School Improvement and Learning Transformation

School Improvement & Network Support Services

Service Level Agreement 2014-2015
SCHOOL IMPROVEMENT & NETWORK SUPPORT SERVICES SLA

Description of the Service

The service is able to provide external challenge and support to headteachers, governors and senior leaders, to raise levels of attainment and improve pupil progress. It is structured to be as flexible as possible to support a school's individual needs.

A wide range of Network Support Meetings for lead staff in schools are an integral part of the SLA. These meetings provide up to date information and reflect upon and share practice across the District.

A School Improvement Professional is able to carry out a number of services. A key aspect of the service is the up to date training provided for School Improvement Professionals working in schools, which also facilitates the sharing of effective practice, quality assurance and updates on Ofsted inspection practice. The service can also provide leadership and management, curriculum and teaching and learning consultancy, drawing on expertise from an extended group of School Improvement providers.

Services available

1. Peer Challenge Review (this replaces the previous MRE process)
2. Headteacher’s Performance Management
3. Triad Working
4. Network support meetings

Details of each service are provided below.

Subscribing to the SLA
Primary and special schools: Please complete and return page 12 of this document.
Secondary schools: Please complete and return page 13 of this document.

Contact details

<table>
<thead>
<tr>
<th>Name</th>
<th>Telephone</th>
<th>Email</th>
</tr>
</thead>
<tbody>
<tr>
<td>Paul Butler</td>
<td>01977 721528</td>
<td><a href="mailto:pbutler@wakefield.gov.uk">pbutler@wakefield.gov.uk</a></td>
</tr>
<tr>
<td>Mark Randall</td>
<td>01977 721528</td>
<td><a href="mailto:mrandall@wakefield.gov.uk">mrandall@wakefield.gov.uk</a></td>
</tr>
</tbody>
</table>

Details of the service provider

This SLA will be delivered by a range of School Improvement Professionals and other associate staff: LA centrally retained staff, school based staff, headteachers and external consultants.

This SLA covers access to ‘School Improvement Professional’ support to provide the type of work previously undertaken by School Improvement Partners.

The Wakefield School Improvement CPD Service also provides access to termly networking meetings in a range of focus areas each academic year. Dates for these meetings are circulated to subscribers at the start of the year.

Further school improvement consultancy can be provided at a standard daily rate if required.
Responsibilities of school subscribing to the SLA

Statutory: Not applicable

Discretionary: The exact support required, dates and times are negotiated with the school prior to delivery.

Statutory role of the Council:

The Local Authority will provide at no charge to Academies:
Not applicable

Non-statutory role of the Council:
Not applicable

Services available for purchase:

1. Peer Challenge Review (this replaces the previous MRE process)
2. Headteacher Performance Management
3. Triad Working
4. Network Meetings (most groups meet for half a day (3 hours) once per term.)
   Subscription provides primary schools the eligibility to have seven places on the network groups. Secondary schools can attend all secondary networks.

Additional services:
Additional consultancy for school improvement ‘outside’ the SLA agreement is available at the standard daily rate. Please contact CPD Support to arrange an initial meeting to discuss your requirements.
1. PEER CHALLENGE REVIEW

This element of the SLA is available at a charge to Bands 1 and 2 LA maintained schools and all academies. This element is funded by the Local Authority for LA maintained schools in Bands 3 and 4.

APPROACH
The Peer Challenge Review replaces the previous Monitoring, Review and Evaluation process (MRE) and reflects the move to a more school led improvement system.

It is a professionally led review developed and quality assured by the Local Authority involving a peer headteacher which will provide an external evaluation helping the school’s leaders to evaluate performance, identify priorities for improvement and plan effective change. It will complement and strengthen the school’s own self-evaluation as this will provide the starting point for evidence gathered.

The culture of the review is that schools will open up their practice to their peers and will be honest about discussing their strengths and areas for improvement. Headteachers will be secure in the knowledge that they can do this because the review team will involve a serving headteacher who has recent experience; an understanding of the challenges faced by school leaders and can provide insight on current practice and will be led by an experienced Improvement Professional.

Review team members will be aware of their professional accountabilities and will offer challenge and support which will help the school to initiate improvement.

COMPONENTS
The table below suggests the range of activities that could be undertaken as part of the review, and the purpose of each activity. The activities undertaken during the review will be based on the needs of the school: the headteacher will set the agenda for the review in negotiation with the School Improvement Professional and should use the review depending on their needs.

<table>
<thead>
<tr>
<th>Suggested focus</th>
<th>Purpose</th>
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<tbody>
<tr>
<td>Pre Review (undertaken by School Improvement Professional)</td>
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<tr>
<td>RAISEonline Analysis</td>
<td>Gather evidence on attainment (Year 1 Phonics, Key Stage 1 and Key Stage 2) and progress (VA and proportion making and exceeding expected progress Levels Progress) Emerging judgements / data issues will be identified</td>
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<tr>
<td>Analysis of Last Inspection Report</td>
<td>Gather evidence on strengths and Areas for Improvement identified in the last inspection report. Identify issues to be explored during review visit and any links to data analysis.</td>
</tr>
<tr>
<td>Analysis of School Self-Evaluation</td>
<td>Gather evidence on the school’s own judgements and quality of evidence to validate judgements.</td>
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Following the analysis of data, last inspection report SSE and discussion with the headteacher, any issues that will need to be explored during the review will be identified.
| Meeting with the Headteacher / Senior Leaders | Discuss the school’s judgements and evidence to validate this. Discuss monitoring and self-evaluation, school improvement planning, performance management procedures etc. Discuss progress since the last inspection. |
| Joint monitoring activities e.g. Work Sampling, Lesson observations, Pupil interviews, Scrutiny of monitoring evidence, behaviour logs etc.) | Gather evidence on achievement, the quality of teaching over time and behaviour and safety throughout school (including EYFS) Gather evidence to contribute to leadership and management judgement |
| **Discussion with Middle Leaders** (Phase Leaders, Subject Leaders, SENCO, EYFS Leader etc.) | Gather evidence on the role of middle leaders, their involvement in school development planning, monitoring etc. Discuss the impact they have had on improving provision and raising outcomes. |
| **Discussion with Governors** | Gather evidence on the role and impact of the Governing Body, how well they challenge and support leaders and their understanding of achievement, quality of teaching, impact of pupil premium etc. |

**The purpose of all activities is to identify the school’s strengths, areas for development and to validate the school’s own self-evaluation.**

**PEER HEADTEACHER INVOLVEMENT**

The involvement of the peer headteacher will be central to this process. Headteachers who choose to receive a Peer Challenge Review will also be expected to act as a peer headteacher in the review of another school. **Headteachers will receive one day of training and guidance on the role of the peer headteacher in reviews.**

Upon returning to their own school, peer headteachers will be encouraged to reflect on what they have learnt from the experience as part of their own professional development. The process provides a range of professional development opportunities for all involved.

Headteachers will be encouraged to identify their own peer headteacher. If individual headteachers are unable to secure peer headteacher involvement, the LA will endeavour to support with this.

**TIMING, FEEDBACK & SUBSEQUENT ACTIVITY**

Schools will be able to choose the timing of the review; this could be at any time during the school year, based on the needs of the school. Schools expecting an imminent inspection (within the academic year) would be advised to opt for an early review.

Following the review, a report will be written by the School improvement Professional, with the support of the peer headteacher and headteacher, which outlines the evidence gathered and provides and evaluation of achievement, the quality of teaching, and the quality of leadership and management. Strengths of the school’s practice, and agreed areas for improvement will also be identified.
Headteacher’s have said:

The whole process was excellent and extremely valuable CPD for all involved. It was excellently organised and I feel I was well prepared for the day and was able to gain a thorough understanding of the school's performance. The quality assurance of all activities ensured that everybody felt at ease and confident. As a model of school improvement, this could be such an effective way of moving schools forward. It is challenging yet supportive the school’s strengths are celebrated and areas for improvement identified.

Thank you for allowing me to be a part of the peer review. I learnt so much that I can implement back at my school, as well as feeling much more confident that many things at my own school are effective.

This work is fantastic! Challenging. Thought provoking. Developmental. Everything I would wish it to be. I feel that our school is moving towards a judgement of good at our next inspection with systems and methods that are increasingly robust and accurate. I also feel that the review has massively enhanced the work I have begun to do with middle leaders. I look forward to more work of this type. I am completely convinced by this kind of model and way forward.

SLA

There is no charge for the peer headteacher’s time as this is provided on a reciprocal basis. The time of a School Improvement Professional has been included in the cost of the SLA.
2. Headteacher’s Performance Management

This element of the SLA is available at a charge to Bands 1 and 2 LA maintained schools and all academies. This element is funded by the Local Authority for LA maintained schools in Bands 3 and 4.

THE GOVERNING BODY’S DUTY
The governing body is responsible for the headteacher’s performance management. The governing body should appoint a minimum of two (three are recommended) members of the governing body as reviewers for the headteacher and act as the Performance Review Panel. Voluntary controlled schools must include at least one governor who is a foundation governor and voluntary aided schools must also include at least two governors who are foundation governors.

The governing body should seek to secure a balanced representation of reviewers, taking account of such factors as gender, ethnic group and age. The reviewers should ideally have the knowledge and experience to carry out the role and should not have any personal or pecuniary interest and should not be members of the school staff.

A separate panel of governors should also be appointed to hear appeals. An appeal may be regarding for example the objectives to be set or the outcome of the annual review.

The Panel is charged with:
- Reviewing the headteacher’s performance;
- Setting new objectives; and
- Agreeing and implementing arrangements for evaluating performance against objectives.

It may also include being involved in setting or making recommendations on headteachers pay.

EXTERNAL ADVICE
Governing bodies are required to take external advice on the performance management of headteachers. A School Improvement Professional is provided to schools subscribing to this element of the SLA.

The School Improvement Professional will be able to inform the evaluation process and give relevant high quality advice to the Panel. This will support governors in answering these key questions:
- Has the headteacher met their current performance objectives?
- How well has the headteacher performed overall?
- What should form the focus for the headteacher’s future objectives?
- What personal and professional development opportunities might benefit the headteacher?

TIMING
The performance of all staff must be reviewed on an annual basis. Under the performance management policy the planning and review for the headteacher must be completed by 31 December each year. The Governing body are able to select a mutually convenient date with the School Improvement Professional for the review to take place during the autumn term.
SLA
One day of a School Improvement Professional's time has been factored into the charge for this element of the SLA to enable the review related documentation and information, to attend and coordinate meetings, and to draft the agreed outcomes.
3. Triad Working

This element of the SLA is available at a charge to all LA maintained schools and all academies.

CONTEXT
The aim of triads is to use a collaborative leadership learning focus to raise the standards of pupils’ achievements. The triads will be grouped by the mutual benefit of working collaboratively, with geographical location being incidental.

PRINCIPLES OF TRIADS
Triads will provide opportunities for:

- **A learning conversation**
  Structured professional dialogue, rooted in evidence from each school’s practice to enable reflection and evaluation.

- **A thoughtful relationship**
  Developing trust and attending respectfully and with sensitivity to colleagues.

- **Combining support from fellow professional learners**
  Collaborating with colleagues to sustain commitment to learning and relate new approaches to everyday practice; seeking out specialist expertise where necessary to extend skills and knowledge and model good practice.

PROTOCOLS
Confidentiality; Respect; Openness; Action, Impact and Evaluation.

ORGANISATION
Triads will involve 3 schools working collaboratively on a shared focus. The focus would be agreed by the Headteachers involved and would be something that all schools within the triad felt was an area of improvement for them and forms part of their School Development Plan. It may be appropriate for the schools to consider a subject area in the first instance e.g. Maths or English or an area of the Ofsted Evaluation Schedule e.g. Quality of Teaching or Behaviour and Safety. Once the overall focus has been agreed, each visit will be planned accordingly to enable members of the triad to explore an area of practice linked to the overall focus e.g. marking and feedback, intervention, learning environment, approaches to maths in each school and then using this evidence to evaluate their own provision and plan for improvement.

BENEFITS
Triad working will provide the following benefits to the schools involved:

- Networking
- Mutual support
- The identification, celebration and dissemination of good practice
- Collaborative working
- Partnership working to improve teaching and learning and leadership and management
- Professional networking across schools
  - Leadership Teams working collaboratively
  - Leaders meeting to share practice across schools
  - Headteachers working collaboratively on improvement plans
- Middle leaders to grow in confidence and skills
- Trusting relationships
- Modelling and coaching leadership qualities developed
- Collective energy
- Time for real improvement
Headteacher’s have said:

Triad working has been very positive. The visits have been challenging through open discussions during learning walks and the focus for future meetings planned into our school improvement priorities which have impacted already on specific areas.

We have enjoyed this work and the visits to other schools as you always inevitably compare your own school and take ideas back to strengthen your own practice. Talking to other heads in similar circumstances has also been very useful as the ideas and strategies they have used/tried are always interesting to reflect upon in your own context. It is also very useful to keep reminding yourselves that you are not alone dealing with the same issues as leadership can be a lonely place! The feedback we had from colleagues, when the triad meeting was at our school, was positive and reassuring in many ways.

Triads have made us reflect, share ideas and learn from others. Headteachers can feel isolated; this is a very innovative and powerful way of encouraging Headteachers to look outwards and to take responsibility for supporting colleagues.

It was great to be able to have a professional conversation with likeminded people. We developed a very positive and supportive working relationship and were able to make constructive comments about each other’s schools, which allowed us all to make improvements. It’s good to have fresh ‘professional’ eyes looking at your school because sometimes you miss things as you are working there all the time.

Analysing the strengths and areas for improvement in areas of teaching and learning had a strong impact on provision and outcomes. Non negotiables introduced after comments were made around consistency of books, displays etc. ensured that all staff are now clearly aware of expectations and this has moved learning forward. Sharing ideas and what works well between schools has also had an impact on improving outcomes for the children. Having judgements validated/open discussion with partner heads has been useful in ensuring the correct areas for improvement have been identified and strengths shared with other schools.

SLA

No charge is incurred for the time of participants of the triads as these are provided on a reciprocal basis. A charge will be made to cover the facilitation of sessions by a School Improvement Professional.
4. Network Support Meetings

*This element of the SLA is available at a charge to Bands 1 and 2 LA maintained schools and all academies. This element is funded by the Local Authority for LA maintained schools in Bands 3 and 4.*

The network support meetings are aimed at subject leaders, lead teachers and coordinators. The network meetings are an integral part of the SLA and facilitate the dissemination of information, discussion and clarify national, regional and local developments. They provide a regular opportunity to share good practice and support implementation of new initiatives and strategies. They will be delivered once per term to support development in specific areas of learning and teaching and leadership. Networks are facilitated by the LA but draw upon a range of local expertise.

**Primary Network groups:**

- Literacy
- Mathematics
- Science
- ICT
- Modern Foreign Language
- Music
- PE – Primary Sports Premium
- Foundation Stage Coordinators
- Communication, Language & Literacy Development (CLLD)
- EYFS Profile Moderation Meeting
- FEET Network

**Secondary Network groups:**

- Science
- Modern Foreign Languages
- Curriculum and Learning Leaders
- Music
- English

It is possible to access the network groups on an individual ‘pay as you go’ basis through the prospectus at the standard CPD rate (£182 full day event, £105 half day event, £59 twilight session), if the school decides not to take up the offer of the SLA. However, for comparison, it is important to recognise that subscribing to the School Improvement Consultancy and Network Support SLA is more cost effective.

A charge of £15 per delegate per network is applied where schools subscribing to the SLA attend more than the seven networks.
SLA RESPONSE FORM – PRIMARY AND SPECIAL SCHOOLS
WAKEFIELD SCHOOL IMPROVEMENT & NETWORK SUPPORT SERVICES SLA

LA-Maintained Primary Schools/Academies, 1st September 2014 – 31st August 2015

On behalf of school: (PLEASE PROVIDE THE NAME OF YOUR SCHOOL/ACADEMY):

School/Academy Name:
Name: Signature:
Job Title:
Date:

On behalf of Wakefield Metropolitan District Council:
Name: Signature:
Job Title:
Date:

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<td>Bands 1 and 2 LA maintained schools and all academies only. (LA funded for LA maintained schools in Bands 3 or 4)</td>
<td>Peer Challenge Review £1053</td>
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<td>PACKAGE 2</td>
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<td>Bands 1 and 2 LA maintained schools and all academies only. (LA funded for LA maintained schools in Bands 3 or 4)</td>
<td>Headteacher Performance Management £421</td>
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<td>PACKAGE 3</td>
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<td>All schools and academies.</td>
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<td>PACKAGE 4</td>
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<td>Bands 1 and 2 LA maintained schools and all academies only. (LA funded for LA maintained schools in Bands 3 or 4)</td>
<td>Network Support Meetings £630</td>
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</tbody>
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We would be grateful if SLAs response forms could be returned by 26th September 2014.

Please send completed form to:
Tracey Hobson, Business Support Officer, The Gallery, Chesneys Centre, Regent Street, Featherstone, WF7 5EW. Telephone: 01977 721522. Fax: 01977 721504.
thobson@wakefield.gov.uk
SLA RESPONSE FORM – SECONDARY SCHOOLS

WAKEFIELD SCHOOL IMPROVEMENT & NETWORK SUPPORT SERVICES SLA

LA-Maintained Secondary Schools/Academies, 1st September 2014 – 31st August 2015

On behalf of school: (PLEASE PROVIDE THE NAME OF YOUR SCHOOL/ACADEMY):

School/Academy Name:

Name: Signature:

Job Title:

Date:

On behalf of Wakefield Metropolitan District Council:

Name:

Signature:

Job Title:

Date:

<table>
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<tr>
<th>PACKAGE 1</th>
<th>Subscribing (please tick)</th>
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<tr>
<td>Bands 1 and 2 LA maintained schools and all academies only. (LA funded for LA maintained schools in Bands 3 or 4)</td>
<td>Network Support Meetings £1280</td>
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</tbody>
</table>

We would be grateful if SLAs response forms could be returned by 26th September 2014.

Please send completed form to:
Tracey Hobson, Business Support Officer, The Gallery, Chesneys Centre, Regent Street, Featherstone, WF7 5EW. Telephone: 01977 721522. Fax: 01977 721504.
thobson@wakefield.gov.uk