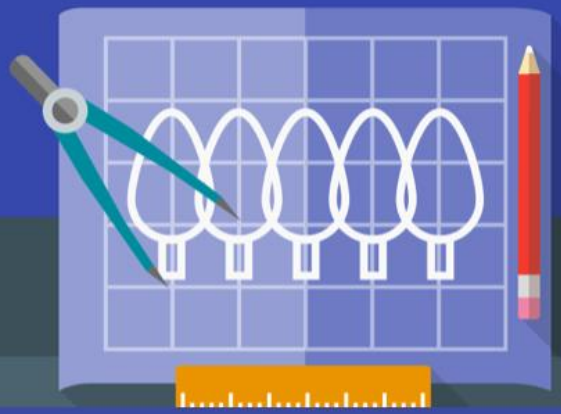
- Operational Contracting – DfE/NLE/school paperwork, funding, time, signposting etc

- Relational Contracting is where, together with the school you attempt to make explicit:

  - the expectations within the relationship
  - who will do what
  - how you are going to work together
  - agreed principles and process



….requires credibility and authenticity

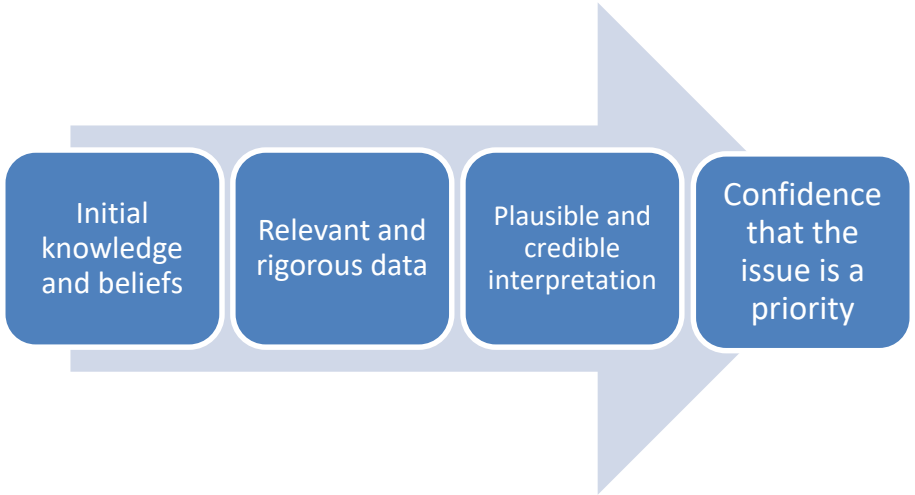


EXPLORE

Define the problem you want to solve and identify appropriate programmes or practices to implement

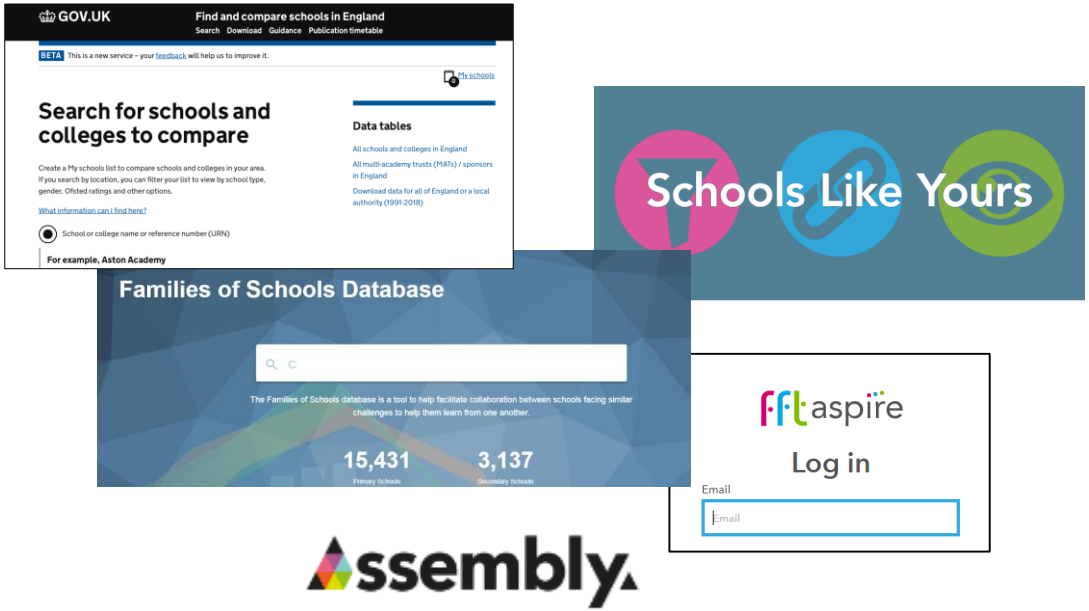
Step 1: Identify an appropriate area for improvement, using a robust diagnostic process.

- Making fewer strategic changes means it is crucial that the right issues are being addressed
- Aim: move from initial perceptions to being confident that the issue is real and important



Bellwood Academy

- Attendance below national average – trailing at 93%.
- From speaking to Heads of Year, the SLT believe this is a result of a group of pupils in Year 10 regularly being absent.



Exercise 2: What information and data would you encourage the school to look at? How should that data be used?

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Gathering and interpreting data

1 Confidently identify a priority

The aim of gathering good data on a school improvement issue is to move to a point of confidence that the issue is both real and important i.e. a priority. Such confidence relies on two factors:

a. Gathering relevant and rigorous data

b. Generating plausible and credible interpretations of that data.

Remember that any data you use are simply representations of the effects of a problem – what Prof. Rob Coe would refer to as one of the "multiple inadequate glances" that you can take at the perceived issue. They are not the problem itself. For example, low attainment at Key Stage 2 may appear to be a problem, but it is a symptom of underlying issues (see the figure in section 4.).

To generate evidence and insights on the problem we have to interpret data and use judgement, and that begins by questioning the quality of your data.

2 Gather data that is fit-for-purpose

We sometimes use data that we have to hand rather than what we need. Examine information from a range of sources to build a rich picture of the issue, recognising the strengths and weaknesses of different sources.

Ask yourself, 'What symptom of a problem does the data represent?', 'What are the trends in the data over time?', 'What are the underlying issues?'.

	National test data	Internal test data	Lesson observations	OfSTED data	Surveys/interviews
Pros	Generally reliable Overview of achievement Gives comparative data No increased workload.	Tailor tests to needs Can use existing tests Cheap and efficient.	Gives holistic view of teacher's actions and students' learning responses.	Comparability to a national standard External perspective Actionable conclusions.	Gathers perceptions Opens lines of communication Tailor surveys to needs.
Cons	Overall scores can mislead interpretations of specific problems (question-level analysis can help).	Often not as reliable as external tests Internal tests data cannot be compared to national norms.	Potentially unreliable May not represent normal practice Presence of observer can bias practice.	Potentially unreliable High stakes can drive unhelpful actions Presence of observer can bias practice.	Low response rates and pressure to respond means data can be unreliable. Additional workload.
Using Well	Use overall scores across year groups and over several academic years to provide reliable trend data.	Use to provide fine-grained insights on an issue, alongside larger grain-size data (e.g. KS2 Maths attainment).	Use to observe the perceived issue in context, and gain a richer picture of how students and teachers experience the issue.	Consider perceived issues raised on inspection in relation to your own school improvement priorities.	Use to understand the perceptions of a problem in context, and gather suggestions for future actions.

4 Provide credible and plausible interpretations

To generate evidence of a problem we have to provide credible and plausible interpretations of the data – this requires triangulating data from different sources and using judgement to draw accurate conclusions. Here are some things to bear in mind:

Describe how each piece of data provides evidence for the problem *e.g. behavioural issues, captured through lesson observations, suggest that some pupils are struggling to access the curriculum.*

Avoid fitting the data to your preconceptions – while you and the data may end up in agreement, this is not automatically the case. Set aside preconceptions of problems and solutions and focus on letting the data reveal the nature of the issue.

Rather than trying to convince yourself and your colleagues that you are right, focus on demonstrating an issue with evidence. Create a strong argument that is credible and acceptable (it will never be definitive) rather than compelling.

Share your interpretation with people who might disagree with you, to test your thinking and identify weaknesses in it. Encourage them to challenge any assumptions and see if they can disprove the existence of the problem.

Example of data interpretation

3 Recognise weaknesses in the data

There are always weaknesses in the data schools use – everything from the wording of questions, to how tired the person marking test papers is, can affect the robustness of the information. This is something we need to accept and respond to constructively by interrogating data for its quality. Ask yourself:

- Are your biases, and those of colleagues, skewing your interpretations of the data?
- Are there significant gaps in your data? If so, are you filling these with your own assumptions and generalisations?
- Is the most relevant and rigorous data – that which is most fit-for-purpose – being prioritised, while data of less relevance and rigour treated with greater caution?

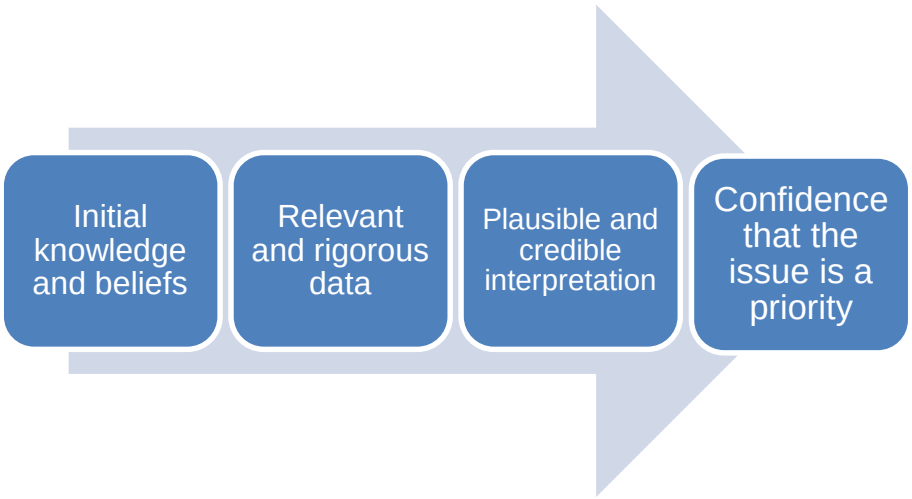
Source of weakness	How to identify the issue
Bias in the generation of the data	Be clear on what the data represent and don't represent, and how they were generated *e.g. internal test scores may be biased if the tests are set and marked by a teacher in a department under pressure to show pupils making quick progress.*
Data isn't valid	Be clear that your choice of assessment is actually measuring what you set out to measure. Sometimes we overreach in our claims about what an assessment is telling us *e.g. a survey on reading for pleasure, or motivation to read, often relates to how well pupils can read, but such a survey doesn't offer an accurate assessment of reading ability.*
Data isn't reliable	Be clear whether your data source is fair and consistent. A reliable source of data usually follows processes that increase accuracy and consistency, such as question trialling, marking moderation and triangulation of different data sources *e.g. lesson observation data conducted by different school leaders could, without consistently applied processes, produce very different - and so non-comparable - insights.*
Data isn't manageable	Be clear that the process of gathering valid and reliable data can increase workload. Weigh up the value of gathering robust data with the opportunity costs in doing so *e.g. a survey of staff on a whole school change can offer us limited insights, but it proves less workload than interviewing all staff.*

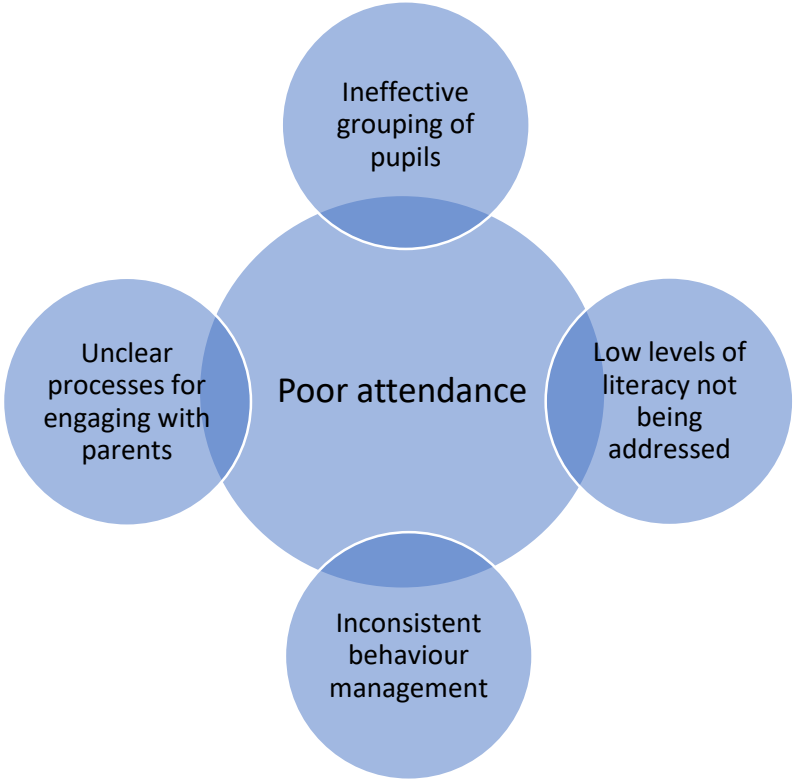
Bellwood Academy

This is what you uncovered…

- The perceptions of the Head of Year are correct: 30 Year 10 students account for much of the absenteeism.
- Analysis of historical KS 2 English data reveals low levels of literacy for half of these pupils.
- Staff deployment data shows these pupils are often assigned to 'bottom' sets, and are regularly being taught by teachers away from their subject specialism.
- There are range of associated issues with behaviour and parental support is variable.

Bellwood Academy





Exercise 3:

- Do the sources of data still get to the root of the problem?
- What other information would be helpful?
- How could you develop and test this interpretation?

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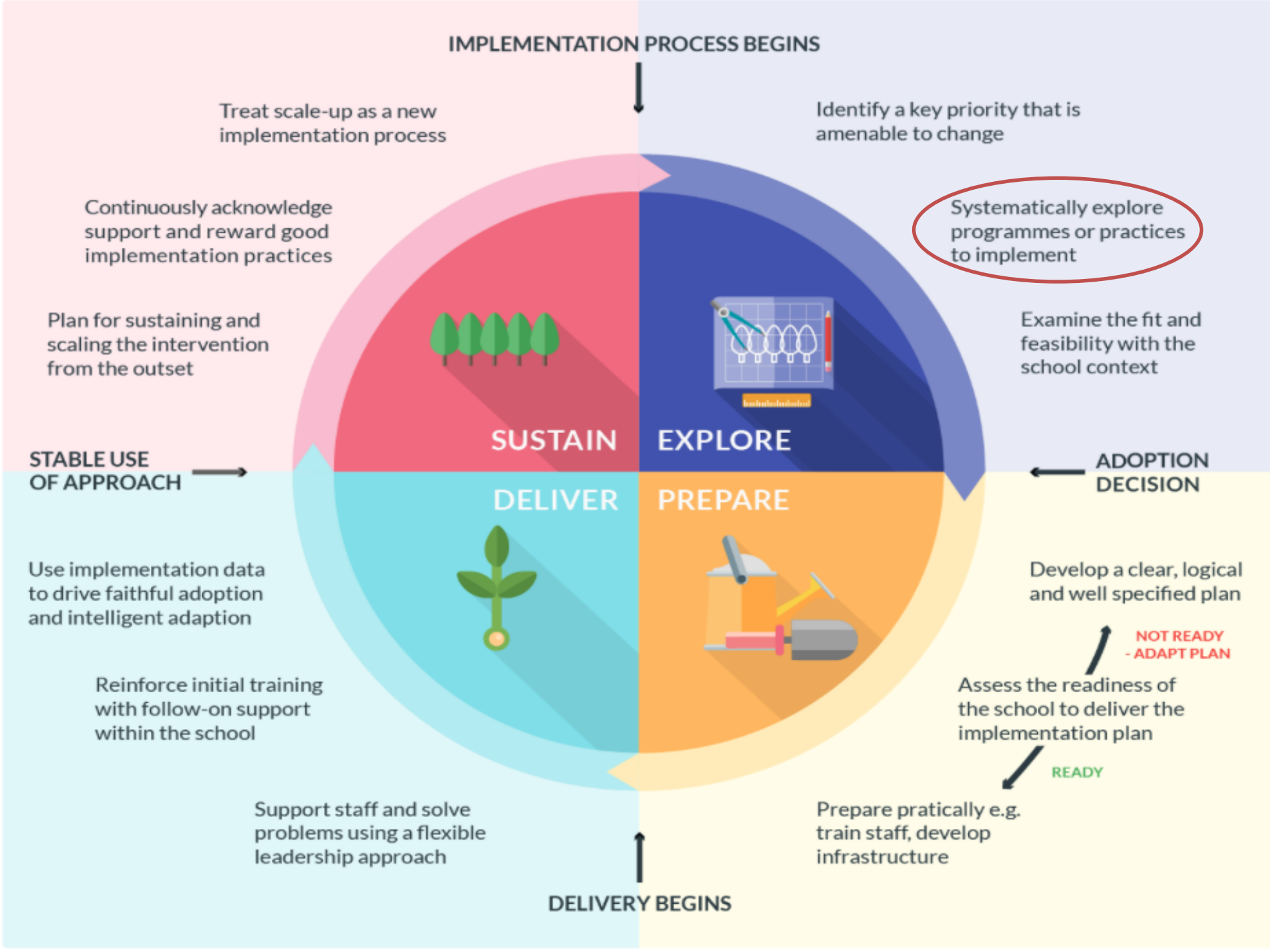
Exercise 4: Which issue(s) should Bellwood Academy prioritise, and why?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DELIVERY BEGINS

EXPLORE

Define the problem you want to solve and identify appropriate programmes or practices to implement

Step 2: Making evidence-informed decisions on approaches to implement

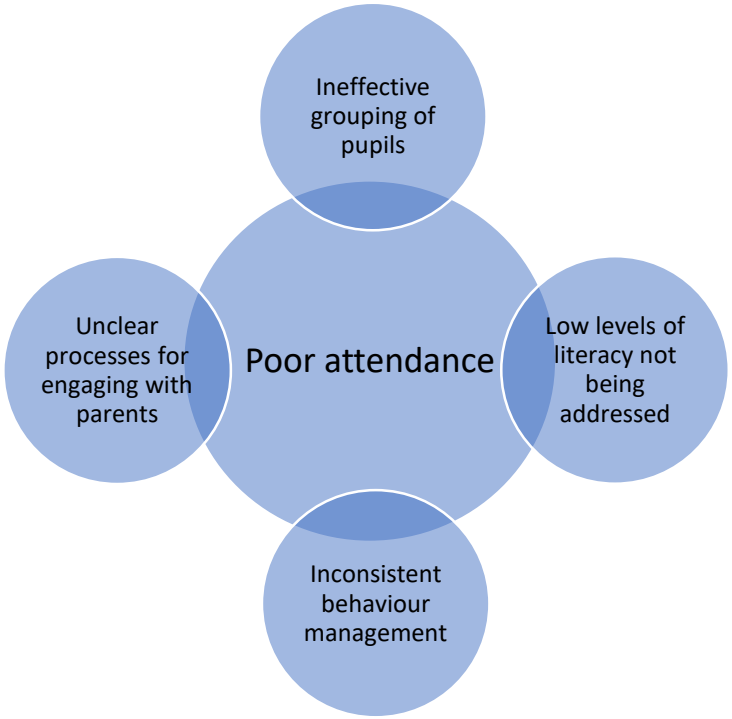
Build a rich evidence picture

- Look at multiple pieces of research, from a range of sources (reviews are helpful)
- Avoid 'cherry picking' studies that support your existing views

Get beyond the surface

- 'Devil is in the detail' – consider the variation in effects and what drives that variation
- Identify the active ingredients for successful implementation

New Guidance Reports



Department for Education

Improving Behaviour in Schools

Proactive

1 Know and understand your pupils and their influences

- Pupil behaviour has multiple influences, some of which teachers can manage directly
- Understanding a pupil's context will inform effective responses to misbehaviour
- Every pupil should have a supportive relationship with a member of school staff

2 Teach learning behaviours alongside managing misbehaviour

- Teaching learning behaviours will reduce the need to manage misbehaviour
- Teachers can provide the conditions for learning behaviours to develop by ensuring pupils can access the curriculum, engage with lesson content and participate in their learning
- Teachers should encourage pupils to be self-reflective of their own behaviours

3 Use classroom management strategies to support good classroom behaviour

- Effective classroom management can reduce challenging behaviour, pupil disengagement, bullying and aggression
- Improving classroom management usually involves intensive training with teachers reflecting on their classroom management, trying a new approach and reviewing their progress over time
- Reward systems can be effective when part of a broader classroom management strategy

4 Use simple approaches as part of your regular routine

- Some strategies that don't require complex pedagogical changes have been shown to be promising
- Breakfast clubs, use of specific behaviour-related praise and working with parents can all support good behaviour
- School leaders should ensure the school behaviour policy is clear and consistently applied

Reactive

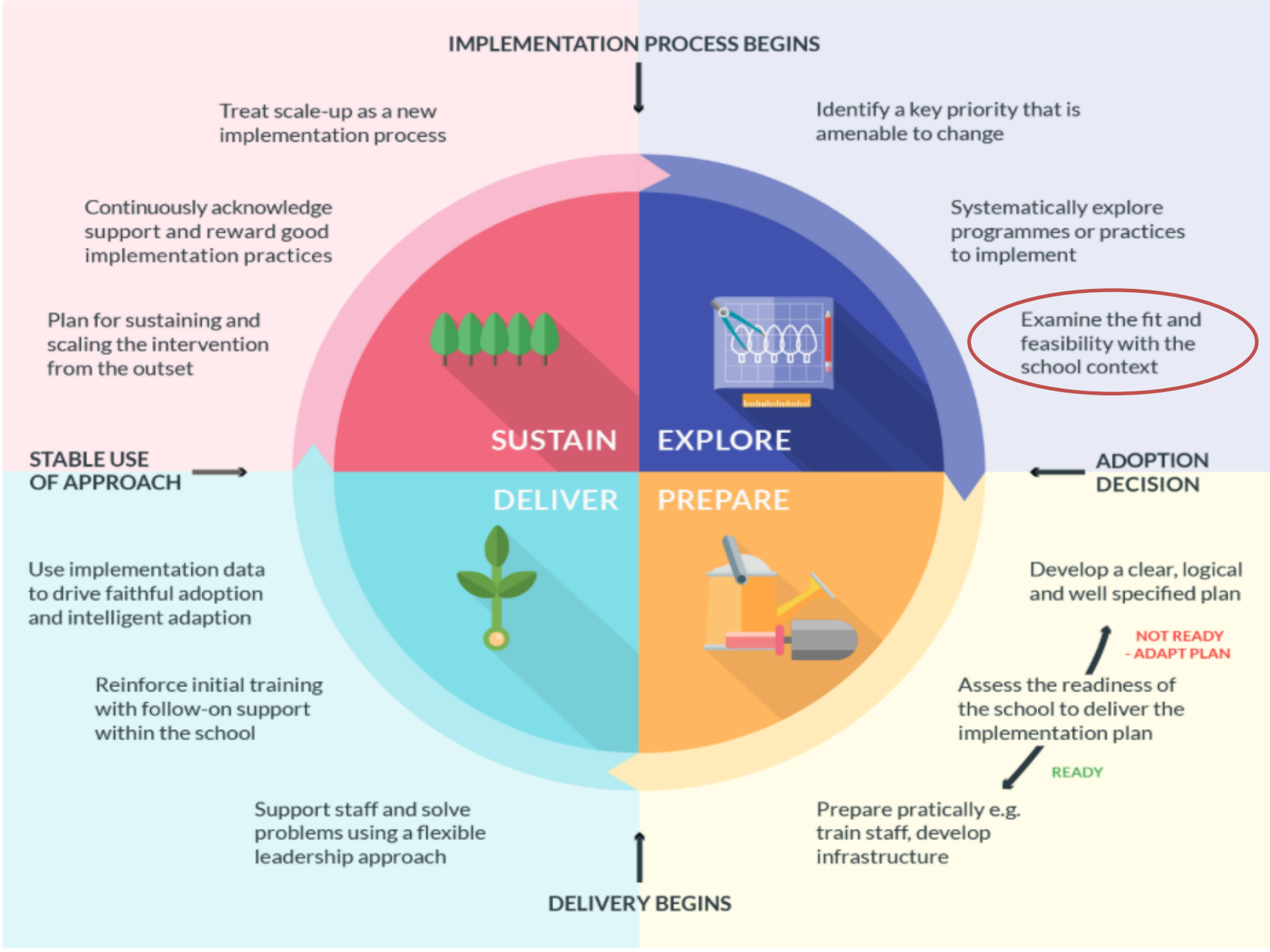
5 Use targeted approaches to meet the needs of individuals in your school

- Universal behaviour systems are unlikely to meet the needs of all your students
- For pupils with more challenging behaviour, the approach should be adapted to individual needs
- Teachers should be trained in specific strategies if supporting pupils with high behaviour needs

Implementation

6 Consistency is key

- Consistency and coherence at a whole-school level are paramount
- Whole-school changes usually take longer to embed than individually tailored or single-classroom approaches
- However, behaviour programmes are more likely to have an impact on attainment outcomes if implemented at a whole-school level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DELIVERY BEGINS

PREPARE

Create a clear implementation plan, judge the readiness of the school to deliver that plan, then prepare staff and resources

a. Create a clear, logical, and well-specified plan. Describe:

- the **issue you want to address** (why?)
- the approach you want to implement – **active ingredients of the intervention** (what?)
- the **implementation activities** to deliver the approach (e.g. coaching) (how?)
- the changes you hope to see – **implementation outcomes** (e.g. fidelity, reach) (how well?)
- the **final outcomes** (and so?)

Improving Behaviour implementation plan

Problem (Why?)

Policy implementation
- Policies not always being followed. There is variability and lack of consistency for staff, students and parents.

Leadership
- Staff perception survey demonstrates they do not feel supported by leadership to respond effectively and consistently to behaviour incidents.

Staff
- Lack of coaching for staff to develop their classroom management.
- Lack of training available to experienced staff, middle & senior leaders on delivering effective coaching/mentoring sessions to support staff in dealing with behaviour.

Pupils
- Lack of clarity over expectations, rewards and sanctions.
- 'High needs' provision for those with behavioural issues works for some pupils but not others.
- Pupil survey shows many pupils feel disconnected from or unsupported by school.

Intervention Description (What?)

Active ingredient one
Relevant policy:
- The behaviour policy makes sense to staff and pupils. It is used consistently in both culture-setting and corrective behaviour conversations.
- Roles of different staff (class-based, leadership, pastoral team and others) are clearly defined and understood.

Active ingredient two
Effective leadership:
- Leaders set clear expectations and enable staff to consistently follow the behaviour policy.
- Leaders support staff to respond appropriately where behaviour does not meet expectations.

Active ingredient three
Empowered staff:
- Staff are clear on the behaviour policy and confident their colleagues, including senior leaders, will respond to incidents consistently.
- Staff know pupils individually and understand their influences and motivations.
- Subject and pastoral leads effectively support behaviour across departments.

Active ingredient four
Supported students:
- Students are clear about the expectations regarding behaviour. They know the consequences if they do not meet these.
- Senior leaders, class teachers and pastoral team have precise and accurate information about pupils' behaviour, based on survey data and information from other stakeholders e.g. school nurse.
- Individuals with high behaviour needs receive tailored support.

Implementation Activities (How?)

Collaborative expectation setting
- Refresh behaviour policy in collaboration with pupils and staff. Launch 'Expectations' and provide clarity to all pupils about the standards expected.
- Half termly assemblies promoting ethos and behaviour expectations.
- Staff briefing to have daily reminders about expectations (over-communicate).

Training
Leadership:
- Use the 'Creating a Culture' paper from Tom Bennett to re-establish the basics for how a leader should operate.
- Charlie Taylor behaviour checklists used and circulated to departments.
- External training and support provided for senior leaders using the following framework: ***Attention to detail, Staff engagement, Consistent practices, Visible leaders, Detailed expectations, Clarity of culture, High staff report, All students matter.***
- Internal CPD provided for leaders on how to coach.

Teachers:
- Intensive work around behaviour included in induction process (all staff for intro year). Provide clarity on expectations as classroom teacher, form tutor and on duty as well as support and non-teaching staff. Half-termly half-days for one year.
- Package of support to help staff who are experiencing difficult classes, focused on classroom management strategies: two training days per half term for 3 half terms.
- Instructional coaching for staff who require additional support.
- Promote HoD involvement in sorting behavioural issues, including seeking tailored training for high-needs pupils.

Monitoring:
- Behaviour leader to conduct weekly QA of behaviour and pastoral processes, inviting feedback.
- Regular Learning House meetings to discuss pastoral issues & reaffirm policy.
- Create an Incident Response process to provide clarity of roles and escalation procedures.

Implementation Outcomes (How Well?)

Short term (3 months):
Fidelity:
- Pupils and staff demonstrate knowledge and understanding of support and consequences if they do not meet expectations.
- QA of policy implementation demonstrates increase in consistency.
- High needs pupils identified and targeted with tailored support; gaps in high needs provision identified.
- Incidents logged correctly.

Reach:
- Every student can name core 'Expectations'.
- All staff have attended CPD and INSET regarding behaviour.
- All most challenging students are supported through high needs provision, usually tailored.

Acceptability:
- Staff generally agree with the direction of travel regarding behaviour.
- Reduction in the amount of exclusions for high needs students.

Medium term (6 months):
Fidelity:
- Sanctions and support are consistent
- The language of 'Expectations' is used spontaneously by staff and pupils in conversations about behaviour and learning.
- Middle/TLR/Senior leaders actively taking part in coaching/training sessions.
- Correct support is being offered to students, with gaps in provision addressed
- Systems and processes being implemented effectively.
- New data is integrated effectively to adapt support packages for high needs and at-risk pupils.

Reach:
- All Middle/TLR/Senior leaders.
- All pupils assessed as 'high needs' are receiving tailored support.
- Proactive tailored interventions offered to pupils at risk of needing specific support with behaviour.

Acceptability:
- Staff see positive differences in the classroom environments, which is improving teaching and learning.
- The behaviour policy is felt to be feasible to implement.
- Fewer students involved in serious behavioural incidents.

Long term (12 months):
Fidelity:

Staff experience a robust and informative induction process that provides clarity over expectations for being effective in their role.

Reach:
- All staff understand their role and access specific training.

Acceptability
- Positive feedback for induction programme.
- All new staff complete induction programme. Any new staff to post holder positions also attend additional coaching/training.
- Staff opinion on SLT (via staff voice) starts to make significant improvement.

Final Outcomes (And so?)

Short term (3 months):
- Pupils understand the school rules and the behaviour expected of them.
- There are fewer incidents of pupils challenging a staff member on their response to a behaviour incident.

Medium term (6 months):
- Pupils who are classed as 'high needs' report that they feel supported when asked by behaviour leader or pastoral lead.
- More behaviour incidents are resolved within departments, without pupils being sent to SLT.
- Fewer students involved in serious behavioural incidents.

Long term (12 months):
- Pupil survey shows pupils feel supported by and connected to their school.
- Embedded provision for high needs students means more pupils remain in class with fewer fixed-term internal or external exclusions.
- Average academic progress of high needs pupils begins to increase.

Department for Education

EEF supporting school improvement

EEF trustees have committed to spend part of the endowment on supporting regional school improvement priorities:

- 39 Research Schools
- 6 EEF regional teams
- Development of specific CPD offers

We are looking to build capacity with NLEs and SLEs: opportunities for further work with the EEF, working with schools on a long-term basis

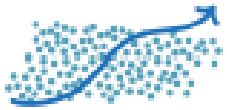
Department for Education

Thank you!

@EducEndowFoundn

Department for Education

School Resource Management



Effervesce Ltd
School Finance Specialists

Department
for Education

Part 1:The role of the NLE in School Resource Management….?

Context

Context

- The NLE is expected to make an assessment of whether there are any concerns over financial management at the school and to create improvement plans that reflect the school resource management.

- The school should conduct a SRM self-assessment before the end of the 3 day deployment (or have done so within the last 12 months). From this autumn, completion is compulsory for all.

- If issues are identified:
  - For Tier 1 schools, signpost DfE guidance and/or Financial Advice for Schools Register
  - For Tier 2 schools, recommend a Financial Health Check as part of the funded activity
  - If issues are significant, consider alerting the ESFA or LA

- If the school is already in receipt of SRMA support from the ESFA, no further recommendations are expected.

Why is this relevant for school improvement?

Failure to manage resources effectively can seriously undermine efforts to improve outcomes.

A Financial Notice to Improve reduces delegations and a deficit reduces scope for development for many years.

Most significant change takes several years to fully implement, and so a strategic financial plan, including an assessment of risk and uncertainty, underpins a school improvement journey.

An integrated curriculum and financial plan will ensure educational and financial viability and success are intertwined.

Who does what – a summary?

School or academy:

- Complete an SRM self-assessment/SFVS, ideally before day 1 of the NLE deployment (within the last year), but definitely by day 3
- Share the financial governance checklist, annotated to identify evidence and further actions planned, and the dashboard with the NLE
- Advise the NLE of known concerns over the financial position, including engagement with the ESFA or LA over financial management

NLE:

- Request the SRM self-assessment/SFVS from the school or academy
- Make an assessment of whether there are any concerns over resource management at the school
- Create improvement plans that reflect the school's financial position
- Advise the school that you will need to alert the ESFA or LA if there are serious concerns

Part 2: An introduction to the DfE School Resource Management Offer

Resources

Department for Education

What does good SRM look like?

The Department's School Resource Management Strategy (link) identifies the following characteristics:

- **financial planning which is based on delivering educational outcomes, rather than being a separate exercise**
- **strategic financial planning over a longer term (3-5 years)**
- **the effective and efficient deployment of staff**
- **well-managed spend on non-staff costs**
- **robust challenge from financially skilled governors and school leaders**
- **skilled staff responsible for managing finances**
- **transparent financial systems and processes**

"Delivering the best educational outcomes relies upon high standards of governance, financial control and accountability"

Lord Theodore Agnew
Academies Financial Handbook 2019

Very similar to the characteristics of a school with an effective school improvement strategy?

Department for Education

Does the DfE website provide guidance?

The SRM collection is constantly developing:

- continuous review of procurement deals for schools
- improvements to the benchmarking site
- guidance on integrated curriculum and financial planning
- regular updates to the register of Financial Advice.

https://www.gov.uk/government/collections/schools-financial-health-and-efficiency

Department for Education

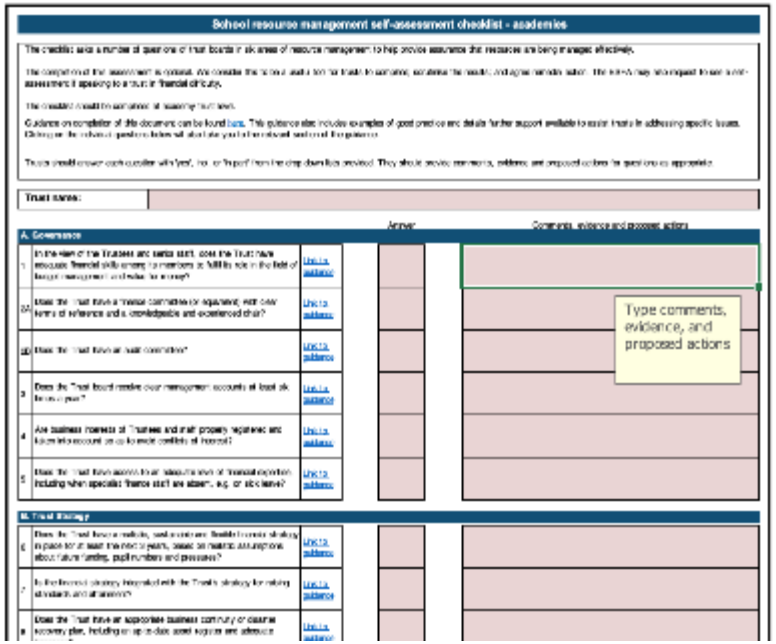
What is the SRM Checklist?

The Checklist focuses on financial management and governance processes. There is a version for academies and one for maintained schools that will replace the Schools Financial Value Statement.

Detailed guidance covering:

- Governance
- Strategy
- Setting the annual budget
- Staffing
- Value for money
- Protecting public money

Guidance explains each of the questions, what good practice looks like and what to do if things are not right……



Source: DfE School Resource Management self-assessment checklist

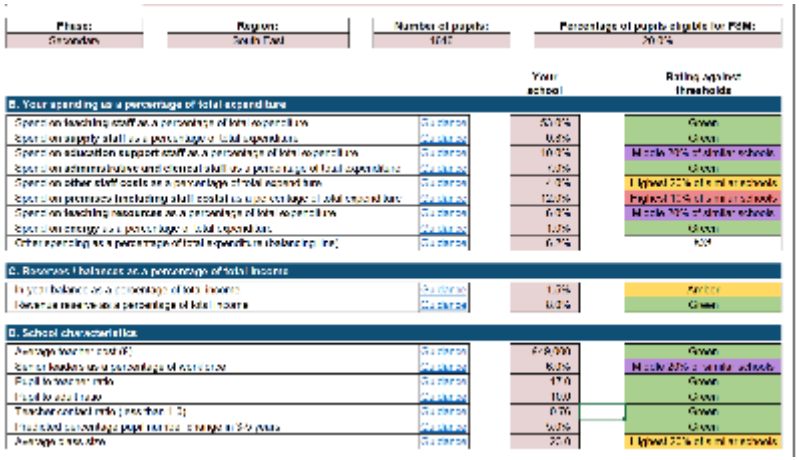
Now required annually for all schools and academy trusts

Department for Education

What does the SRM Dashboard tell me?

- a red rating shows the school's data is significantly out of line with schools with similar characteristics - it does not mean that there is definitely a problem, but that there may be scope for change
- an amber rating shows that the school's data is considerably out of line with the majority of similar schools
- a light green rating shows that the school's data is in line with the majority of other schools - it does not necessarily mean that there is no scope for change
- a dark green rating shows that the school's data is close to the middle of similar schools - not all indicators will generate a dark green rating

The Benchmarking website gives more detail but school data will be from 2017/18.



Source: DfE School Resource Management self-assessment dashboard

The school input on this dashboard can be completed with spend data from current or future years as it works on the profile of spend across the budget

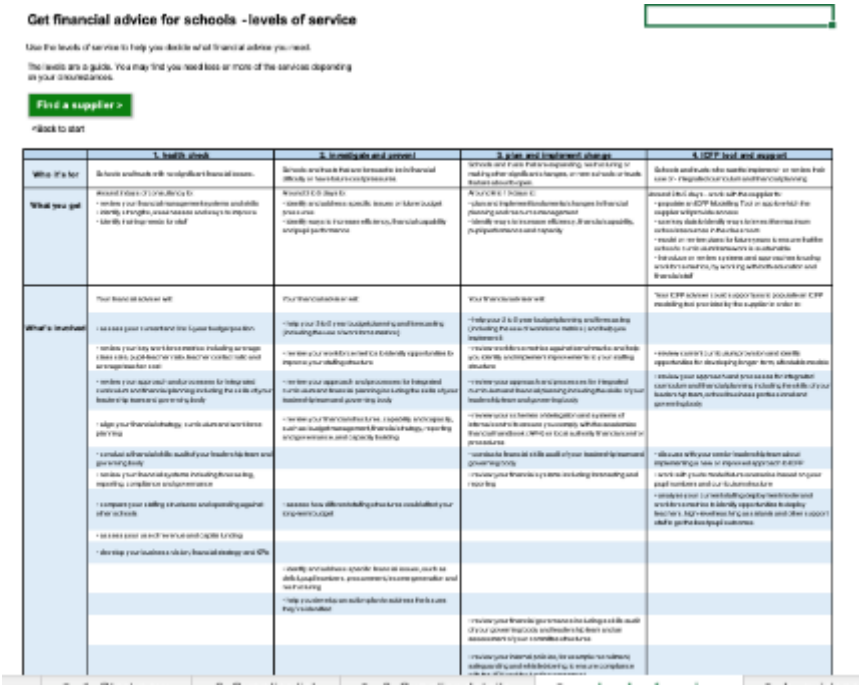
Department for Education

Where would a school go to look for more support?

The DfE provides a register of suppliers of financial advice. There are four levels:

- Health check
- Investigate and prevent
- Plan and implement change
- ICFP tool and support

Suppliers self-select and the list is not an endorsement



https://www.gov.uk/guidance/get-financial-advice-for-schools

What are the key areas of risk?

Considering both the financial risk and the potential impact on school improvement plans, the following top ten areas of risk have been identified:

- Pupil numbers, particularly significant changes
- Funding and income
- Management of overheads and operational costs
- Average teacher cost and teacher salary profile
- Contact ratio and staff deployment
- Leadership and management
- Class size, structure and choice
- Absence management and cover arrangements
- Education support staff ratios and deployment
- Strategic planning, balances and risk management

Full details in the accompanying handout

How do I make a judgement about school resource management?

Preparation: consider running a quick financial benchmarking comparison before visiting to highlight extremes

Confirm that the SRM Checklist (financial governance) has been completed and signed off by the Chair in the last 12 months

Request completion of the SRM Dashboard (using both current and forward year data, depending on the timing of the visit)

Consider the top ten risks along with anything identified by the school

Remember: an academy finance officer is likely to be very busy with preparation of accounts and the external audit in the Autumn Term – sensitivity may be required

A reminder of the task

- The NLE is expected to make an assessment of whether there are any concerns over school resource management at the school and to create improvement plans that reflect the school's financial position

- The school should conduct the SRM self-assessment/SFVS prior to the visit

- If issues are identified:
  - ✓ For Tier 1 schools, signpost DfE guidance and/or Financial Health Check Register
  - ✓ For Tier 2 schools, recommend a Financial Health Check as part of the funded activity
  - ✓ If issues are significant, consider alerting the ESFA

- If the school is already in receipt of SRM support from the ESFA there is a whistleblowing route:

  -Referral to EFSA for academies

  -Referral to LA for maintained schools

Discussion point – a few possible areas to look out for

SRM Checklist question	Possible warning signs
12. Has the 3 year financial forecast been reviewed by trustees/governors before approval?	Simplistic forecasts, one-off grant treated as ongoing, trustees/governors presented with data too late
14. Are the assumptions behind the 3 year forecast documented?	"It is all too uncertain", "Everyone knows there is a crisis", "It is always alright in the end"
16. Is the financial strategy integrated with the strategy for raising standards and attainment?	Integration goes no further than costing the CPD programme, no engagement with ICFP
20. Are pupil number projections realistic?	No shared view of pupil trends (numbers and needs) and/or no sensitivity analysis
23. Is the staffing structure regularly reviewed to ensure that it meets the needs of the trust/school whilst maintaining financial integrity?	Average Teacher Cost treated as outside of school's control due to staff profile or historic TLR decisions
	Contact ratio, teaching staff numbers and TA hours not understood across SLT, deployment not reviewed
25. Has the size of its senior leadership team been benchmarked annually against others?	Leadership structure that suited a larger school or a historic context, without timely change occurring
27. Are there procedures for purchasing goods and services that secure VfM?	No benchmarking, engagement with national deals, no evidence of "make or buy" decisions

Delivery and Monitoring

Department
for Education

Key changes to the RAF

- To ensure that NLEs address leadership, governance and financial management alongside teaching and learning, the RAF is structured into two groups. Up to four themes are recommended.
  - ✓ **Group 1** relates to leadership, governance and financial management
  - ✓ **Group 2** includes subject specific support and behaviour.
- **School Improvement (SI) Portal:** RAFs will be submitted online via a new portal, for review by TSC and then approval by DfE.
- **Rationale**: required for each improvement area to demonstrate how the actions proposed meet the needs of the school, drawing on the EEF approach and Tier 1 guidance.
- **Outcomes focus:** each proposed activity should include anticipated outcomes. Progress against delivery and outcomes will be monitored on a termly basis.
- **Sign off:** the CEO of the MAT/SAT or Headteacher, and the Chair of the school's Governing Board must agree to the plan before it is submitted to TSC.

National Programmes

- National Programmes (at Annex B of your guidance) should be used wherever they are appropriate and available.

- Where a relevant programme is not available or appropriate, well-evidenced programmes from other providers, with a proven track-record, should be identified.

- For subject-specific programmes that are not on this list, the relevant curriculum hub (or equivalent) must be consulted; and an evidence-base as to why the programme is likely to have impact included.

- The contact details for the hubs are included at Annex A of your guidance

For schools only receiving Tier 1 support

- A RAF will not always be required

- Instead, NLEs will submit a return with a **brief summary** of:

  - ✓ which improvement area(s) are being addressed (e.g. subject specific, leadership, governance)
  - ✓ the issues identified / school's improvement needs
  - ✓ the activities delivered / planned with a high-level rationale

- The Tier 1 Return will be submitted following initial action planning via a new School Improvement (SI) Portal

Submitting a RAF (for Tier 2 & 3)

NLE drafts the RAF including identified need, proposed activities and rationale

- NLE discusses any subject specific activities with the relevant Hub (or equivalent) where not using National Programmes (in annex B)
- NLE can seek clarification from TSC / DfE (RDD) before submitting e.g. for eligibility of a specific proposed action if not a DfE approved programme

5 days

RAF submitted to TSC via SI Portal for review / comment and sign off

TSC leads may request clarification / additional information to be added to the RAF

10 days

RAF submitted to DfE (RDD) for review and approval

- DfE (RDD) may contact TSC / NLE for clarification / more information
- If approved, grant letter issued to NLE copying in TSC, DfE (RDD) and school
- If declined, RAF will need to be re-submitted via the SI Portal by the NLE to TSC and then DfE (RDD)

NLEs will receive an invitation to access the portal which will go live on 7 October

Department for Education

Completing the RAF (1)

- **Improvement areas (group 1 and group 2):** up to four improvement areas are recommended, one of which must be leadership.

- **Ofsted findings / description of the issues:** recommended actions should link to findings in the latest Ofsted report.

- **Rationale for the proposed actions for each improvement area**: must demonstrate *how* the proposed actions address the identified need and *why* the system leader has been selected where you are recommending support from a designated system leader.

- **Additional data**: contextual data about the school can be accessed via the online portal. NLEs supporting primary schools should also refer separately to available Phonics data.

Completing the RAF (2)

- **The description of the recommended actions should**:
  - Identify what each action will entail, who will be delivering it and when (including start and end dates).
  - Be sequenced over the three terms where possible, so that priority issues are addressed first.

- **Expected outcomes:** specific outcomes should be identified for each activity and broken down by term.

- **Funding**: estimated costs should be provided for each proposed activity. Total estimated costs must not exceed £16,000 (or £24,000 for Tier 3 schools) and must be completed within three terms.

Top tips for RAF completion

Who

- Be clear on *who* will be delivering each activity. Where designated system leaders will be supporting activities, indicate *why* they have been selected to do so.

What

- Know the funding criteria and RAF completion guidance. Ask TSC for clarification if you're unclear.
- Set out the proposed activities in as much detail as possible.
- Be clear on the changes to the 2019/20 RAF. Take time to familiarise yourself with the SI Portal before drafting your first RAF.

When

- Be clear on timeframes / end dates for funded activities across the three terms. Allow time for monitoring.
- Adhere to the set timeframes / deadlines provided by TSC / RDD.

Where

- Keep in contact with the TSC (ensure you can be contacted by email). Use local connections e.g. with Research Schools to stay evidence informed.

Why

- Have clarity on the problem you are highlighting which needs addressing.

Discussion activity – TSC to tailor format to audience

- Review RAF template
- Review RAF completion guidance handout
- Discuss in table groups how to complete high quality RAF
- Lessons learned from last year – share experiences of what worked well / challenges

TSC – decide questions

Other resources – NLE guidance, including National Programmes list

Monitoring the 19/20 Offer

- For Tier 2 and 3 schools, NLEs will monitor the activity on a termly basis. The purpose of this is to:

  - ✓ Track progress of activities, including whether the intended outcomes are being delivered.
  - ✓ Gather evidence to indicate the impact of the support provided.
  - ✓ Ensure the project is demonstrating good value for money.
  - ✓ Update or re-focus plans if required, in discussion with DfE.

- You should allocate time (approximately 1 day per term) throughout the plan to monitor progress.

Monitoring the 19/20 Offer (2)

- Termly monitoring will take place as follows:
  - ✓ Term 1: to report on whether activities are on track (delivery only).
  - ✓ Terms 2 and 3: to report on whether activities are on track *and* on progress towards outcomes (delivery and impact)

- All monitoring information will be reported within the SI Portal, against the actions and outcomes identified in the RAF.

- NLEs will be able to report to DfE on whether activities (whether funded or unfunded) are on track; and if necessary, recommend that some activities are paused in order to ensure priorities are delivered. NLEs will be able to withhold funding for paused activities where this is the case.

Monitoring the 18/19 Offer

- The monitoring approach for schools receiving support under the 2018/19 offer is different (and more light touch) to that for the 2019/20 offer.

- NLEs supporting Tier 2 schools will require one End of Project report.

- A template for the end of project report will be sent to you directly for completion in April 2020.

- The end of project report will be organised by the school improvement theme and will cover:
  - ✓ A description of the predicted outcomes
  - ✓ Dates the outcomes were expected to be delivered
  - ✓ An indication of whether the outcomes were achieved
  - ✓ Evidence that the outcomes have been achieved