



BARNSELY SCHOOLS' ALLIANCE

EDUCATION IMPROVEMENT STRATEGY

2022 - 2025

APPENDIX ONE: SUPPORT AND CHALLENGE (RISK ASSESSMENT AND EVALUATION) FOR PRIMARY SCHOOLS AND ACADEMIES

SEPTEMBER 2021

SUPPORT

To collaborate and network to
drive excellence

CHALLENGE

To provoke educational enquiry to
deliver excellence

INSPIRE

Raising standards and expectations
through excellence

INTRODUCTION

In Barnsley, all schools (including academies) are expected to provide an education that is good or better as set out in the Education Improvement Strategy. Schools are responsible for their own improvement and we expect them to make effective use of the support and challenge available through the Barnsley Schools' Alliance (BSA).

Barnsley Local Authority (LA) has a statutory duty to promote high standards of education in all schools and settings. Within the Directorate for People (Education, Early Start & Prevention), colleagues champion the rights of children and parents by challenging every school to deliver a good education for all. We strive to ensure fair access to all schools for every child and provide effective support for vulnerable pupils (including children looked after, those with special educational needs and/or disabilities (SEND) and those outside mainstream education). Through the BSA, high quality school-to-school support is brokered, and often commissioned, to support schools' continued self-improvement.

Within a culture of transparency and rigour, our schools welcome support and challenge as an integral part of their school improvement journey. Those causing concern are identified early to ensure that timely intervention can be applied to prevent further decline and secure the rapid improvements required. Schools are expected to fund their own school improvement programme, but the BSA uses its allocated budget to ensure that schools are not further impeded by a lack of financial support.

RISK ASSESSMENT OVERVIEW (PRIMARY)

As the work of the BSA continues to evolve, so does the ongoing and responsive process of risk assessment which remains firmly rooted in the school self-evaluation process. Members of the BSA recognise that accurate self-evaluation is not only a sign of strong leadership but undoubtedly leads to self-improving schools. Getting the right support to the right school in a timely manner is key and the BSA's collaborative approach is proven to be most effective when leaders know their schools well and welcome external support and challenge. Ongoing professional dialogue between school leaders, local authority officers and system leaders provides the BSA with the information required to support school improvement, albeit in very challenging circumstances.

Historically, the LA has collated performance and attendance information about all schools, although this process has been notably affected by the coronavirus pandemic since 2019. Typically, detailed analysis is undertaken by LA school evaluation officers (SEOs) prior to the annual risk assessment conversation with the HT and chair of governors (or academy equivalent). Once statutory assessment resumes, school leaders and governors will, once again, receive a comprehensive summary of their school's performance that will build over time and contribute to their risk assessment outcome.

LA MAINTAINED SCHOOLS

A SEO is allocated to each LA maintained school to work in partnership with the HT and GB to monitor and evaluate the quality of education; behaviour and attitudes; personal development; leadership and management; early years provision throughout the year.

In the absence of any statutory assessment information, school leaders are asked to capture the attainment of each cohort and the extent of their catch-up journey using the criteria and tables outlined in Appendix 1. School evaluation officers will take this into consideration as part of the ongoing risk assessment process to evidence the effectiveness of a school's catch-up arrangements and to identify where additional support is required to ensure pupils are ready for the next stage of their education. Leaders should revisit Appendix 1 on a termly basis so that progress from red to amber and amber to green can be monitored as cohorts catch-up.

In the autumn term, SEOs engage leaders and governors in a wider discussion about their self-evaluation. Where a school has a SISG or IEB in place, this dialogue should take place at a single agenda-item extended meeting. Headteachers are expected to use Appendix 2 to highlight the statement that best applies to their school from each category to record their self-evaluation and submit this document to their allocated SEO prior to the autumn term risk assessment meeting where leaders should be prepared to present and discuss the range of evidence available to support their self-evaluation judgments. At the end of the meeting, schools will be placed into one of four categories and will receive the following graduated support offer:

1) **Systemic Leadership**

- Termly SEO visits, as required.

2) **Self-Improving Schools**

- SEO will be allocated to make any necessary brokerage arrangements
- Termly SEO visits.

3) **Getting to Good**

- NLE or LLE allocated to make the necessary brokerage arrangements and complete documentation with the SEO. NLE or LLE will oversee the deployment of SLEs and maintain regular communication with the SEO
- SEO will continue to undertake half termly monitoring and evaluation visits and report back to the Quality of Education Group
- SISG established to meet half-termly, if required. If not, SEO will attend GB meetings for BAP agenda item, if required
- External review of governance recommended.

4) **Targeted Support**

- SEO attends full governing body meeting in the autumn term to discuss the risk assessment outcome and outline the BSA offer of support and its expectations for improvement
- NLE or LLE allocated to make the necessary brokerage arrangements and complete documentation with the SEO. NLE or LLE will oversee the deployment of SLEs and maintain regular communication with the SEO
- SEO will continue to undertake half termly monitoring and evaluation visits and report back to the Quality of Education Group
- If an IEB is not in place, a School Improvement Strategy Group will be established to meet half-termly
- An External review of governance will be commissioned if one has not been completed recently • School Resource Management Adviser to undertake a finance audit, where appropriate.

Together, the focus, frequency and nature of future external evaluation is agreed to secure the accuracy of self-evaluation and the school's improvement journey. As restrictions ease, school leaders are expected to welcome the opportunity to test out their self-evaluation judgments with external colleagues throughout the academic year in a Covid-secure way. To this end, a structured peer review model and the training of system leaders to undertake the 'deep dive' curriculum enquiry approach is a priority. School leaders are expected to engage in the peer review model with schools within and beyond their cluster.

The BSA also undertakes formal school reviews where there are concerns about a school's performance or to support the baseline process for a new headteacher. These are always conducted in partnership with school leaders as a developmental process and the outcomes used to inform the school's risk assessment outcome.

Where appropriate, the SEO recommends any changes in risk assessment status, following school evaluation visits, to the Quality of Education Group and reports on progress and any vulnerabilities that may emerge requiring additional monitoring or support. SEOs complete the 'Building A Picture' (BAP) report (Appendix 3) following each school contact and this report provides leaders with a record of the evaluation and recommended next steps. This is discussed with governors via SISG/IEB meetings, where appropriate. Where such arrangements are not in place, the headteacher should share the BAP report with the full governing body on a termly basis.

When a school would benefit from additional support to address its priorities at the pace required, the SEO works with leaders and Alliance partners to ensure that high quality help is secured in a timely manner. Schools are strongly encouraged to access the professional development offer for 2021-22 offer which has been fully funded by the BSA: [Events & CPD – Tykes Teaching Alliance \(tykesta.education\)](https://tykesta.education)

Although schools are expected to fund their own support and development, this should not be a barrier to a school receiving the support it needs in order to improve. The SEO and HT discuss the school's priorities, including any budget concerns that may necessitate additional funding. The SEO shares funding / support requests with the Quality of Education group for consideration.

The SEO evaluates the impact of any external support and reports back to the Quality of Education Group. Where there are concerns about the progress a school is making, the escalation process outlined in appendix 4 will be followed.

Where governing bodies need to recruit a new headteacher, the SEO will support this process by providing the necessary educational advice and guidance.

ACADEMIES

A School Evaluation Officer (SEO) is allocated to each Trust or stand-alone academy as a point of contact.

Academy trusts are likely to have their own risk assessment criteria and process. Colleagues are welcome to use and adapt the LA criteria (Appendix 2) if they wish to do so. The BSA welcomes the opportunity to discuss the academy's risk assessment process and its outcome in the autumn term, identifying the strengths and priorities for further improvement for each academy. Leaders are encouraged to consider the broad categories within the LA risk assessment framework outlined in Appendix 2 to structure the discussion with their link SEO.

All academies are expected to fund their own support and development. However, this should not be a barrier to an academy receiving the support it needs in order to improve. Where this is the case, HT / Principal will discuss funding support required with the SEO. All funding decisions are approved by the Quality of Education group.

Where the Alliance can offer additional help funded directly by the academy, requests for support should be submitted directly to the teaching school hub in order to establish the availability of SLEs/LLEs/NLEs as required.

Where support has been directly funded by the BSA, an impact report will be shared with the Quality of Education Group. Where there is insufficient impact, the Chair will explore reasons for this with HT/Principal and agree next steps.

All academies are strongly encouraged to access the professional development offer for 2021-22 offer which has been fully funded by the BSA: [Events & CPD – Tykes Teaching Alliance \(tykestda.education\)](https://tykestda.education)

Academies are also encouraged to participate in the developing peer review model with schools within and beyond their trust.

APPENDIX 1

COHORT ASSESSMENT CRITERIA

GREEN: Internal assessment information provides leaders with the confidence that pupils in this cohort are on track to achieve outcomes that are at least in line with attainment at the end of the last key stage.

In summary, leaders are not at all worried about this cohort/subject.

AMBER: Internal assessment information suggest that the proportion of pupils on track to achieve the expected standard is not yet in line attainment at the end of the last key stage. However, the proportion of pupils working at the standard expected for their age is rising quickly. Leaders are confident that pupils are making good progress towards this goal and the provision in place to help them catch up is working effectively.

In summary, leaders recognise there is still catch-up to do but are confident things are moving in the right direction at a good pace.

RED: Internal assessment information suggest that attainment is significantly below that achieved at the end of the last key stage.

The proportion of pupils working at the standard expected for their age is

below that typically seen at this time of the year and worryingly low. It is rising slowly and leaders are concerned that the catch-up

journey for this cohort is a significant challenge. Leaders have identified that the arrangements currently in place may not be

helping children to catch-up quickly enough to ensure they will achieve their full potential by the end of the key stage. More work is required to accelerate progress here.

In summary: This is a priority and leaders know this is a 'hotspot'.

EYFS and Phonics criteria as above with the omission of references to attainment at the end of the last key stage.

Assessment Summary Summer 2021					
Name of School:					
	Phonics	Reading	Writing	Maths	Notes (including impact of bubble closures, staff absence and disruption to learning etc.)
Year 1					
Year 2					
Year 3					
Year 4					
Year 5					
Year 6					

	Communication & Language			Literacy		Maths	GLD
Reception	Speaking	Listening	Understanding	Reading (Including Phonics)	Writing	Number	
Notes:							

APPENDIX 2

BARNSELEY RISK ASSESSMENT FRAMEWORK 2021-2022

Systemic Leadership	Self-Improving Schools	Getting to Good	Targeted Support
Non-Negotiable: Safeguarding is effective and this has been externally checked.	Non-Negotiable: Safeguarding is effective but this has not yet been externally checked although plans are in place to do so.	Non-Negotiable: Safeguarding is effective but this has not been externally checked.	Non-Negotiable: Safeguarding may not be effective. A safeguarding review is required.
<p>Non-Negotiable: The school has embedded an effective systematic synthetic phonics programme.</p> <p>The vast majority of pupils learn to read quickly. Almost all pupils reach the standard expected for their age.</p> <p>Pupils with particular difficulties (which makes breaking the reading code tricky) are making strong progress in the acquisition of their phonic knowledge.</p>	<p>Non-Negotiable: The school has developed an effective systematic synthetic phonics programme but some embedding may still be required.</p> <p>The vast majority of pupils learn to read quickly. The proportion reaching the standard expected for their age is likely to be better than national figures¹.</p> <p>Pupils with particular difficulties (which makes breaking the reading code tricky) are making strong progress in the acquisition of their phonic knowledge.</p>	<p>Non-Negotiable: The school is developing an effective systematic synthetic phonics programme.</p> <p>Some pupils without additional needs do not learn to read quickly enough. The proportion reaching the standard expected for their age is likely to be no better than national figures, and may be just below.</p> <p>The progress of pupils with particular difficulties (which makes breaking the reading code tricky) may not be strong enough to help them acquire the phonic knowledge they need to read independently.</p>	<p>Non-Negotiable: The school does not have an effective systematic synthetic phonics programme.</p> <p>Too many pupils do not learn to read quickly enough. The proportion reaching the standard expected for their age is below national figures and shows little sign of improvement.</p> <p>The progress of pupils with particular difficulties (which makes breaking the reading code tricky) is too slow. They are not acquiring the phonic knowledge they need to read independently quickly enough.</p>
Non-Negotiable: Leaders have secured external validation that the core and wider curriculum is well-developed ² and meets the needs of all learners, especially disadvantaged pupils and those with SEND (Peer Review, SEO, Ofsted, Other External Evaluation).	<p>Non-Negotiable: Leaders are confident that that the curriculum is well developed in reading, writing and mathematics but there may be a small number of subjects which still require attention and the transition statements may need to be applied within the Quality of Education judgment.</p> <p>Leaders have not yet secured external validation of their judgments (Peer Review, SEO, Ofsted, Other External Evaluation).</p>	<p>Non-Negotiable: Leaders are confident that that the curriculum is well developed in reading, writing and mathematics but there is still work to do to ensure that foundation subjects are as well-developed as core subjects.</p> <p>Leaders have not yet secured external validation of their judgments (Peer Review, SEO, Ofsted, Other External Evaluation).</p>	Non-Negotiable: External evaluation / leaders' own self-evaluation suggests that one or more core curriculum subjects are insufficiently developed.
Non-Negotiable: Evidence suggests the school is likely to be judged as good or better if inspected by Ofsted at this time.	Non-Negotiable: Evidence suggests the school is likely to be judged as good or better if inspected by Ofsted at this time.	Non-Negotiable: Evidence suggests the school is on its way to securing a good judgment at its next Ofsted inspection.	Non-Negotiable: Evidence suggests that Ofsted would not judge this to be a good school and there is much work to do to ensure it moves in the right direction at the pace required.

¹ NCER National figures for the phonics screening check autumn 2020 – 78.3%

² The scope of the school's curriculum is at least as ambitious as the national curriculum and meets the needs and abilities of pupils at this school. Leaders have broken down the national curriculum goals into smaller steps and leaders have ensured that these are well-sequenced. The knowledge, vocabulary and skills pupils should acquire each year are clearly outlined in curriculum plans and demonstrate appropriate progression.

Systemic Leadership	Self-Improving Schools	Getting to Good	Targeted Support
The school's catch-up curriculum is proving to be effective. As a result, attainment is similar to, or better than, the last key stage for the vast majority of pupils. Pupils have generally caught up with their pre-pandemic position and are back on track to achieve well by the end of the next key stage.	The school's catch-up curriculum is proving to be effective. Although pupils are catching up with their pre-pandemic position at a good pace, attainment is not yet similar to, or better than, the last key stage for the vast majority of pupils. They are not yet fully back on track to achieve well by the end of the next key stage.	The effectiveness of the school's catch-up curriculum is variable. In some subjects and in some year groups pupils are not catching up as quickly as they could. Attainment remains lower than it was at the end of the last key stage and may not be rising quickly enough to ensure that pupils will achieve well by the end of the next key stage.	The school's catch-up curriculum is not effective, and pupils are not catching up as quickly as they could. Attainment remains lower than it was at the end of the last key stage and may not be rising quickly enough to ensure that pupils will achieve well by the end of the next key stage.
Leaders have precisely identified learning gaps across the curriculum and have made the necessary adjustments to ensure curriculum progression remains secure.	Leaders have precisely identified learning gaps and have made the necessary curriculum adjustments in core subjects to sustain secure curriculum progression. However, there may be some more work to do in the foundation subjects.	Leaders have identified learning gaps in some subjects but have not yet made the necessary curriculum adjustments to ensure that new learning builds on secure prior learning.	Leaders have not identified learning gaps precisely enough to inform the necessary curriculum adjustments to the curriculum. As a result, curriculum progression and sequencing is underdeveloped.
Leaders have made a strong response to the Ofsted report on Sexual Harassment and Abuse, including online. The LA evaluation tool ³ has been used effectively by leaders to seek external validation of their judgments. There are no concerns arising from this.	The school has made a strong response to the Ofsted report on Sexual Harassment and Abuse, including online. The evaluation tool has been used effectively by leaders but they have not yet sought external validation of their judgments. Leaders are not anticipating any concerns arising from this.	The school's response to Ofsted's report on Sexual Harassment and Abuse, including online is in development. The evaluation tool is being used by leaders but they have not yet sought external validation of their judgments. Leaders recognise there may be some areas of work arising from this.	The school has an underdeveloped response to Ofsted's report on Sexual Harassment and Abuse, including online. Leaders have yet to use the LA evaluation tool.
There are no concerns about the way the school works with the LA in relation to vulnerable pupils or those with SEND.	There are no significant concerns about the way the school works with the LA in relation to vulnerable pupils or those with SEND .	There may be aspects of the school's practice to support vulnerable pupils or those with SEND which need further development.	There are concerns about the way the school works with the LA in relation to vulnerable pupils or those with SEND.
There are no concerns about the school's demand for wider emotional health and well-being provision for staff and pupils.	There are no significant concerns about the school's demand for wider emotional health and well-being provision for staff and pupils.	The school may need additional support to meet the demand for wider emotional health and well-being provision for staff and pupils.	The school requires additional support to meet the demand for wider emotional health and well-being provision for staff and pupils
Governance is robust. Governors can confidently demonstrate how they influence and challenge school improvement. There has been an external review or self-evaluation within the last three years.	Governance is developing well. Governors can increasingly demonstrate how they influence and challenge school improvement. There has been an external review or self-evaluation within the last three years.	Governance is developing. Governors are starting to demonstrate how they influence and challenge school improvement but there is more to do. There has not been an external review or self-evaluation within the last three years.	Governance is underdeveloped. Governors are unable to demonstrate how they influence and challenge school improvement. An external review of governance is required.

³ See Appendix C of BAP

Systemic Leadership	Self-Improving Schools	Getting to Good	Targeted Support
The school does not require external support as it is well-placed to offer help to others in the areas identified above.	The school does not require external support but does not yet have the capacity to support others.	The school would benefit from some external support to address its priorities.	The school needs a significant amount of external support to address its priorities.
There are no concerns in relation to staffing or leadership capacity.	There are no concerns in relation to staffing or leadership capacity.	There may be some turbulence in relation to staffing and/ or leadership capacity.	Staffing and/or leadership capacity is of concern.
Attendance, PA and Exclusion rates are at least in line with national figures.	Attendance, PA and Exclusion rates may not be in line with national figures but are improving quickly.	Attendance, PA and Exclusion rates are not in line with national figures, but improving.	Attendance, PA and Exclusions rates are not be in line with national figures and are not showing sustained improvements.

APPENDIX 3

**Barnsley Education, Early
Start and Prevention
People Directorate**

Building A Picture 2021-2022



School:		Links to other documents:	
Head Teacher:			
Chair of Governors:			
SEO:		Dates:	
EYFS Consultant:			
LLE:			

Previous Ofsted Outcomes		
Last inspection Date:	Section 5 or Section 8	Outcome:
AFI identified at last inspection (if still relevant)	Progress	
Self-Evaluation Grades (should the school be inspected at this time)		
Quality of Education:	Leadership and Management:	
Behaviour and Attitudes:	Early Years:	
Personal Development:	Overall Effectiveness:	

Risk Assessment (See Appendix A)
<p>School leaders' self-evaluation suggests that the school is best-placed in the following category: Systemic Leadership / Self-Improving School / Getting to Good / Targeted Support</p> <p><i>Note whether evidence presented supports this view</i> <i>Note the focus of further SEO evaluation required</i> <i>Note who is present at the risk assessment discussion</i> <i>Note agreement where SISG is required</i></p>

Support
<p>Would this school benefit from additional support from the Barnsley School's Alliance to overcome any barriers that may prevent children from catching up as quickly as they need to?</p>

Agreed follow-up actions	Who by	When

Safeguarding			
Has the school adapted its policy and practice in accordance with the changes to KCSiE Sept 2021?			
Is safeguarding effective and what external checks have been made in relation to this?			
When was the SCR last checked and by whom? SEO may check this out.			
Additional notes:			
Date	Recommendations	Date	Progress against recommendations

Reading			
Note the school's last reading deep dive and progress made against any recommendations.			
To what extent are leaders' efforts to prioritise reading helping all pupils, especially the weakest readers, to learn to read as soon as possible?			
To what extent does the school's approach to reading help pupils to develop vocabulary, language comprehension and a love of reading ?			
To what extent has the school embedded an effective systematic synthetic phonics programme ? What is the school's chosen phonics programme? Do leaders' expectations of what pupils will learn term-by-term ensure that pupils' will meet or exceed the NC and early learning goals?			
To what extent do children read well-matched books that help them to practise the sounds they have learned?			
To what extent do children get off to a swift start when learning to read in Reception?			
How effective is assessment used to identify those not keeping up with the pace of the phonics programme and how effective are the school's action to help them catch-up quickly ?			
To what extent do leaders continue to secure the expertise of staff in the teaching of phonics and reading?			
Have leaders developed a comprehensive curriculum plan that outlines what children will learn and by when in their journey from decoding to fluency to comprehension?			
Date	Recommendations	Date	Progress against recommendations

Quality of Education – Curriculum Deep Dives			
Note the curriculum subjects explored through the deep dive methodology			
Is the scope of the school's curriculum at least as ambitious as the national curriculum and does it meet the needs and abilities of pupils at this school, especially disadvantaged pupils and those with SEND?			
Have leaders broken down the national curriculum goals into smaller steps and have leaders ensured that these are well-sequenced ? Have leaders made the necessary adaptations for those with SEND?			
Is the knowledge, vocabulary and skills pupils should acquire each year clearly outlined in curriculum plans and do these demonstrate appropriate progression ?			
Is there sufficient rigour behind the acquisition of subject disciplinary knowledge?			
Do pupils remember their key content required to be successful with future learning? (memory)			
Are teachers making the right pedagogical choices to help pupils achieve the curriculum intent?			
Is assessment fit for purpose and used effectively?			
Is there a culture of high expectations and enjoyment in this subject and how is this achieved?			
How do processes and systems support all staff to teach this subject well?			
How do whole-school policies help or hinder teaching and learning in this subject			
Date	Recommendations	Date	Progress against recommendations

Remote Education			
To what extent has the school secured effective remote education provision and what impact has it had on pupils' progress? How does the school intend to build on this in the future?			
Date	Recommendations	Date	Progress against recommendations

Catch-Up Provision and Learning Gaps (See Appendix B)			
Note the impact of the schools catch-up provision.			
How well have leaders identified learning gaps and adapted the curriculum accordingly?			
Date	Recommendations	Date	Progress against recommendations

Sexual Harassment and Abuse, including online (See Appendix C)			
<i>How robust is the school's response and culture?</i>			
Date	Recommendations	Date	Progress against recommendations

Vulnerable Pupils and those with SEND			
<i>How well are vulnerable pupils and those with SEND doing at this school? Discuss any queries in relation to numbers, training etc.</i>			
Date	Recommendations	Date	Progress against recommendations

Emotional Health and Well-Being of Staff and Pupils			
<i>How well does the school support staff and pupils?</i>			
Date	Recommendations	Date	Progress against recommendations

Governance			
<i>How robust is governance? To what extent do they effectively support and challenge school improvement? Impact of any external reviews of governance?</i>			
Date	Recommendations	Date	Progress against recommendations

Staffing and Leadership Capacity			
<i>Is the school experiencing any turbulence / staffing changes / other issues which may impact on performance?</i>			
<i>What capacity does the school have to help others? Potential SLEs, LLEs etc?</i>			
Date	Recommendations	Date	Progress against recommendations

Attendance, PA and Exclusions			
<i>Capture current data point and note any challenges the school is currently facing or approaches that are working particularly well.</i>			
Date	Recommendations	Date	Progress against recommendations



BARNSLEY SCHOOLS' ALLIANCE

STRONGER TOGETHER TO IMPROVE EDUCATION

Support • Challenge • Inspire

