Lancashire County Council

LANCASHIRE LASER

(Local Authority Self Evaluation Report)

GENERAL GUIDANCE
1. Aim to make judgments (outstanding, good, requiring improvement, inadequate) rather than being descriptive
2. When considering trends, focus on the past 3 years
3. Aim to make overall judgments, then 'drill down' further where there is variation/where certain groups or measures differ significantly from the overall judgment
4. Do not include data tables unless these provide strong evidence for a key point (maintain a data digest/more detailed analyses alongside)
5. Where available, use published national datasets as the starting point, supplemented by LA-produced data and other sources as appropriate
6. Answer the questions from your own team's perspective
7. Ensure that progress towards key priorities is evaluated and identify priorities for the ongoing work of the team, for inclusion in the LIP? Consider how these align with priorities and areas of focus for other teams? (to inform cross-team working)

SECTION 4: LEADERSHIP AND MANAGEMENT
A summary of LA systems, policy and planning in relation to school improvement

A. <u>**LEADERSHIP**</u>

1. **How effective is provision in securing appropriate outcomes for all learners?**
   Evidence includes:

   - *The inspection results for primary and secondary schools*
   - *Early Years Foundation Stage results*
   - *Key Stage 2 results*
   - *Key Stage 4 results*
   - *The performance of groups of pupils*
   - *The performance of geographical districts in Lancashire*

2. **Does the LA, including elected members and senior officers have a clear and ambitious vision and strategy focused on school improvement?**
   Evidence includes:

   - *The QCI Service plan and targets*
   - *Feedback from schools*
   - *School Improvement Strategy*
   - *Schools in Difficulty booklet*
   - *Use of funding e.g. Best Start*

3. **Is there a clear path of accountability to elected members and stakeholders with sufficient high quality data to enable effective challenge?**
   Evidence includes:

   - *Reports to Cabinet Committee for performance improvement*
   - *Reports to Education Scrutiny*
   - *Quality of Service Reports*
   - *Reports to the Cabinet member for Children, Young People and Schools by the Director for Universal and Early Support services*
   - *Reports to the lead bodies for secondary schools (LASSH), primary schools (PHIL), Special Schools (LASSHT) and Nursery schools (LFNSH)*
   - *Reports to the Partnership Development Group which acts as the School Improvement Service Governing Body. Members include secondary, primary, nursery and special school headteachers, governors, diocesan representatives and members of professional associations*
   - *Reports to the Diocesan/Church Authorities Liaison Group which includes representatives of all 9 Diocesan/Church Authorities for Lancashire*
   - *Reports to the Directorate Leadership Team on the progress in implementing the School Improvement Service Plan*
   - *Reports to the Directorate Leadership Team (DLT) on inspection outcomes*
   - *Reports to the Schools' Forum on the use of resources and the impact on school improvement*

4. **Is the progress of schools in difficulty kept under review by elected members and senior officers?**
Evidence includes:

- *Reports to the School Improvement Challenge Board*
- *Reports to the Cabinet member*

5. **Do all staff and stakeholders understand the vision and can they explain their role in its realisation?**
Evidence includes:

- *Outcomes of directorate survey*
- *School Service Guarantee (SSG) survey*
- *Feedback from Diocesan/Church Authorities on working in partnership with the LA to improve provision and raise standards of achievement.*
- *Level of staff engagement and positive responses in the QCI staff survey which compare well with the CYP and CC responses*

6. **Is there a clear sense of moral purpose shared within the organisation?**
Evidence includes:

- *Outcomes of directorate survey of staff views*
- *School SSG survey*
- *Alignment of Service and Corporate/Directorate targets*

7. **Is LA vision/priorities informed by developments, trends and changes in the medium to long term future that will have a direct impact on its work with schools and other partners?**
Evidence includes:

- *Feedback from headteachers*
- *The participation of stakeholders in the governance of the service through the Partnership Development Group*
- *The identification of priorities to reflect National, Corporate, Directorate and Service level priorities*
- *The use of resources to improve provision and tackle underachievement*
- *External reviews of the way that school improvement services are provided*

8. **Is the strategy for School improvement communicated effectively to schools and are they consulted on its development?**
Evidence includes:

- *The School Service Guarantee (SSG) which sets out the range of support, challenge and intervention available to schools*
- *Strategy for School Improvement*
- *Feedback from schools through Primary Headteachers in Lancashire (PHIL), Lancashire Association of Secondary School Headteachers (LASSH), Lancashire Association of Special School Headteachers (LASSHT), Lancashire Federation of Nursery School Headteachers (LFNSH)*
- *Questionnaire feedback on the SSG*
- *Focus groups of headteachers*

9. **Is the rationale for school improvement support explicit, flexible, tailored to need and endorsed by schools?**
   Evidence includes:

   - *The School Service Guarantee (SSG)*
   - *The Strategy for School Improvement*
   - *Feedback from the primary and secondary school surveys (Summer 2012)*
   - *The response to the consultation about "services to schools" (January 2012)*

MANAGEMENT

10. **Are LA improvement plans set appropriately in the context of national and local priorities and focused clearly on tackling underperformance and on improvements for learners and schools?**
    Evidence includes:

    - *The QCI Service Plan*
    - *The Children and Young People's Plan*
    - *Corporate and Directorate targets*
    - *Raiseonline*

11. **Are all staff clear about the priorities and how their work contributes to agreed outcomes (inc roles and responsibilities)?**
    Evidence includes:

    - *QCI Team Plans*
    - *Minutes of team meetings*
    - *Staff survey*
    - *PDA priorities*

12. **Do improvement plans set appropriately challenging targets for all pupils – including those identified as vulnerable (FSM, CLA, geographical districts)?**
    Evidence includes:

    - *QCI Service plan*
    - *QCI Team plans*
    - *School Improvement Initiatives*

13. **Does the LA evaluate the impact of resource allocations rigorously and act on the findings?**
    Evidence includes:

    - *Reports to the cabinet Committee for Performance Improvement*
    - *Reports to Education Scrutiny*
    - *Reports to the School Improvement Challenge Board*
    - *Reports to Directorate Leadership Team*
    - *Reports to QCI Leadership Team*
    - *Reports to Partnership Development Group*

14. Is the LA's budget setting process based on a thorough and detailed review of spending needs and is it both timely and transparent?
Evidence includes:

- *Schools Forum minutes and consultations with schools*

15. Are the outcomes of stakeholder engagement, performance data and other information used effectively to inform provision and evaluate outcomes?
Evidence includes:

- *The QCI Service Plan*
- *Early warning Group reports on school performance*
- *Reports to School Improvement Challenge Board*
- *PHIL, LASSH, LASSHT minutes*
- *Reports to district trusts*
- *Reports to Diocesan/Church Authorities*

16. Is there a clearly defined and effective cycle of monitoring and evaluation that is used to inform future planning and which is focused on standards and the quality of education and trends over time?
Evidence might include:

- *The QCI service Plan*
- *Partnership Development Group minutes*
- *Targets, including directorate/corporate targets*
- *LA priorities*
- *Reports to DLT*

17. Is there a consistently applied level of challenge for all schools to improve the quality of education?
Evidence includes:

- *Adviser reports to Governors/headteachers*
- *Inspection reports and evaluation of LA support*
- *HMI monitoring letters evaluating LA support for schools in difficulty*
- *Reports to School improvement Challenge Board*
- *Support for the governors' in headteacher appraisal*

18. Are reports to schools fit for purpose in identifying strengths and weaknesses in provision and in promoting rapid improvement?
Evidence includes:

- *Notes of adviser visits*
- *Feedback from schools*
- *Reports to School improvement Challenge Board*

19. **Are procedures to monitor, identify and challenge schools and to tackle under performance through intervention where required clear and well understood within the LA and by stakeholders?**
    Evidence includes:

    - *Schools Requiring Special Support booklet*
    - *Early Warning Group reports*
    - *Reports to School improvement Challenge Board (SICB)*
    - *Time on list of school requiring special support*
    - *Letters to schools from SICB*

20. **How effectively does the LA use its powers of intervention?**
    Evidence might include:

    - *Reports to School improvement Challenge Board*
    - *Published guidance on support for Schools and CCs requiring special support*
    - *SICB letter to schools in difficulty*
    - *Pre-Warning Letter*

21. **Does the LA employ a range of appropriate and effective strategies to tackle all schools causing concern – including school to school support, the use of NLE's etc.**
    Evidence might include:

    - *School feedback on Monitoring and Intervention Team*
    - *Local Leaders in Education, National Leaders in Education*
    - *Effective school to school brokerage*
    - *Teaching school support*
    - *HMI feedback/OfSTED feedback on LA support*
    - *Report on Secondary Strategy Group*

22. **Are schools clear about what is provided by the LA or brokered/commissioned from other sources?**
    Evidence includes:

    - *School Service Guarantee*
    - *Strategy for school Improvement*
    - *LA statements of action set out the support clearly including the use of school to school support*
    - *Teaching School website*
    - *Leadership programme*

B. CAPACITY

23. **Do LA officers have the appropriate skills and expertise to meet schools' needs? Are they credible and trusted by schools?**
    Evidence includes:

    - *SSG feedback and buy back*
    - *Professional development programme for advisers*
    - *HMI feedback/OfSTED feedback on LA support*
    - *External review of School Improvement Support*

24. **Does the LA have a comprehensive knowledge of best practice within and beyond the LA which is drawn from a wide range of sources?**
    Evidence includes:

    - *Brokerage of Secondary and Primary NLEs, LLEs*
    - *Brokerage of Teaching Schools*
    - *Review of support programmes (Extra Mile, Teaching and Learning Programme)*
    - *Brokerage of outstanding schools*
    - *National College for Teaching and Learning (NCTL) programme of school to school support*
    - *Consultancy offer*

25. **Does the LA provide effective expert advice and differentiated training for headteachers, governors and middle managers?**
    Evidence includes:

    - *Feedback on Leadership programme*
    - *Feedback on governor support*
    - *Scope of leadership programme*
    - *NCTL leadership programme uptake*

26. **Is performance management used effectively to develop and maintain high quality impact from the workforce?**
    Evidence includes:

    - *Management Style Questionnaire (MSQ)*
    - *PDAs*

27. **Is leadership at all levels open to challenge and able to respond appropriately?**
    Evidence includes:

    - *MSQ*
    - *CYP survey analysis*
    - *Service leadership team minutes*
    - *Continuous Improvement Champion*
    - *Staff Matter Group feedback*
    - *Reports are to stakeholders through the Sounding Board, Diocesan/Church Authorities Liaison Group, Phase groups (LASSH, LASSHT, PHIL, LFNSH), Partnership Development Group, County Union Secretaries*

28. Do all staff feel valued and strive to achieve?

Evidence includes:

- *CYP survey analysis*
- *Continuous Improvement Champions feedback*
- *Staff Matter group feedback*