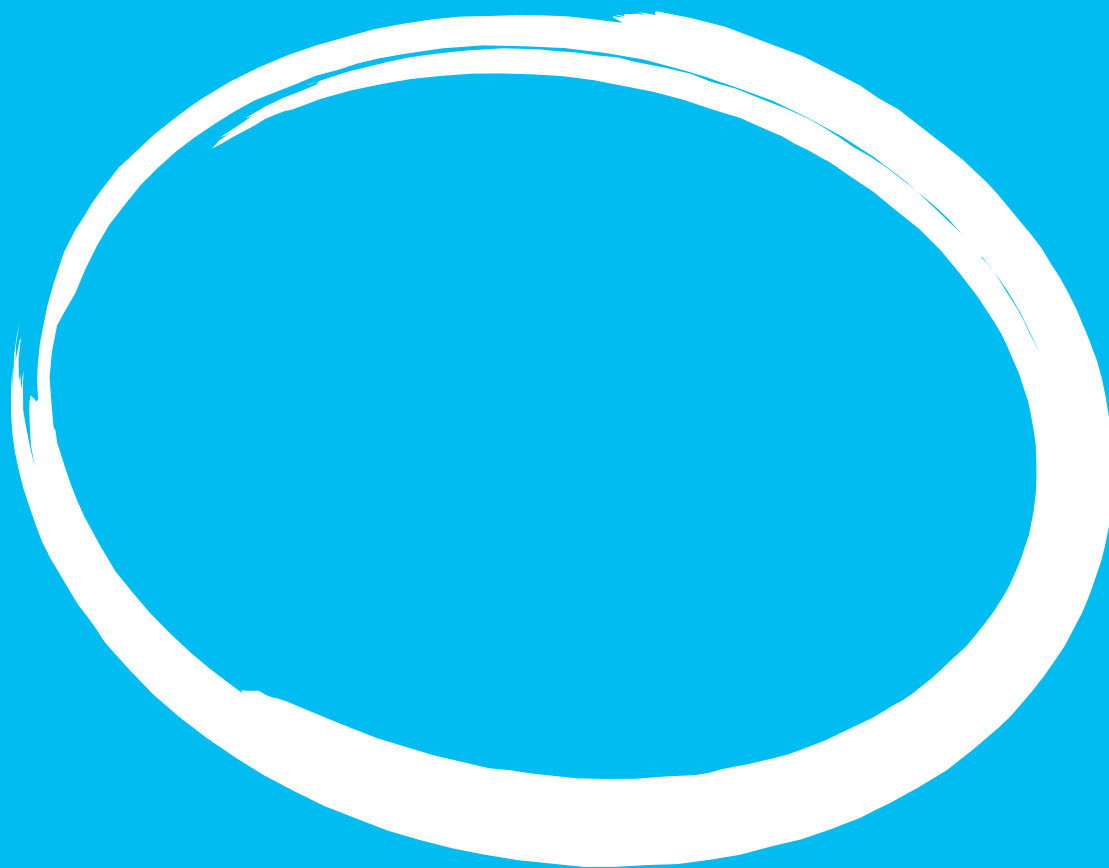


Milton Keynes School Improvement Framework

2021 - 2022



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Introduction

Milton Keynes Council believes that all children and young people should have access to the highest quality education.

Whatever form of governance our schools choose, we regard them all as our partners; central to our work to improve outcomes for all children and young people in Milton Keynes. The local authority retains a legal responsibility for performance in the borough under the Education Act 1996. Milton Keynes Council takes this responsibility very seriously and is determined to hold all schools to account for their performance, including academies, acting as a strong local champion for children, young people and their families. The local authority also has specific duties and powers to monitor, challenge, support and intervene in maintained schools.

To ensure that our approach to school improvement reflects national and local priorities, we are committed to proactively responding with effective strategies. We work in partnership with national and local agencies.

This document outlines the way we carry out these functions, including our school evaluation process and arrangements for targeted intervention where necessary. The procedures for school improvement are laid out as a series of flow charts.

Rationale

The school improvement framework aims to:

- Evaluate the health of the school system to fulfil the council plan priority to ensure that all schools in Milton Keynes are at least good by 2024.
- Deliver a robust evaluation tool to identify strengths and weaknesses across all aspects of school provision.
- Give clarity to schools and the council of the procedures and interventions that will be taken if schools do not meet the standards expected in the local authority summary evaluation.
- Ensure a collaborative, co-produced response where schools require additional support to improve.

Procedures

Maintained schools:

- All maintained schools will receive an annual evaluation by the end of the spring term. This will include an on-site visit and meetings with leaders.
- At the end of the visit a draft summary evaluation will be made, which will be quality assured and then shared with the Settings and School Performance Board for approval.
- If a school requires additional support to improve several aspects of provision, a School Performance Board will be put in place.
- Decisions regarding interventions will be agreed at the Settings and School Performance Board.
- Review of the effectiveness of the interventions and the decision to close a School Performance Board will be agreed at the Settings and School Performance Board.
- If a school governing board is unable to ensure appropriate school improvement, despite ongoing support and intervention, and does not have capacity to take this forward quickly enough an Interim Executive Board (IEB) will be considered.

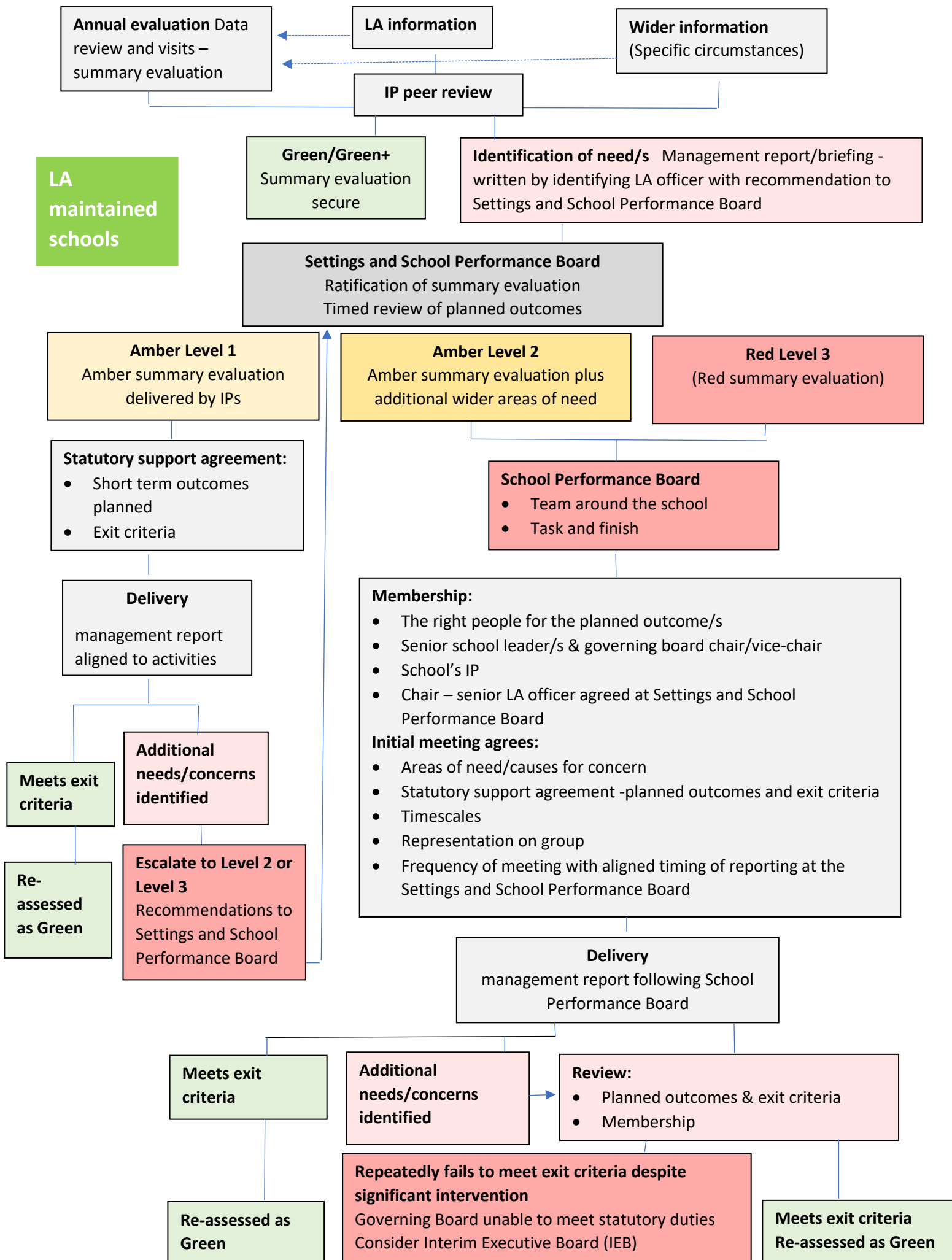
Academies:

- All academies will be offered an annual evaluation during the academic year. If accepted this will include an on-site visit and meetings with leaders.
 - At the end of the visit a draft summary evaluation will be made, which will be quality assured and then shared with the Settings and School Performance Board for approval.
 - If an annual evaluation identifies areas for improvement, there will be a dialogue with the academy or trust to ascertain what support or resource they intend to access and the timeframe for this additional support. A traded offer is available from the local authority.
 - Where traded support has identified additional areas for improvement, suggestions will be made for further appropriate support; which may also be traded with the local authority or sourced elsewhere.
 - If additional interventions are not successful, this will be referred to the Settings and School Performance Board.

- If an academy declines the offer of an annual evaluation, a safeguarding check will be carried out; which will be reported to the Settings and School Performance Board.
- If the local authority identifies that an academy has been unable to address safeguarding concerns, the Regional Schools' Commissioner (RSC) and Education and Skills Funding Agency (ESFA) will be notified by the Director of Children's Services (DCS) through the Settings and School Performance Board.
- If the local authority becomes aware that an academy is unable to provide an appropriate education, it will refer this information to the Regional Schools' Commissioner (RSC).

Maintained schools judged to require 'special measures':

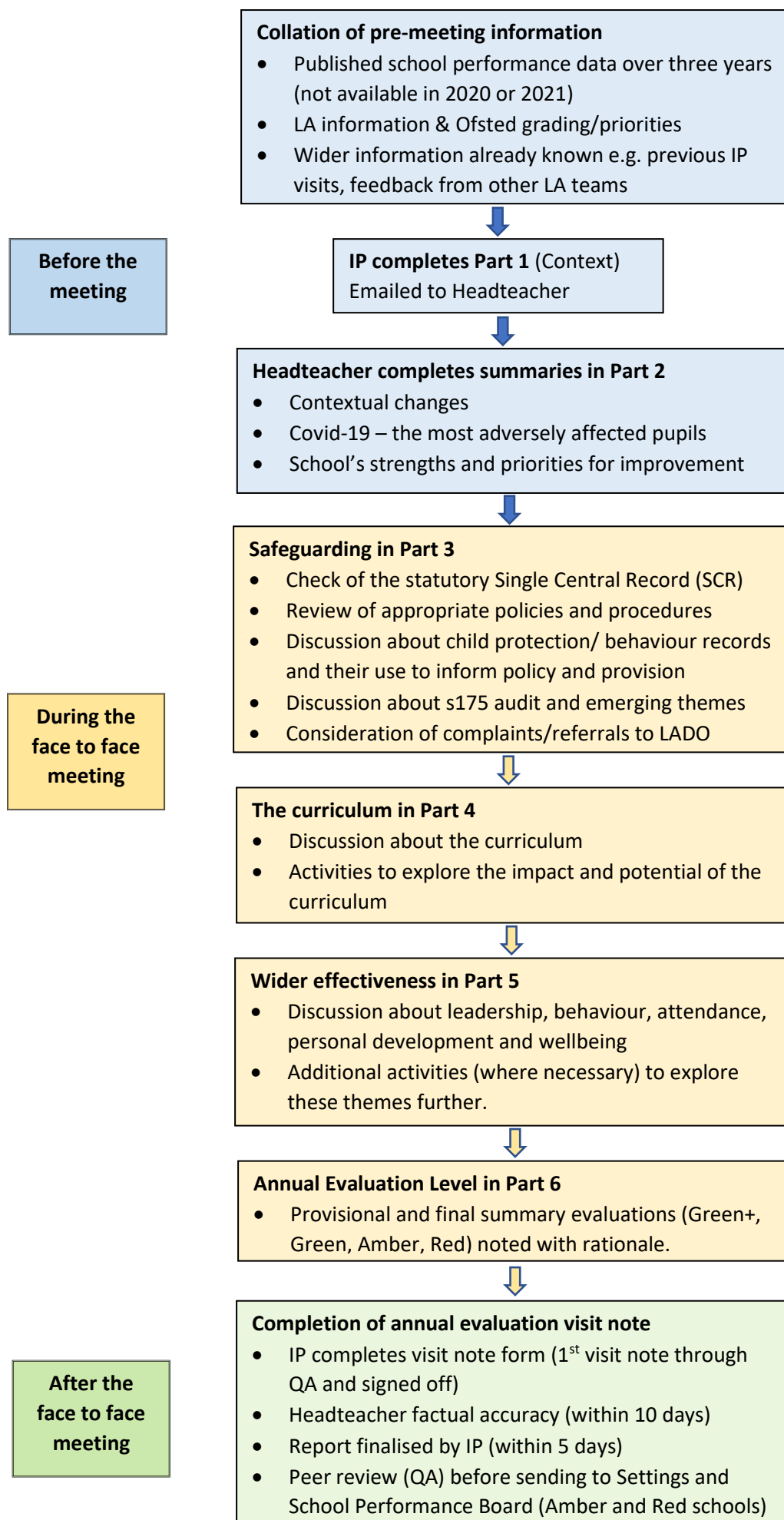
- If a school is inspected and placed in 'special measures' a Project Board will be put in place.
- The project board will undertake to:
 - Review and agree the local authority statement of action.
 - Ensure that enough interventions are in place to improve the quality of education while academisation takes place.
 - Check that the legal 'due diligence' procedures are being followed and completed in a robust and timely manner.
 - Work with the RSC to bring about swift academisation through the Statement of Action.

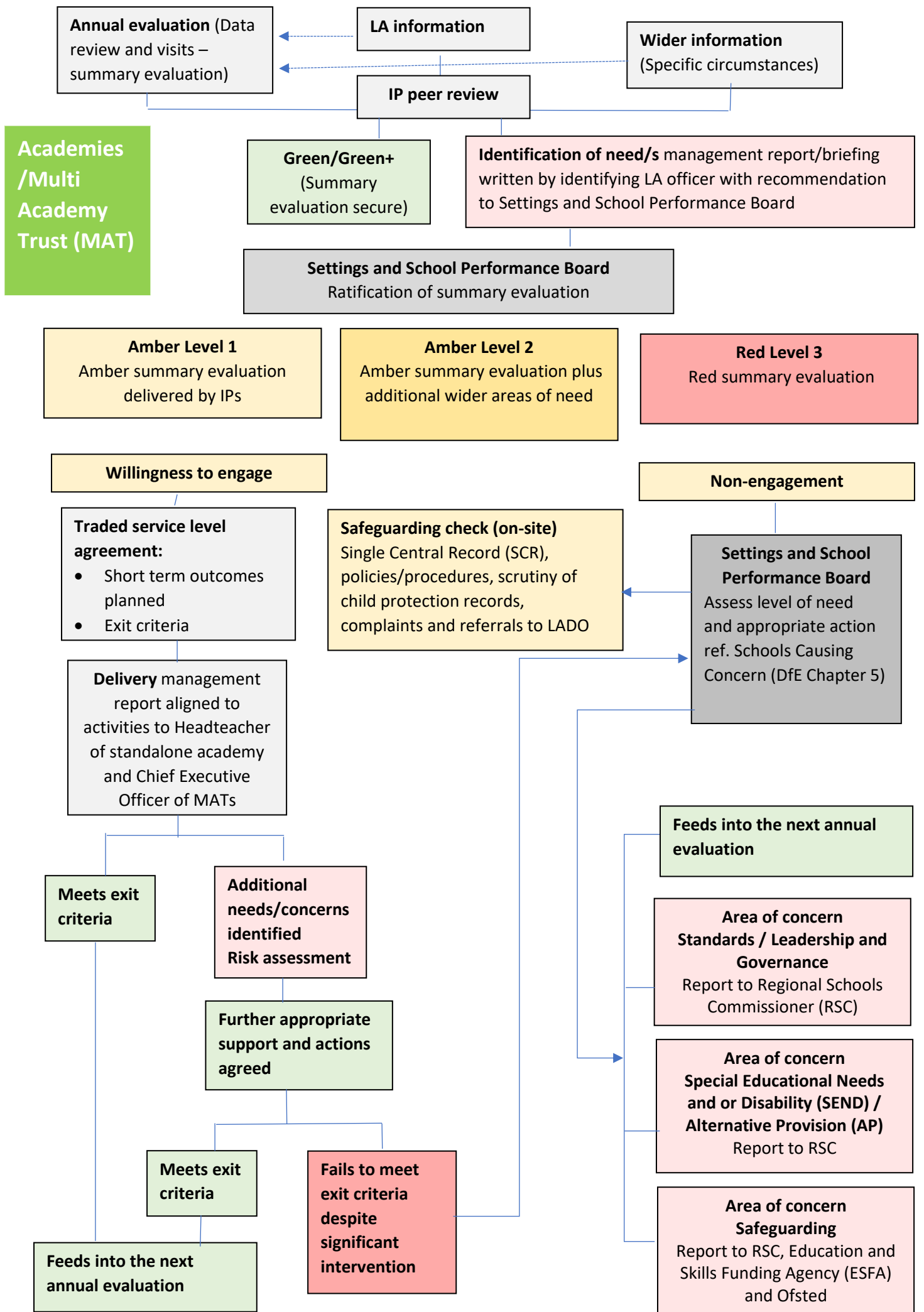


Local authority summary evaluation levels

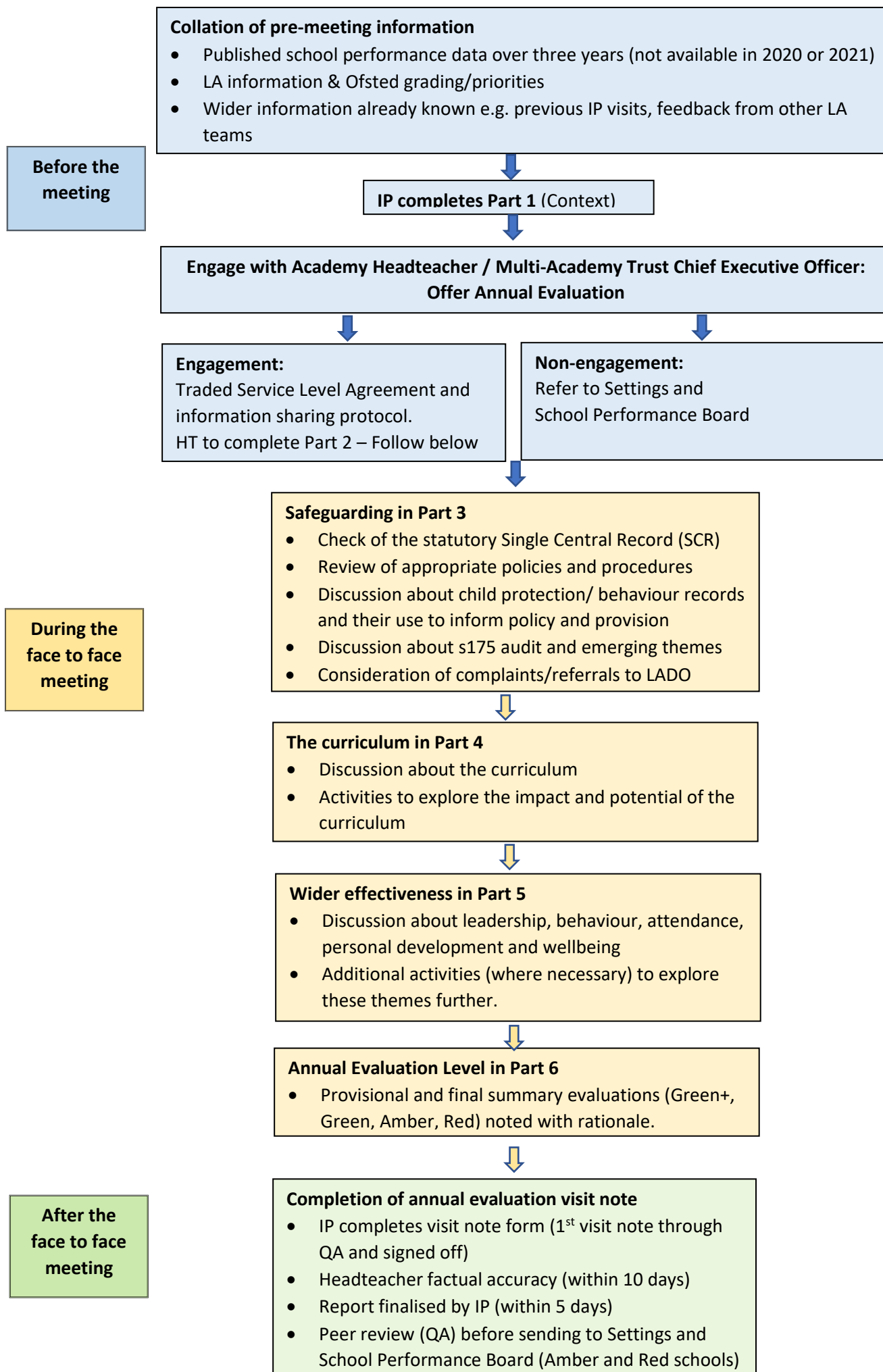
	Description
Green+	<ul style="list-style-type: none"> Quality of education, effectiveness of leadership and governance, safeguarding, financial stability and other key factors are highly secure. Leaders demonstrate a very strong capacity for self-improvement. Leaders/staff have strong potential/ability to add value beyond own school within the local authority.
Green	<ul style="list-style-type: none"> Quality of education, effectiveness of leadership and governance, safeguarding, financial stability and other key factors are secure and there are few, if any, risk factors. Leaders demonstrate good capacity for self-improvement.
Amber (maintained schools will receive Level 1 or 2 support from the LA – available as a traded offer for academies)	<ul style="list-style-type: none"> Several issues have been identified, for example: aspects of the quality of education, behaviour and relationships, stability and/or effectiveness of leadership, financial difficulties, high pupil mobility, rapid growth, governance. There is leadership capacity for self-improvement. Any safeguarding concerns are relatively minor.
Red (maintained schools will receive Level 3 support from the LA – available as a traded offer for academies)	<p>One or more of the following apply:</p> <ul style="list-style-type: none"> There are serious safeguarding concerns. Significant issues have been identified, for example: the quality of education, behaviour and relationships, stability and/or effectiveness of leadership, financial difficulties, very high pupil mobility, rapid growth or sharply declining pupil numbers, governance. Leaders demonstrate limited capacity for self-improvement. There is a clear risk of a requires improvement or inadequate judgement at the next inspection.

The annual evaluation– LA maintained schools (Improvement Partner led)





The annual evaluation (Improvement Partner led) – academies



Special measures schools (maintained converters)

Maintained setting or school judged 'special measures' at Ofsted inspection – Academy order

DCS Informed
Reported to next Settings and School Performance Board meeting

LA data dashboard

Identification of need / next steps
Named IP to write draft Statement of Action (SoA)

Local intelligence
Information from all LA services including visit reports

Settings and School Performance Board
Agree SoA and set up **Project Group** with agreed membership (Combination of IP and Academy Conversion Groups)
Areas to consider:

- Ongoing progress
- Safeguarding issues
- Possible removal of delegated budget
- Possible IEB

Membership:

- The right people for the identified areas of concern
- Senior school leader/s & governing board chair/vice-chair
- School's IP
- Chair – senior LA officer agreed by Settings and School Performance Board

Meeting covers:

- Areas of need/causes for concern
- Support available
- Representation on group
- Frequency of meeting with aligned timing of reporting to the Settings and School Performance Board
- Issues relating to budget / HR / standards etc.

Settings and School Performance Board
Review progress towards academy conversion and proactively responds to changing circumstances

Repeatedly fails to meet criteria despite significant intervention
Governing board unable to meet statutory duties - Consider Interim Executive Board (IEB)

Academy conversion
(Becomes part of the annual evaluation process)

Improvement Partner note of visit 2021-2022

Local authority annual evaluation for schools

Education, Attainment and Effectiveness: Children's Services

School:	Improvement Partner (IP):
Headteacher (HT):	Chair of Governing Board: (CoG):
Date of annual evaluation visit to school:	Leaders/staff involved in annual evaluation visit to school:
Final summary evaluation for 2021-2022 (following LA moderation on _____):	

Part 1 will be completed by the improvement partner and emailed to schools by the end of October. Headteachers are asked to complete Part 2 and email this to the IP at least one school week in advance of the planned visit to the school.

The rest of the form will be completed by the improvement partner following the meeting which will take place by the end of Spring 2022.

Part 1: Context – this information will be completed by the improvement partner and emailed to the headteacher by the end of September

Date of most recent inspection (indicate S8 or S5)	
Overall effectiveness grade	
Next steps from the last inspection	
LA Annual Evaluation Level for 2020-2021	

Local authority (LA) strengths identified
Local authority (LA) risks identified

Website

(It is leaders' responsibility to check that the school website is compliant. Improvement partners will not routinely undertake full compliancy checks. The IP will only make a note of any significant strengths or weaknesses in information about the curriculum, remote education, special educational needs and/or disabilities (SEND), pupil premium funding, Covid catch up funding, safeguarding. However, If any concerns around compliancy are identified, a full check will be carried out.)

Arrangements for headteacher performance management

Part 2: To be completed by the headteacher and returned to the improvement partner by at least one school week in advance of the IP's planned visit

2a – a brief summary of contextual changes and other relevant information

*This space is for the headteacher to record key information about the **context of the school**, taking account of anything that impacts on school organisation and the quality of education. For example, governance, leadership structure, staffing, Early Careers Teachers (ECTs), number on roll (NOR), changes to PAN, finance, attendance and exclusions, mobility, whether the school uses any alternative provisions.*

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2b – a brief summary of how the school is ensuring that the curriculum meets the needs of pupils most adversely affected by the COVID-19 pandemic.

This space is for the headteacher to record information about the school's approach to curriculum for these pupils. How has the curriculum been adapted to address the main barriers? How is catch up funding being used? What impact has been seen to date?

-
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2c – a brief summary of the school's strengths and improvement priorities for the school year.

The headteacher will also send the improvement partner the school's self-evaluation and school improvement plan

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Part 3: Safeguarding. The improvement partner will address the following five aspects to inform the consideration of safeguarding arrangements. This will be done through discussion and activities with leaders.

Aspect	Evaluation
1. A check of the single central register to ascertain whether it is complete and compliant.	
2. A review of safeguarding policies and procedures (including arrangements relating to sexual harassment and violence).	
3. Scrutiny of child protection records/behaviour records and consideration of the use of these inform to inform safeguarding policy and provision.	
4. A discussion about the s175 audit and themes emerging from this.	
5. Consideration of any complaints and/or referrals to the LADO, if relevant.	
If there are any recommended actions or points for improvement regarding safeguarding, these should be summarised here.	
<p>Actions that need to be taken:</p> <p>Recommendations:</p>	

Part 4: Curriculum. The improvement partner will discuss leaders' actions to ensure that the school's curriculum is effective, followed by activities to explore the impact and potential of these actions.

Evaluation
Strengths
Areas for improvement
If there are any recommended actions or points for improvement regarding the curriculum these should be summarised here.
Actions that need to be taken:
Recommendations:

Part 5: Wider effectiveness. The improvement partner will consider leadership, behaviour, attendance, personal development and wellbeing through discussion and activities.

Evaluation
Strengths
Areas for improvement
If there are any recommended actions or points for improvement regarding the curriculum these should be summarised here.
Actions that need to be taken:
Recommendations:

Part 6: Annual Evaluation Level. The improvement partner will use this section to note the provisional annual evaluation and the summary rationale for this, taking account of parts 1,2,3,4 and 5.

After LA moderation, the improvement partner will note the moderated, and therefore final, annual evaluation.

Provisional summary evaluation and rationale
<p>The school is evaluated as being a _____ school because:</p> <ul style="list-style-type: none"> • •
Final, moderated summary evaluation and rationale (if different to above)

Appendix – local authority summary evaluation

Description	
Green+	<ul style="list-style-type: none"> • Quality of education, effectiveness of leadership and governance, safeguarding, financial stability and other key factors are highly secure. • Leaders demonstrate a very strong capacity for self-improvement. • Leaders/staff have strong potential/ability to add value beyond own school within the local authority.
Green	<ul style="list-style-type: none"> • Quality of education, effectiveness of leadership and governance, safeguarding, financial stability and other key factors are secure and there are few, if any, risk factors. • Leaders demonstrate good capacity for self-improvement.
Amber <i>(Maintained schools will receive Level 1 or 2 support from the LA – available as a traded offer for academies.)</i>	<ul style="list-style-type: none"> • Several issues have been identified, for example: aspects of the quality of education, behaviour and relationships, stability and/or effectiveness of leadership, financial difficulties, high pupil mobility, rapid growth, governance. • There is leadership capacity for self-improvement. • Any safeguarding concerns are relatively minor.
Red <i>(Maintained schools will receive Level 3 support from the LA – available as a traded offer for academies.)</i>	<p>One or more of the following apply:</p> <ul style="list-style-type: none"> • There are serious safeguarding concerns. • Significant issues have been identified, for example: the quality of education, behaviour and relationships, stability and/or effectiveness of leadership, financial difficulties, very high pupil mobility, rapid growth or sharply declining pupil numbers, governance. • Leaders demonstrate limited capacity for self-improvement. • There is a clear risk of a requires improvement or inadequate judgement at the next inspection.

Improvement Partner (IP) note of visit: LA annual evaluation, 2021-2022

This note of visit will be sent electronically to the school within ten school days of the IP visit. We request that the school carry out a factual accuracy check and suggest any amendments within five school days. Once the note of visit is agreed, final copies will be sent to the headteacher and chair of governors. We recommend that the headteacher and chair of governors discuss the content of the report and share it with the governing board in order to consider an external view of the school.

The School Improvement and Early Years Team Data Protection Privacy Notice

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