

**Children, Young People and Education**

# **Strategy for School Improvement**

**Achieving Excellence**

**2019 -2020**

**THE EDUCATION  
PEOPLE**



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## Introduction

Kent County Council (KCC) and The Education People (TEP) have a strong commitment to supporting all schools, colleges, alternative providers and settings to improve and to securing the best educational outcomes for all children and young people. As the champion of families, children and young people our priorities are to ensure all young people receive a good or better education; secure and support the highest quality school leadership and governance; promote the best educational practice; and broker the influence of the best schools, colleges, alternative providers and settings by facilitating strong collaborations between stakeholders including the education providers, Kent Association of Head Teachers (KAH), Kent Special Education Needs Trust (KsENT) and the Teaching Schools Network (TSN).

In doing so we aim to achieve continuous improvement in standards, a significant narrowing of achievement gaps for vulnerable groups of learners, and improvement in the number of good and outstanding provisions. Support includes advice, practical help, training, the sharing of outstanding practice, more effective systems and tools, Leadership mentoring and joint work through our family of schools and partners.

For support to be effective it must also be accompanied by challenge which can accurately assess strengths and weaknesses, understand performance data, recognise and tackle under-performance and variability in the quality of the provision. The most effective schools, colleges, alternative providers and settings welcome external help with this challenge, to ensure perceptions and self-evaluation are valid and judgements about quality are secure.

## 1. School Improvement Context and the Priorities for Kent

The education landscape is changing, with 2019-20 seeing the introduction of a new inspection framework and further review of post 16 provision. There is a renewed focus on pedagogy appropriate to cognitive development and the design and quality of the curriculum offer such that it promotes greater rates of progress and pushes Children and Young People (CYP) to achieve higher outcomes. In addition, KCC is developing and improving the provision for CYP with SEN and those at risk of exclusion. There are new financial models for Pupil Referral Units and their collaboration of schools which will be implemented from September 2019.

School performance in Kent is improving but is not yet 'good or outstanding for all'. The national context and policy direction is for schools to be increasingly autonomous; responsible for their own improvement and free to make the decisions that they believe will enable them to secure the best outcomes for children and young people. The Local Authority welcomes this autonomy and works with schools in partnership, facilitating and brokering high quality services that support improvement and challenge schools to achieve high standards.

With autonomy comes strong school accountability for performance, through published results and the Ofsted inspection framework. This accountability is also to the local community, parents and the wider group of stakeholders who rely on schools to be successful. It is part of Kent's school improvement strategy to support schools to demonstrate progress over time and evaluate the impact of improvement by using and analysing a range of quantitative and qualitative data.

A fundamental part of the school improvement strategy is to promote school to school support through collaboration, partnerships, federations and academy trusts, alongside more bespoke links between individual schools where there is a need for rapid improvement.

We rely on and support the deployment of highly effective Headteachers and Leaders of Education to work with other schools to aid their improvement and build leadership capacity. These

practitioners known as system leaders, build greater resilience into the system, through the broader exchange of knowledge, skills, expertise and capacity, with the strongest schools supporting others while benefitting themselves from collaboration with other schools.

## Bringing about Improvement

The School Improvement Service is one of the services commissioned by the Local Authority from The Education People. To bring about the improvements needed as rapidly as possible The Education People and the Local Authority use the following strategies:

- Provide advice, support and challenge to schools to improve leadership capacity, teaching and learning and effective action to improve pupil progress and achievement
- Provide high quality performance data at school, district and county levels to sharply focus improvement and identify and learn from trends particularly where there is rapid improvement
- Focus on improvement and innovation in teaching and learning, to ensure that teaching improves rapidly to become at least good
- Identify the best, schools, teachers and school leaders and use them across the system to develop and disseminate best practice
- Promote and support the use of Kent Leaders of Education, National and Local leaders of Education, and deploy them well to support improvement in other schools, through partnership with KAH, KsENT and TSA
- Promote rapid gains in performance across the school system through the leadership and influence of the best performing schools working in collaboration with others
- Support governors to carry out their role effectively by becoming better informed about best practice; using data to plan for school improvement; keeping the performance of their schools under review; and taking prompt action where necessary.
- Promote more effective partnerships, working with academy sponsors, academy trusts, employers, health commissioners and providers and other key stakeholders, to build capacity for system-wide improvements
- Strengthen district-based working so that there is more coordinated and integrated work between schools, early years settings, KCC education and Early Help services, health, social care and other partners
- Being an effective commissioner of services, especially in relation to support for vulnerable children and young people and those with special educational needs and/or disabilities; including the expansion of provision in the early years, schools, the 14-19 sector, so that demand is met with good and cost-effective provision
- Ensure that education, Early Help, Early Years education and childcare, health, Social Care and the voluntary sector work closely with parents and carers in a well-co-ordinated way to bring about improvements in the quality of provision for vulnerable children and young people from early childhood to early adulthood

- Develop ways to give children and young people a greater say in the services that affect them and making better use of their views in the design and implementation of new and better ways of working

## Priorities

**Strategic Objective 1: To ensure all children and young people in Kent receive the highest quality education.**

To continue to support, challenge and intervene with Primary, Secondary and Special schools, PRUs and SRPs, so that they provide a high quality of education. Ensuring prompt solutions are found for schools that are under-performing and proactive support is provided for good and outstanding schools. The main strategic and statutory responsibilities of the Local Authority are to:

- support and challenge schools to improve, to ensure high standards of achievement such that schools are judged at least good if not outstanding
- intervene more formally where under-performance makes it necessary to do so
- make good provision for excluded pupils and children with special educational needs and/or disabilities and to ensure they make good progress
- ensure there are sufficient good quality school places for every child
- ensure fair access to appropriate education for every child

The Local Authority knows all its schools well, analyses all performance data and inspection outcomes. The Local Authority also receives feedback on school performance from; parent views or complaints; preferences for school places; the views of governors and the wider community; information arising from exclusions and SEND data; and feedback from young people. The TEP School Improvement Service uses this information to categorise schools and inform the type and level of support provided. (See Appendix 1 for the core school improvement offer and categorisation detail)

TEP categorise all schools including Academies and in addition to the core offer provide competitive traded services, which complement local offers and provide affordable school improvement support.

## Leadership and Governance

We secure and support the highest quality school leadership and governance; we promote the best educational practice; and we broker the influence of the best schools by facilitating strong collaborations between schools, Kent Association of Head Teachers (KAH), Kent Special Education Needs Trust (KsENT) and the Kent and Medway Teaching Schools Network (KMTSN). In doing so we aim to achieve continuous improvement in standards, a significant narrowing of achievement gaps for vulnerable groups of learners, and improvement in the number of good and outstanding schools.

Support consists of advice, practical help, training, the sharing of more effective school systems and tools, visits to and observation of practice in other schools, Headteacher mentoring, regular contact with experienced Headteachers who are Kent or National Leaders of Education and joint work through collaboration with other schools and partners are.

For support to be effective it must also be accompanied by challenge to accurately assess strengths and weaknesses, to understand the school's data, to address poor teaching and to tackle under-performance and variability in the quality of the school's work. The most effective

schools seek external help with this challenge, to ensure perceptions and self-evaluation are valid and judgements about quality are secure.

## Schools that Require Additional Intervention and Support

If significant or serious concerns are identified then the Local Authority considers how best to support the school, following the *Kent School Causing Concern Protocol*<sup>1</sup>. This includes the use of formal warning notices and in very rare circumstances the removal of delegated powers from the governing body or management committee. In all cases schools are supported to remain active partners in their own improvement.

The Local Authority works closely with schools to broker support where there is a need for increased capacity and where the processes of review, evaluation, improvement planning and external support and challenge are a necessary accompaniment to what the schools can do for themselves. This is especially the case where there is a need to rapidly accelerate the rate of improvement to ensure pupils make sufficiently good progress.

The Local Authority's responsibility for school improvement recognises as a cause for concern, schools where some of the following applies:

- Performance below the floor standard
- A declining trend in pupil attainment and progress
- Progress rates well below average
- Little or no improvement in standards of attainment that are below average
- Wide gaps in progress and outcomes that are well below average for disadvantaged and vulnerable groups
- ASP online data which is significantly below what is expected
- High rates of pupil absence, persistent absence and exclusion
- More than one inspection where the school has been rated no better than requires improvement
- Poor quality teacher assessment and weak tracking and monitoring of individual pupil progress
- Weak governance following a review
- High levels of parental concerns and complaints
- Inadequate progress arising from HMI monitoring visits
- Rapid or significant reductions in pupil numbers
- Financial deficit or financial mismanagement
- Reluctance to acknowledge concerns and address weaknesses
- Reported incidents that lead KCC to consider whether there is a breakdown of leadership or governance.
- Notes of Visit report poor progress and continued weak performance.

There is also a duty to intervene more formally when schools are not providing a good enough quality of education, where there is other cause for concern, or when Ofsted judges a school to be inadequate. This duty is carried out in a transparent way and all concerns are discussed with governors and senior leaders before any formal action is taken.

For schools judged by Ofsted or the Local Authority to be at risk of or to be in a category of concern, detailed action plans are put in place by School Improvement professionals. For those schools with an Academy Order, support will be provided for the transition period to the identified sponsor. This support includes termly progress reviews to monitor the rate of improvement. The

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<sup>1</sup> <https://www.kelsi.org.uk/news-and-events/news/primary/schools-causing-concern-protocol-publication>

purpose is to make sure that the school is receiving the most appropriate support and its resources are focused on clear targets and actions for improvement. The process is aligned to the monitoring of these schools by HMI.

## Academies and Free Schools

Working with all schools is a fundamental part of the Local Authority's commitment to the Kent family of schools. There are good relationships with all maintained schools and, as part of the improvement strategy, academies and free schools are entitled to a school improvement contact. All schools including Academies and Free Schools are encouraged to actively engage in the KAH and KsENT collaborations.

TEP Principal Area Leads monitor feedback from these schools and communicate with the Headteachers/ CEO's to offer support, advice and where appropriate challenge. These communications are intended to be helpful and to facilitate their engagement with local authority/ TEP services and agreed local protocols, and to offer support for improvement where it is needed. Where the Local Authority has concerns about the performance of an academy or free school, and where there has been limited engagement to support improvement, the Local Authority may write a formal letter of concern to the appropriate academy school or trust detailing the level of concern, the reasons for it, and the continued level of support offered by KCC. When concerns persist, a formal letter is written to the Regional Schools Commissioner advising them of the Local Authority's concerns and the need for action to bring about improvement.

**Strategic Objective 2: To ensure improved inclusive practice and quality of SEND provision in mainstream schools such that there is improvement in outcomes, attainment and progress made by children and young people with SEND**

Many schools in Kent have a commitment to inclusion and use best efforts to support CYP with SEND. The quality of provision, the variable commitment to inclusion in schools, and the lack of willingness of some schools to accommodate CYP with SEND mean that the outcomes achieved and progress made by these young people falls significantly below the National average for this group.

Detailed actions are outlined in the Written Statement of Action for SEN including:

- Develop and implement an agreed county wide approach to inclusion across Kent schools and academies that meets statutory requirements and is clear as to the provision available from the improved Local Offer. In doing so, we will work alongside the Regional Schools' Commissioner to set out the statutory responsibilities and expectations of schools and academies as enshrined in the Children & Families Act 2014, the Equalities Act and the SEND Code of Practice
- Commission a full review of all the devolved/retained SEND resources, analysing the impact of those resources and recommend improvements.
- To deliver a programme of training for all schools
- To deliver a programme of targeted support to schools who need more help to support inclusive practice.
- To support and provide resource to secondary Headteachers to develop collaborative inclusion practices.
- Create a county inclusion strategy with Headteachers, including the planning and facilitation of improvements to district SEND provision. This will form part of the wider Local Area SEND Strategy.

- Headteachers to revise terms of reference of and representation at District Inclusion Steering Groups to ensure the district action plan addresses issues.
- Countywide programme of peer reviews of inclusion with an identified focus on SEND provision.
- Early Years Best Practice Guidance and Mainstream Core Standards documents revised in collaboration with Early Years settings and school Special Educational Needs Co-ordinators (SENCOs).
- Teaching and early years setting staff are supported to move between mainstream schools and settings and special schools for observations and training secondments.
- Establish training by Specialist Teaching and Learning Service (STLS)/special schools for Newly Qualified Teachers (NQTs) and NQTs + 1 to improve knowledge.
- Develop and implement a Kent approach to whole school nurture with the EPS.
- Develop accredited district nurture provisions.
- Develop more targeted and specialist training options for teaching staff to improve skills and knowledge to provide the provision for CYP with ASD or communication & interaction (C&I) needs.
- Further develop the range and offer of Post 16/19 provision and options.
- Develop more targeted and specialist training options for teachers and TAs to improve skills and knowledge to meet social, emotional and mental health (SEMH) needs.
- Introduce a reflective Early Years Inclusion Tool to further drive and support the early identification and appropriate interventions for children with SEND in the early years.
- Commission Emotional Literacy Support Assistant (ELSA) training by the Educational Psychology Service.
- Create a county inclusion strategy with Headteachers, (including the planning and facilitation of improvements to district SEND provision) which will be aligned with the new Ofsted Framework on progress and attainment of SEND pupils and included in the inclusion leadership development programmes.
- Kent Governor services to amend their training for Governors to include the leadership and management aspect of the inclusion toolkit for training.
- Guidance on improving the progress and attainment of CYP is developed.
- Provide support to schools to develop good practice activity in relation to improving achievement and attainment of CYP with SEND
- Training in good practice guidance shared with all professional involved in the wrap around support for CYP and their schools.

**Strategic Objective 3: Provide support for schools so that achievement gaps close for pupils on free school meals, children in care, young offenders and pupils with special educational needs and disabilities.**

The performance of disadvantaged learners is significantly below that of their peers and at Key stage 4, this gap is much wider than the national gap and places Kent in 11th position out of 11 statistical neighbours.

School Improvement Advisor visits, include a focus on achievement and provision for vulnerable learners, including those identified as disadvantaged. Schools and settings are encouraged to track the achievement of vulnerable groups and adapt provision and curriculum planning to stimulate high levels of engagement and regular attendance.

The new Ofsted inspection framework has a greater emphasis on curriculum planning, Intent, Implementation and Impact and the 'Quality of Education'. KCC are funding support for all schools to prepare them for these changes, including; workshops focusing on curriculum design and welfare; bespoke school level guided conversations by education experts and a curriculum auditing toolkit.

Other activity to narrow achievement gaps includes:

- Improvement adviser autumn visits focused on unvalidated achievement data, particularly for disadvantaged outcomes and trends over time.
- District governor briefings held during term 3 receive update for county and district performance data for disadvantaged pupils.
- Support for governors acting as Pupil Premium champions.
- Improvement advisers signpost good practice for disadvantaged achievement and effective transition arrangements.
- Kent Primary and Secondary Pupil Premium Toolkits are being revised and provided free to LA maintained schools. Training is in place for school leaders on how best to use them.
- To close the disadvantage gap, the School Improvement Team in The Education People are developing stronger collaboration with teaching schools to ensure best practice is utilised across primary and secondary schools. Additional training and support will be rolled out to schools, as well as information on best practice being shared on the newly created Education People Website and the Kent Association of Headteacher website as well as Kelsi.
- Disadvantaged pupil achievement shared with schools at primary headteacher briefings.

KCC devised its own pupil premium toolkit for both primary and secondary schools based on national and county best practice. A countywide pupil premium conference was held and copies of the toolkit provided free to Kent schools with disadvantaged outcomes below those found nationally.

The toolkit uses the national best-practice guidance but is tailored to reflect the varied socio-economic contexts and challenges faced by schools working within Kent and within a selective education system. The Kent based toolkit is a response to the worrying trend of the achievement gaps between disadvantaged pupils and their peers being significantly wider than those found nationally at all phases. This toolkit is available as a product on The Education People website. Where there are concerns, schools are encouraged to carry out pupil premium reviews. These commissioned reviews are carried out by National Leaders of Education and best practice is signposted for Kent schools.

### Using Research and Guidance on Narrowing Achievement Gaps

A specific part of the Strategy is to support all schools to use best evidential practice to narrow achievement gaps.

KCC is supporting schools to pilot and use strategies identified through the Education Endowment Fund (EEF) – see Strategic Objective 5.

**Strategic Objective 4: Ensure smooth transition between education phases and into post 16 provision such that progression provides a route to skilled employment and higher learning.**

Smooth coordinated transition between school phases and into appropriate post 16 provision is essential to maximise progress. Support is also provided to schools to ensure that their planning identifies clear curriculum pathways and progression routes. Additional resource has been put into employer engagement to support schools in fulfilling the Gatsby benchmarks. The expansion of the Careers Enterprise Advisors means that all schools will have an industry specialist working with them as their Enterprise Advisor by 2020.

The current post 16 review challenges the robustness and skill level of some post 16 curriculum offers. This, combined with the guidance for schools on Careers Education, Information, Advice and Guidance, the new inspection framework and the reduction in appropriate post 16 provision

for all levels of learners, reduces the opportunities for young people aged to 18 (24) to be engaged in purposeful education and training and well prepared for skilled employment and higher learning.

KCC is currently carrying out a review of 14-19 provision with a view to understanding the issues within the sector. Given changes in government policy, funding issues and limited options, the review aims to identify current gaps and identify ways to ensure that the provision meets the needs of all young people. By using a process of consultation with all stakeholders, the review aims to provide recommendations of ways to support both providers and users in the sector. The aim of the review is to ensure that all young people have a good range of choices and clear pathways that ultimately lead to rewarding employment.

**Strategic Objective 5: Support schools to be increasingly autonomous and responsible for their own improvement.**

School performance in Kent is improving but is not yet 'good or outstanding for all'. The national context and policy direction is for schools to be increasingly autonomous; responsible for their own improvement and free to make the decisions that will enable them to secure the best outcomes for children and young people. The Local Authority welcomes this autonomy and works with schools in partnership, facilitating and brokering high quality services that support school improvement and challenge and support schools to achieve high standards.

KCC is working in partnership with schools and the Education Endowment Fund (EEF) to provide a breadth of strategies and pilot activities which support school improvement and further improve outcomes for all children, particularly those from disadvantaged backgrounds. The partnership will lead to Kent schools having the opportunity to receive match funding to take part in nationally recognised, evidence-based projects to address the specific issues they face. At the heart of the project is the understanding that self-evaluative, reflective and impact-based practice leads to a strong self-improving system.

A fundamental part of school improvement is to promote school to school support through collaboration and partnerships, alongside more bespoke links between individual schools where there is a need for rapid improvement. We rely on and support the deployment of highly effective Headteachers and Leaders of Education to work with schools to aid their improvement and build leadership capacity. These System Leaders build greater resilience into the system through the broader exchange of knowledge, skills, expertise and capacity, with the strongest schools supporting others while benefitting themselves from collaboration with other schools.

**Strategic Objective 6: Build an effective school to school support system based on collaboration and shared effort, particularly through the Kent Association of Headteachers and Kent Special Educational Needs Trust**

The Local Authority works with Headteachers to establish a more systematic school to school support model, which complements the school improvement function. The KAH Area Boards have taken this work forward with the systematic development of school to school support in each local area and the mechanisms to allocate resource to support improvement through collaboration.

In addition to the collaborations, KAH, KsENT, TSA, Academy Trusts and other partner organisations such as the National College and the South-East Leadership Trust form a secure partnership network for school improvement across Kent.

KCC have allocated funding from the Schools Funding Forum to KAH to promote school collaborations and school to school support. We see this as one of the best ways to support teacher development and spread the influences of the best practice in improving teaching and raising standards, including narrowing achievement gaps.

In 2018, Area School Improvement Subgroups were established attended by KAH representatives, TEP, KCC and Teaching schools to identify and address area priorities, including improving teaching and raising standards and narrowing achievement gaps. The Strategic School Improvement Fund was a grant intended to further build on the school-led system and aimed to target resources at the schools most in need to improve school performance and pupil attainment; to help them use their resources most effectively, and to deliver more good or better school places. Working collaboratively KAH, KsENT, TEP, KCC and KMTSN have secured funding for Kent schools to lead on the following projects:

- Improve KS4 performance in Thanet, focusing on the transition from KS2 to KS3 - led by Coastal Academies Trust to support 4 schools with 'providers' including local Primary schools, KCC and Kent and Medway Maths Hub.
- Improve KS4 performance of disadvantaged pupils, particularly in maths –supporting 9 schools in Tunbridge Wells, Dover, Deal and Folkestone. Bennett Memorial develop a teaching for mastery maths curriculum.
- Reduction of NEETs, KCC to support 7 schools with high percentage of NEETs.

These projects are all up and running. Unfortunately, new rounds of SSIF funding are no longer available, however KCC has committed to provided further funding to enable the Area boards to bid for opportunities which focus on local agreed priorities.

The Education People collaborates with the KAH, KsENT and TSA to deploy Leaders of Education ensuring practicing, highly expert practitioners are leading on improvement activity. Individual Schools are encouraged to participate in the countywide school to school support programme through engagement with the Area KAH boards or KsENT board.

**Strategic Objective 7: To continue to develop high quality traded services through The Education People to generate income and ensure financial stability.**

TEP has been set up to enable the Local Authority School Improvement Services to continue to be delivered and developed against a backdrop of declining LA funding. It is vital to the delivery of school improvement for Kent that the company develops its reputation and credibility and secures new external income generation whilst providing high quality core and enhanced services to the young people of Kent. This new income will be from contracts, additional Local Authority services, consultancy and product development.

## How will performance against this strategy be monitored?

The School Improvement Strategic Group plan, monitor and quality assure the delivery of this strategy. Measures of success and metrics are used to monitor progress of the delivery plan initiatives and activity which supports achievement of the strategic objectives and continuous improvement in the service.

	<b>Strategic Objective</b>	<b>Lead Partner</b>	<b>Quality Measure</b>
1	To ensure all children and young people in Kent receive the highest quality education.	TEP	100% of schools are graded Good or Outstanding by Ofsted.
2	To ensure improved inclusion and quality of SEND provision in mainstream schools such that there is improved attainment and progress made by CYP with SEND	KCC	Measures outlined in WSofA
3	Provide support for schools to close achievement gaps for pupils on free school meals, children in care, young offenders and pupils with special educational needs and disabilities.	TEP	Achievement gap at all key stages and for all vulnerable cohorts, is at least in line with national.
4	Ensure smooth transition between education phases and into post 16 provision such that progression provides a route to skilled employment and higher learning.	TEP	Post 16 participation exceeds 93% as identified by the DFE annual Scorecard
5	Support schools to be increasingly autonomous and responsible for their own improvement.	KAH	100% of schools are graded Good or Outstanding by Ofsted.
6	Build an effective school to school support system based on collaboration and shared effort, particularly through the Kent Association of Headteachers and Kent Special Educational Needs Trust	KAH	xx % of schools participating in school to school support.
7	To continue to develop high quality traded services through The Education People to generate income and ensure financial stability.	TEP	Income target?

## Appendix 1 – School Improvement Categorisation and Core offer for all school types.

### Monitoring and Categorisation

Monitoring and Categorisation has a clear focus on the performance of schools, including progress and outcomes for all pupils, the quality of teaching and learning and the effectiveness of senior leadership and governance, attendance and exclusion rates, Ofsted complaints and other soft data including parental feedback.

The review of schools' needs for improvement includes the Ofsted judgements for overall effectiveness, the school's published results, support and monitoring visits feedback and feedback from regular contacts with schools. These reviews are live and inform the categorisation meetings held three times a year.

Schools are categorised based on the indicators shown in table below:

School Categorisation table

	4-11	11-16	Post-16
Green	Not Amber or Red		
Amber	Ofsted: Requires Improvement or at risk of Requires Improvement Declining academic outcomes Other indicators raising concerns e.g. attendance	Ofsted: Requires Improvement or at risk of Requires Improvement Declining academic outcomes Other indicators raising concerns e.g. attendance	Ofsted: Requires Improvement or at risk of Requires Improvement Increasing level of NEET / Dropout rate
Red	Ofsted Inadequate or at risk of Inadequate Poor academic outcomes/ below floor standards/coasting Leadership and management concerns Schools causing concern protocol	Ofsted Inadequate or at risk of Inadequate Poor academic outcomes/ below floor standards Leadership and management concerns Schools causing concern protocol	Ofsted Inadequate or at risk of Inadequate High level of NEET / Dropout rate Low/ insufficient roll

### Support and Monitoring Visits and Contacts

Local Authority maintained schools receive support and monitoring **Visits**. These visits are related to the school needs and could be carried out by:

- TEP Improvement Advisor
- Leader of Education (KLE, NLE) – commissioned through KAH, KsENT to act as a School Improvement Partner

- Consultant Improvement Advisor

Training is given to all visit providers by TEP, to ensure consistency and accuracy of information.

In addition, other **contacts** are made with all schools across the county and may be used to provide specific support and advice on a focused area, inform decisions for further visits or broker additional support. In addition to the above list, these contacts may be carried out by:

- Leader of Education (LLE, SLE)
- Other School Improvement Partner; for example, from the following TEP divisions:
  - Governor Services
  - Schools Financial Services
  - Education Safeguarding Service

Support and monitoring visits may include:

- joint lesson observations
- reviews of pupil progress data
- reviews of the impact of leadership and management
- support, review and validation of the school self-evaluation
- support for the school to analyse and interpret data to inform school improvement
- challenge and support on key areas for improvement
- discussions and agreement improvement priorities
- support for school leaders in setting robust and aspirational targets
- support school leadership in planning and improvement
- the brokering of additional support
- advice to governors on Headteacher appraisal
- support to prepare for inspection and during the Ofsted inspection process, including a meeting with the lead inspector and attending feedback

The frequency of the visits depends on the capacity of the school and the effectiveness and accuracy of its own monitoring programme and self-evaluation. Outcomes of all visits are recorded as a Note of Visit and shared with the Local Authority, School Leadership, Governors and TEP.

For schools in the Red category, three of the allocated visits will be Progress and Impact meetings which are used to support the Schools Causing Concern protocols. These visits are formally recorded and will include:

- discussions with the Headteacher and CEO
- visit, peer observations, joint work scrutiny
- evaluation of additional spending impact (Pupil Premium)
- meeting with Governors to identify accountability Quality Assurance
- triangulation of SEF judgements/ post Ofsted action plan
- evaluation of progress towards agreed targets for improvement
- safeguarding check
- website compliance check

### The Core Improvement Offer for schools

The Local Authority fund core improvement support for all maintained schools in Kent as part of the statutory responsibility to ensure access to a good education provision for all children and young people.

Every school in Kent is offered support through links with a Principal Area Lead. Maintained schools receive a minimum number of visits, based on their categorisation, which are non-chargeable. Support is also provided to the governing bodies of maintained schools for Headteacher recruitment and Headteacher appraisal.

## Mainstream Primary and Secondary Schools

The offer for all Primary and Secondary schools is:

- LA maintained schools categorised as Green receive a minimum of two support and monitoring visits.
- LA maintained schools categorised as Amber receive a minimum of three support and monitoring visits.
- LA maintained schools categorised as Red receive a minimum of eight support and monitoring visits.
- For LA maintained schools with sixth form provision, categorisation of the sixth form will be in addition and specific support for this provision will be identified.
- Support with Headteacher recruitment is provided to the governing bodies of LA maintained schools
- Support with Headteacher appraisal is provided to the governing bodies of LA maintained schools categorised as Red or Amber.
- All Academy Trusts have allocated contacts which are voluntary.

## Visit allocation table - mainstream schools

	4-11 Service	11-19 (24) Service
<b>LA Maintained Schools</b>		
Green	2 visits	2 visits
Amber	3 visits	3 visits
Red	8 (contacts, min 3 visits) Schools causing concern protocol RSC Alert	8 (contacts, min 3 visits) Schools causing concern protocol RSC Alert
<b>Academy Schools</b>		
Green	2 contacts	2 contacts
Amber	2 contacts RSC Alert	2 contacts RSC Alert
Red	2 contacts Schools causing concern protocol RSC Alert	2 contacts Schools causing concern protocol RSC Alert
<b>All Post 16 Providers</b>		
Green		2 contacts
Amber		3 contacts
Red		8 contacts

- Visit/ contact number quoted is the minimum

## Special Schools

A dedicated Principal Lead works across all phases of Special Schools and Specialist Resourced Provision to ensure the implementation of Kent County Council's Strategy for Children and Young People with Special Educational Needs and Disabilities, including:

- county wide SENCO Area networks and Placement Evaluation Officer briefings
- annual SEN Governor update
- engagement with Kent Special Educational Needs Trust (KsENT) and communication with the KAH School Improvement subgroup for special schools

Special Schools will be categorised as in the school categorisation table (page 13) and allocated the following support:

#### Visit allocation table - Special schools

Table	4-11 Service	11-19 (24) Service
Special Schools		
Green	2 visits	2 visits
Amber	3 visits	3 visits
Red	8 (contacts, min 3 visits) Schools causing concern protocol RSC Alert	8 (contacts, min 3 visits) Schools causing concern protocol RSC Alert
Schools with SRP (in addition to mainstream visit allocation)	2 SRP Conversations	

SRP Conversations can be completed by any of the visit team, including current serving SEN Leaders of Education. Training is given, by TEP, to all visit providers to ensure consistency and accuracy of information.

Outcomes of all visits are recorded as a Note of Visit (SRP) and shared with the Local Authority, Head of SEN, School Leadership, Governors and TEP.

#### Pupil Referral Units and Provision for Alternative Curriculum

A dedicated Principal Lead will work across all phases of Alternative Provisions/ PRUs to ensure:

- schools collaborate on inclusion and the local offer for these young people
- young people staying in education or employment after key stage 4 (destination)
- educational outcomes, including the numbers achieving the threshold in English and mathematics
- progress, from key stage 2, across 6 qualifications
- progress, from key stage 2, towards their identified destination pathway
- opportunities for all young people to learn and achieve
- spiritual, moral, social and cultural development and preparation for the opportunities, responsibilities and experiences of life.

Provisions provide a termly Quality Assurance Report. These are reviewed and triangulated to support categorisation.

PRUs or Alternative Provision offers are categorised as in the school categorisation table (page 13) and allocated the following support:

#### Visit allocation table - PRUs and Alternative Provision

Table	11-19 Service
PRUs	
Green	2 visits
Amber	3 visits
Red	8 (contacts, min 3 visits) Schools causing concern protocol

	RSC Alert
Alternative Provision including Devolved funding	3 visits, (and 5 contacts if required)

In addition to the visits, **Target Setting Reviews** occur annually and are used to inform the annual conversation. These include:

- Mock inspection visit, if the last inspection more than 2 years ago.
- Visit, peer observations, joint work scrutiny
- Attendance at MC meeting
- Triangulation of SEF judgements/ post Ofsted action plan
- Identification of targets for improvement
- Safeguarding check

Outcomes of all visits are recorded as a Note of Visit (AP/PRU) and shared with the Local Authority, Director of Integrated Children’s Services (EHPS Lead), Provision Leadership, Management Committee and TEP.

The Principal Lead for PRUs hosts termly meetings for the Heads of the provisions. The aim of these meetings is to:

- identify and share good and outstanding practice
- provide networking support
- identify and address countywide issues
- agree processes and ensure collaboration and support from the LA

A Local Authority representative attends the Management Committee meetings for each district where funding is delegated to provide ongoing support.