BARNSLEY SCHOOLS' ALLIANCE
STRONGER TOGETHER TO IMPROVE EDUCATION
Support • Challenge • Inspire

BARNSLEY SCHOOLS' ALLIANCE

EDUCATION IMPROVEMENT STRATEGY

2022 - 2025

APPENDIX 2:
SUPPORT AND CHALLENGE
(RISK ASSESSMENT AND EVALUATION)
FOR SECONDARY 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

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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

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 prior to the annual risk assessment conversation with the Headteacher or CEO of Academy Trusts. 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.

The Secondary Chair of the Alliance Board works in partnership with Headteachers to monitor and evaluate the quality of education; behaviour and attitudes; leadership and management, attendance and exclusion throughout the year.

School improvement is built around the HASIP programme and an annual conference to support the professional development of principals and headteachers. (Circulated to Principals/Headteachers 11.3.2019).

The HASIP programme was adopted in January 2019 and is detailed as appendix 2F.

The risk assessment process takes place as follows:

1) A September review (Pro Forma in Appendix 2A). This focusses on:
   - The last Ofsted inspection outcome and predicted date of the next inspection
   - Performance trends, highlights and areas for improvement - including a review of results from the previous summer, particularly progress in each of the three buckets (Maths and English, EBACC and open), 3-year trends and performance of specific groups of students
   - Attendance and exclusion data
   - Priorities for development in the next academic year

2) A risk assessment using published criteria (Appendix 2B) where academies and schools are identified as green, yellow, orange or red with green being least at risk and red being most at risk. (Risk assessment may change within year following a change in circumstances, e.g. change in headteacher / principal or following an Ofsted inspection).

3) Red and Orange academies and schools receive a governing body visit to explain why they have been categorised as red or orange and an evaluation visit in the spring term (Pro Forma in Appendix 2C) to consider some or all of the following:
   - Internal data for year 11 and other year groups including:

   o a review of P8 in Basket 1(Maths and English), 2 (EBACC) and 3 (open)
   o progress of specific student groups (including disadvantaged and SEND (school support))
   o differences in girls and boys attainment

   - The effectiveness of leadership and management at strategic, operational, department and subject level including a review of the academy / school improvement plan and SEF
   - The quality of teaching, learning and assessment
   - Personal development, behaviour and welfare
   - Attendance and exclusion data (with reference to EHE, PA and truancy approaches)
   - Safeguarding (where relevant)
   - Key indicators drawn from the IDSR (if available)
   - Progress on key areas for development identified in the previous inspection
   - Involvement of the Academy Board/Governors in the self-evaluation/school improvement process
   - How support and challenge is being given and received
   - Role of the academy trust in offering support and challenge (where relevant)

A risk assessment summary (appendix 2D) detailing the position of each red and orange academy/school is produced at the end of this process.

Additional support for red and orange academies and schools will be brokered by the Barnsley Alliance achievement group and may lead to NLE or SLE involvement. The progress and potential risk of Red and Orange Academies/Schools will be discussed at the regular progress meetings within the Barnsley Schools' Alliance Quality of Education Group and with regional HMI, DfE and the Regional Schools commissioner.

Impact: The impact of this strategy will be evaluated in an annual report using the criteria detailed in Appendix 2E.

If an Academy/School is perceived to be presenting a long-term risk and is not making demonstrable progress the LA will contact the Headteacher/Principal, Chair of the Academy Board, Ofsted and DfE as appropriate to discuss appropriate action.

Schools are strongly encouraged to access the professional development offer for 2021-22 which has been fully funded by the BSA: Events & CPD – Tykes Teaching Alliance (tykestsa.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.

BARNSLEY
Metropolitan Borough Council

School Briefing

School Name: XXXXXXX   **Phase:** Secondary
Headteacher: XXXXXXXXX   **Chair of Governors:**
Maintained / Academy Trust: XXXX   **Date:** XX.XX.XX

Ofsted Inspection Outcome	Barnsley RAG rating
XXXX has not been inspected as an Academy. Self-evaluation indicates that it expects to be a 'good' school	Yellow (Schools and Academies are categorised Green, Yellow, Orange or Red by the Alliance)

Performance – trend, highlights, areas for improvement

- Year 11 students that attended XXXX in 2018 made *above average* progress. In 2018 they ranked 2nd out of 10 in Barnsley using the progress 8 measure
- Students sitting GCSE exams in 2018 were ranked xxxx able on intake (out of 10 Barnsley schools). The school has a deprivation ranking of xxx out of 12.

	Progress 8			Attainment 8		
	School	Barnsley	National	School	Barnsley	National
2016	X	-0.22		X	47.4	48.5
2017	X	-0.15		X	44.0	44.6
2018	X	-0.14	0.0	X	42.4	44.3

- English and Maths results are xxx
- Rates of progress for both boys and girls are xxx in relation to the Barnsley average
- EBACC entries were x in 201X. They are due to increase in future years following curriculum modifications in bucket 2

Attendance & exclusions

School attendance rates are x (x% compared to a Barnsley average of 93.9%). The fixed term exclusion rate was xx in 2017/18

Additional comments

1) XX is an Academy with the XX Multi Academy Trust and therefore the Local Authority has no direct input into its operation.
2) The leadership of the school is supported by the XXX Academy Trust.
3) The principal is keen to engage with both the LA and the Barnsley Alliance
4) The main priority at XXX in 2018/19 will be to XXXXX.

Secondary School - 2022 Barnsley Alliance Risk Assessment Criteria

SECONDARY RISK ASSESSMENT PROCESS CRITERIA

Information:	Possible sources of evidence:
Attainment and progress data	Centre Assessed Grades for 2020; 2021 External exams 2019; 2022
Outcomes in relation to vulnerable groups (extent to which gaps are closing)	Centre Assessed Grades for 2020; Teacher Assessments; Mocks; External exams pre 2020
Previous risk assessments outcomes	School Evaluation Review, CEO report, SIP
Impact of previous external support	Director of Teaching and Learning Report, External Review, Any Ofsted inspections
School Self evaluation	SEF, SIP, Profile of Teaching, School Evaluation Review, CEO report, Post Lockdown Recovery Plan
Attendance and exclusions	Attendance and exclusion data and contextual information
Safeguarding	Policy, procedure, Single Central Record and training log
Budget position	Budget monitoring, COO Report, Carry forward/Deficit

	Risk Assessment Focus	RED	AMBER (To be agreed following the risk assessment conversation)		GREEN
Outcomes	Attainment 8 and Average A8 grade	Attainment 8 / grade is significantly below national figures	Attainment 8 / grade is below national figure	Attainment 8 / grade is broadly in line with national figures	Attainment 8 / grade is significantly above national figure
	Progess 8	Progress 8 is significantly below national figures	Progress 8 measure is below national	Progress 8 measure is broadly in line with national figures	Progress 8 measure is significantly above national
	English and Maths 4+ / 5+ %	English and Maths 4+/5+ % is significantly below national figures	English and Maths4+/ 5+ % is below national figure	English and Maths 4+/5+ % is broadly in line with national figures	English and Maths 4+/5+ % is significantly above national figure
	EBacc APS	EBacc APS is significantly below national figures	EBacc APS is below national figure	EBacc APS is broadly in line with national figures	EBacc APS is significantly above national figure
	Completing EBacc %	Completing EBacc % is significantly below national figures	Completing EBacc % is below national figure	Completing EBacc % is broadly in line with national figures	Completing EBacc % is significantly above national figure
	Vulnerable groups (PP, LAC, SEND K / EHCP)	There are significant concerns about the performance of vulnerable groups	There is a gap between vulnerable groups and comparator groups	Vulnerable groups compare broadly in line with comparator groups nationally	Vulnerable groups attain positively when compared to national comparator groups

Risk Assessment Focus		RED	AMBER (To be agreed following the risk assessment conversation)		GREEN
Leadership	Post Lockdown Recovery Planning	There is no real plan for students to recover the learning lost during Lockdown	The school has a plan in place for recovery in lessons but with no effective on-line learning for back up and to support and accelerate recovery	Leadership has put in place a thorough plan for the recovery of student learning both face to face and on-line. This plan is not being followed consistently across all subject areas and school teams	Leadership has put in place a thorough plan for the recovery of student learning both face to face and on-line, which is consistently followed by all staff resulting in accelerated improvements to student outcomes
	Leadership Experience	There are concerns about the performance of leadership. There is limited evidence of impact over time. There may be a change in leadership	School leadership has struggled to demonstrate improvement over time There may be a change in leadership	School leadership is good and the school is showing positive trends of improvement	School leadership is strong and demonstrates significant impact over time
	Governance	The governing body lacks experience and does not provide appropriate challenge and support.	The governing body has limited experience and support is often verges into operational aspects. Their evaluation of the school is over reliant on the head teacher	The local governing body provides some support and challenge to the school. Some support may be superficial	Governance is strong and provides appropriate support and challenge. The LGB strategically support school improvement and are acutely aware of the position of the school
	Ofsted Grade	The school is in a Ofsted Category or MAT evaluation suggest the school would be vulnerable of going in to a category at next inspection	The School is RI or MAT evaluation suggests the school would be judged at RI at next inspection	The school is graded at good. MAT evaluation suggests the school would be judged good at its next inspection.	The school is graded at good or better. MAT evaluation suggests the school could be judged outstanding at its next inspection.
Quality of Education	Quality of teaching	Teaching is inconsistent and there is evidence of teaching that is inadequate	There are inconsistencies in the quality of teaching	The quality of teaching across school is in the main good	There is robust evidence in place to demonstrate that teaching is strong across the board and shows impact over time
	Curriculum	The curriculum is not fit for purpose.	The curriculum is narrowed in the favour of core curriculum subjects	The curriculum in the main is positive.	The school offers a rich curriculum that meets the needs of learners.
		The impact of subject leads is minimal on improving their subjects	Subject leaders are not effective in driving subject improvement	Subject leadership needs to be more consistently strategic	Subject leaders strategically lead their subject

Risk Assessment Focus		RED	AMBER (To be agreed following the risk assessment conversation)		GREEN
Behaviour and Attitudes/Personal Development	Attendance	Attendance is significantly below national figures as a school and for groups are a concern	Attendance is below national figures as a school and for groups are a concern	Attendance is broadly in line with national figures as a school and for groups	Attendance is above national figures as a school and for vulnerable groups
	Persistent Absence	PA is significantly above national figures as a school and for groups are a concern	PA is above national figures as a school and for groups are a concern	PA is broadly in line with national figures as a school and for groups	PA is below national figures as a school and for vulnerable groups
	Exclusions	Exclusions are high, the school does not manage behaviour well. There is not a positive culture on inclusivity in the school	Exclusion rates are high in comparison to national figure. The schools does not have a positive culture of inclusion	Exclusion data is in line with national figures for both Temp and PEX	Exclusion data is significantly below national figures for both Temp and PEX. The school has an inclusive culture
	Student Wellbeing	There is little or no consideration for the wellbeing of students	The wellbeing of vulnerable students is considered	There are effective measures in place that ensure the wellbeing of all students is met	The wellbeing of students is carefully considered and the wellbeing of young people is a clear thread through the school
	Cultural Capital	The school offer does not add to the cultural capital of students	The school is generic and meets the cultural capital needs of most students	The school adds to the cultural capital of all students	Cultural capital is carefully considered and bespoke opportunities are delivered that meet the needs of all students

BARNSLEY
Metropolitan Borough Council

Secondary School Risk Evaluation Form

Date Updated:

School / Academy:	
Head Teacher:	
Academy Trust:	
LA Link:	
Current RAG rating:	

Dates of Visits:	

Previous Ofsted Judgments	
Date of last inspection	
Overall Effectiveness	
Effectiveness of Leadership and Management	
Quality of Teaching, Learning and Assessment	
Personal Development, Behaviour and Welfare	
Outcomes	

Strengths?	**Areas for improvement?**
	The main priority at XXX will be to

IDSR - Areas to Investigate	

Agreed actions to support school improvement	**Who by**	**When**

Risk Assessment
The school/academy has been placed in the Red / Orange category and school leaders are in agreement with this decision. A member of the Academy trust was / was not in the meeting.

Effectiveness of leadership and management		**Self-Evaluation Grade:**	
Date	Recommendations	Date	Progress against recommendations

The quality of teaching, learning and assessment	**Self-Evaluation Grade:**

8

Date	Recommendations	Date	Progress against recommendations

Personal development, behaviour and welfare	**Self-Evaluation Grade:**

Attendance

Date	Recommendations	Date	Progress against recommendations

Outcomes	**Self-Evaluation Grade:**

Data Evaluation for 2018 Year 11 cohort
Attainment on Entry:

Progress 8:

Attainment 8:

Bucket 1:

Bucket 2: (EBACC)

Bucket 3:

Performance of specific groups of students:

Predicted performance of each year group:

APPENDIX 2D

Barnsley Secondary Academy and School Risk Assessment Summary - Updated xx.xx.xx

Academy / School	Areas of concern	Support	Anticipated Ofsted judgement
XXXX (Red)	Progress is below average (P8 is xxxx). Girls P8 is xx. Boys P8 is xx Attainment - A8 is (x) x compared to the national average Attendance – xx% HT1. Persistent absence – xx% HT1 Curriculum changes are needed, particularly in bucket 2 and 3 The Academy has a positive / negative budget deficit	Capacity for support from within the Academy Trust is xxxx Review visit completed xxx An Alliance funded SLE is working within the xxxx department	X
XXXX (Orange)			

Impact of Barnsley Secondary Academy and School Risk Assessment and Improvement Strategy

Report Date: **Author/Contact:**

Year:		Trend ⇧⇩⇨
% of children in good/outstanding schools		
Number of Ofsted good/outstanding schools		
Number of Green Academies/Schools		
Number of Yellow Academies/Schools		
Number of Amber Academies/Schools		
Number of Red Academies/Schools		
Details of Inspections within the last academic year and outcomes in relation to last inspection		
Details of academies/schools anticipating inspection in current year		
Details of academies/ schools at risk of a declining grade		
Authorised absence		
Unauthorised absence		
Persistent absence		
Permanent exclusions		
Fixed term exclusions		
Referrals to FAP		
In PRU provision		
Disadvantaged gap	**Progress 8** **Attainment 8** **English** **Maths**	
SEN gap		
Gender gap		
EAL gap		
Number of NEETS		

Headteachers as School Improvement Partners (HASIP) Programme

PHILOSOPHY

School improvement is a complex process involving large numbers of people, many of whom have different expectations of the education system. This process is predicated on a belief that sustainable and lasting school improvement involves embedding change over many years, and that this change should be focussed on improving outcomes for young people. This programme is underpinned by a belief that the people who understand the school improvement process best are those who work within it as practising headteachers. The philosophy of this approach supports a view that the people who understand the school improvement process best are most likely to be effective in supporting and challenging their colleagues in securing sustainable improvement.

PRINCIPLES

- Practising Headteachers are best placed to support and challenge the school improvement process
- Practising Headteachers are more likely to accept high levels of challenge from people they respect, have good personal relationships with who understand the school improvement process and who understand the headteacher role
- The best professional development for practising headteachers is founded in visiting other schools, understanding their contexts and discussing specific leadership and management challenges with headteacher colleagues
- High quality school improvement addresses specific areas for improvement (termed 'areas of interest' in the HASIP programme) in detail and leads to long term sustainable positive change
- Three people working closely together and getting to know each other's schools intimately are most likely to be able to offer relevant support and challenge
- Senior leaders and governors in the receiving school should be involved in helping to identify the area(s) of interest
- Area(s) of interest will normally refer to 'areas for improvement' identified in the schools most recent Ofsted report
- The HASIP programme, if successful, should allow schools to become increasingly self -supporting and reduce the need for LA involvement in the school improvement process.

PRACTICE

1) Three Headteachers will agree to operate the HASIP programme on an annually renewable basis

2) Each school will be visited once per year by two Headteacher colleagues, one school in each of the three terms

3) Two headteachers will spend a full day in the school of the third focussing on an area of interest determined by the head/senior leaders/governors of the school being visited

4) The headteacher of the school being visited will co-ordinate interviews, sharing of data, cups of tea, lunch, IT facilities, etc. and book two slots late in the day for verbal feedback. The first with the head and the second with the head and school leadership team

5) The two visiting heads will collate their findings and produce a short evaluative report in draft form

6) In the late afternoon / early evening, following feedback to the leadership team, all three heads will convene and, through discussion, an action plan for improving the area of interest will be developed

7) Within two weeks the final report with draft action plan will be sent to the receiving head for approval

8) The report and action plan then become the property of the receiving head and they will involve other parties (governors, academy board, staff) as they wish

9) The area of interest will be reviewed approximately twelve months later if the HASIP programme is continued into a second year.

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