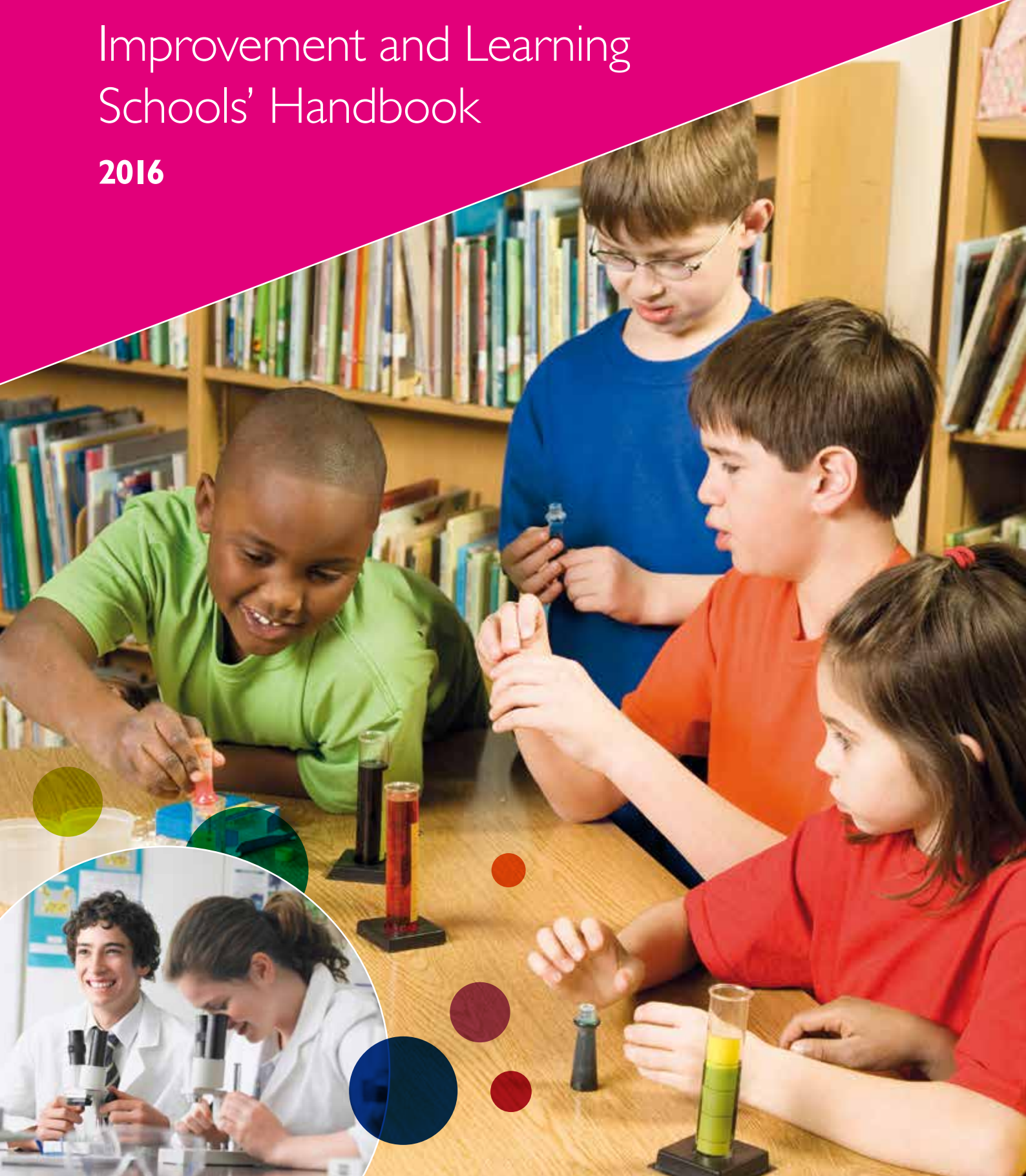


East Riding of Yorkshire Improvement and Learning Schools' Handbook

2016



EAST RIDING
OF YORKSHIRE COUNCIL

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Introduction

I am pleased to present our vision for supporting schools as they strive for excellence. The journey towards excellence is a continuous process - a journey of improvement on the road to delivering the best outcomes for children and young people. It is a vision that must include high performance for all. Our key vulnerable groups of disadvantaged children and children with school defined special needs are central to all schools becoming good and striving to be outstanding. This is enshrined in our key education and skills strategy - "Improving Schools – Improving Lives." Please see over the page for a summary of this strategy.

Our Vision for Excellence

The implications of the government policy and the structural transformation implied are part of the driving force for change. The direction of travel is one that is already established. It is formed on certain fundamental beliefs and principles.

- School Improvement happens in schools.
- Headteachers are increasingly seen as system leaders.
- The role of the Local Authority (LA) is to ensure the conditions are created whereby school leaders are able to lead and teachers are able to teach without the distractions of excessive bureaucracy and interference.
- The creation of excellent schools regardless of phase is a collaborative activity with a triangular relationship, school-to-school to LA.
- A range of collaborative models is at the heart of our strategy for change.
- Collaboration is the only way to deliver the full range of positive outcomes for all children and young people.
- Collaboration needs to take place across the full range of partners.
- To ensure that the collaborative dividend delivers higher standards, a wider range of opportunities and better value for money, with education at the heart of community sustainability, we need to make sure that the workforce is empowered and skilled enough to reap the rewards.
- CPD is a fundamental right of all members of the children's workforce and it must be relevant and close to practice to make an impact on outcomes for children.
- Where schools fail to deliver adequate standards in terms of attainment or progress intervention needs to be early and decisive, working alongside our outstanding Headteachers and their schools to bring about rapid change.

The colleagues who make up the Improvement and Learning Service are introduced to you in the following pages; working alongside colleagues in schools, within the East Riding and with partners drawn from outstanding schools across the whole of the Yorkshire and Humber region; they form the core of the team who will support the development of learning across the East Riding.



Mike Furbank

Head of Children and Young People, Education and Schools

Improving Schools – Improving Lives:

A Strategy for Improvement

Our new strategy describes our ambition for excellent schools and our aspirations for **all** children and young people in the East Riding of Yorkshire.

Within the East Riding we have an ambition for...

All schools to become ‘good’ or better by 2016

We aim to realise our ambition by:

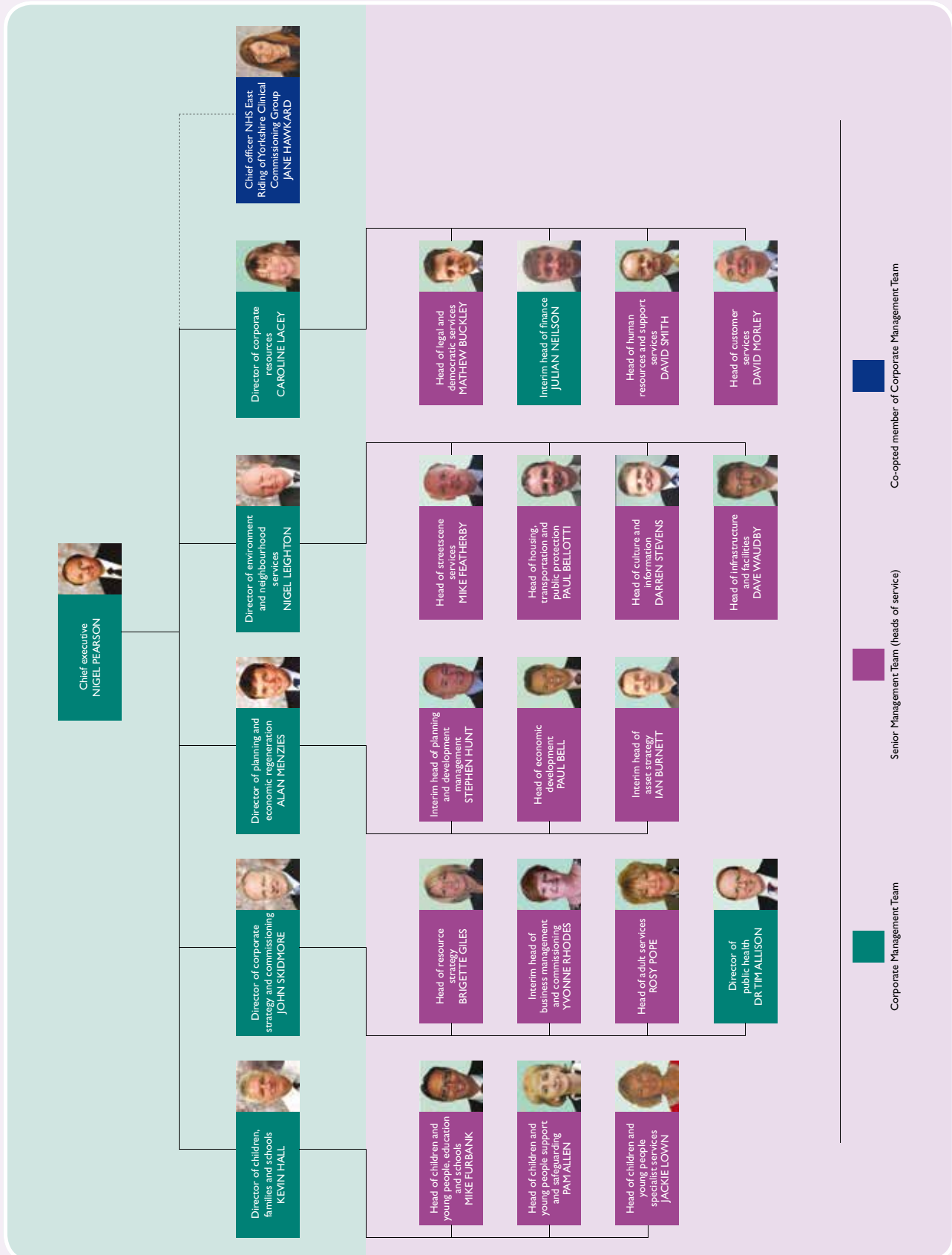
- 1. Persistently supporting and challenging all schools to improve to good or outstanding.**
We will celebrate the success of all improving schools. We will challenge all schools to become good or better, deploying ever improving models of intervention.
- 2. Ensuring that the best schools and school leaders are used to support all schools to improve.**
We will employ a radical new approach with delegated school improvement budgets alongside proven school improvement partnerships between local authority and schools.
- 3. Enabling every child to make ‘good’ or better progress, whatever their starting point.**
Barriers to achievement will be broken down, whether they are linked to individual needs or the context of the school and community. All gaps should narrow quickly. No excuses for lack of aspiration.
- 4. Creating an environment in which all schools are free to make their own choices.**
Become an academy, part of trusts or remain a maintained school.
- 5. Ensuring early years and pre-school support give children the very best start.**
Making sure they are prepared for school life. Early intervention has the biggest impact on life chances – we intend it should succeed.
- 6. Enabling all learners to access their preferred route to success through all types of provider.**
Developing both academic and vocational routes to excellence: supporting individual choice, the national and local economy, as well as the local workforce.
- 7. Supporting and challenging school governance to improve.**
Better provision for governors and effective sharing of best practice. Governors supporting governors to rapidly improve.

The foundations for our ambition are built upon three related concepts:

- 1. Equity.**
Every child deserves to thrive regardless of their starting point.
- 2. Excellence.**
Excellent provision in teaching and learning to help every child to make excellent progress.
- 3. Entitlement.**
It is every child's entitlement to be safe and happy in a well-led school, supporting the development of the whole child to become a well-equipped and confident citizen of tomorrow.

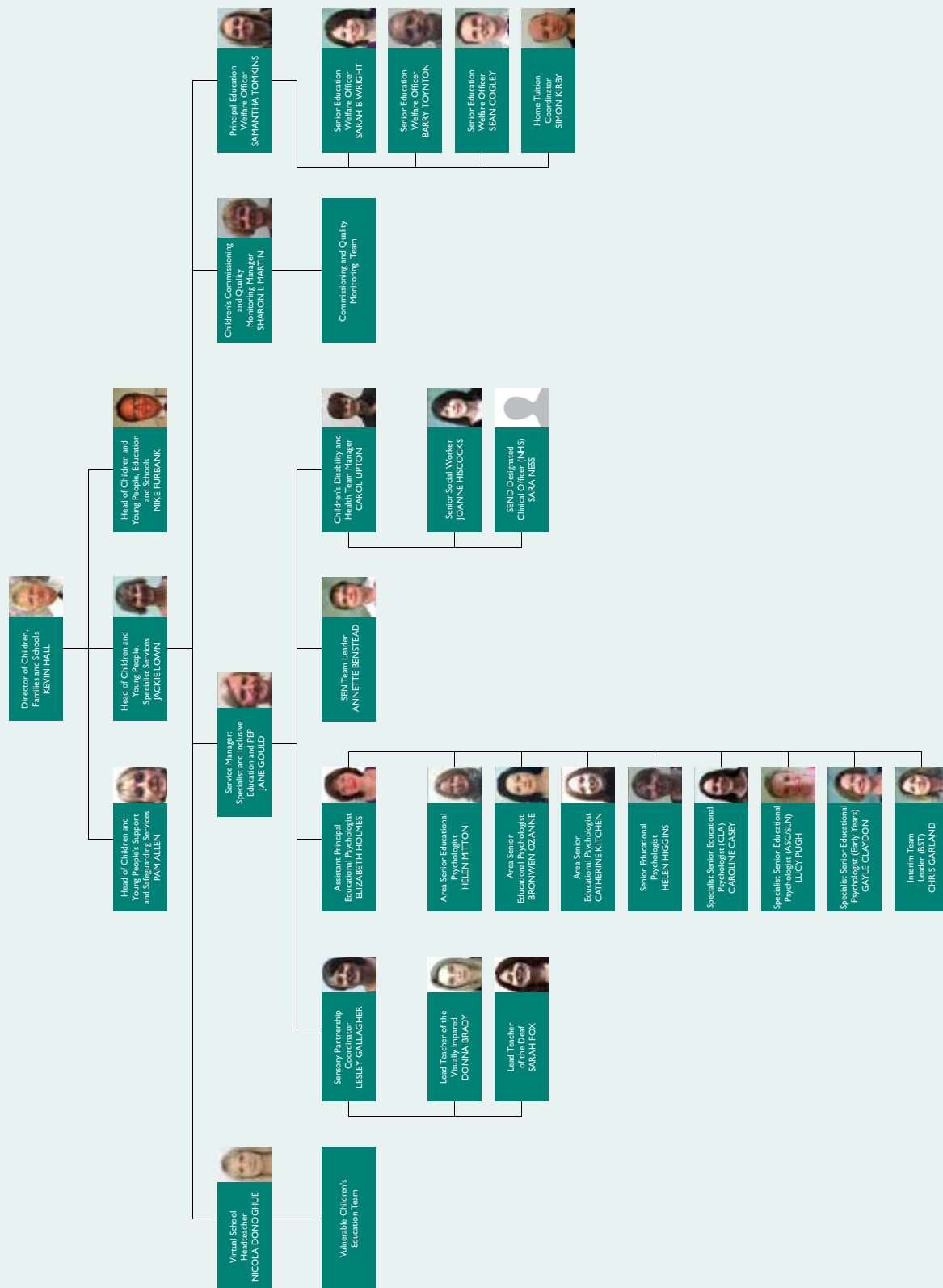
Structures

Corporate Management and Senior Management

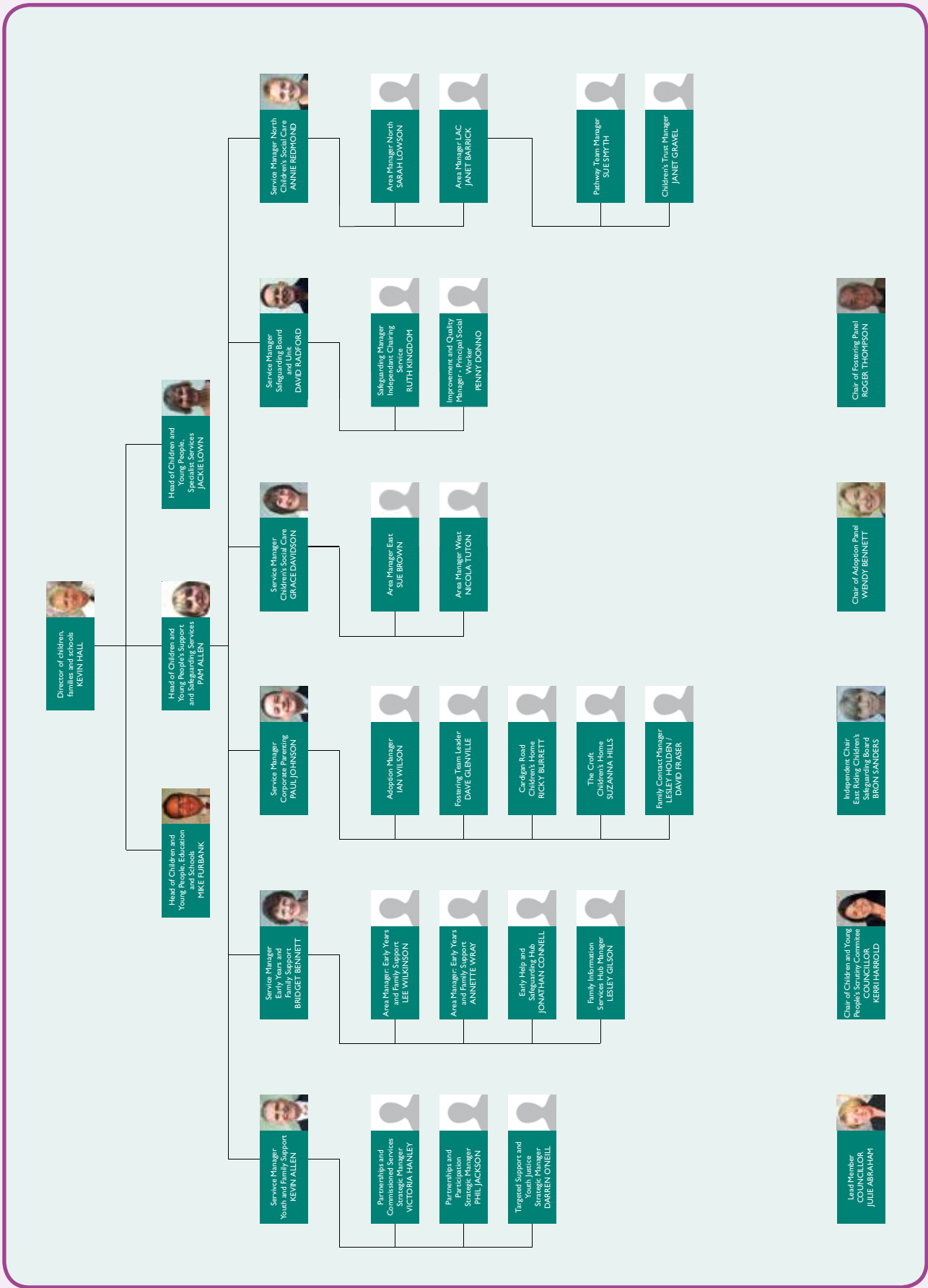


Children, Families and Schools

Children and Young People Specialist Services



Children and Young People's Support and Safeguarding Services



Handbook

I The role of the service

Introduction

At its simplest level our role as a service is to create arrangements in which schools improve their Ofsted outcomes and improve test and examination results for children and young people. As a council, we are aiming for all schools to be good or outstanding by the end of 2016 and for top 20 per cent school performance.

The Improvement and Learning Service aims to fulfil its overall objectives through:

1. **Monitoring, intervention, challenge and support** expected under our statutory role for all children and young people in all state-funded schools and academies.
2. **Services commissioned from good and outstanding schools** to work in partnership with our team. One third of schools are involved in a **fully funded school-to-school support and challenge arrangement**. Many other schools have services commissioned from good or outstanding schools in partnership with the LA.
3. **Traded services** that schools and academies choose to purchase from us, which include monitoring, challenge, intervention and support, but will also be designed to meet the school's needs and priorities. We operate approximately **250 events** for staff and governors over the year, booked by an on online system. All events are evaluated by delegates resulting in over 90% of positive evaluations. We are responsive to schools' needs and add new events as the demand arises.

2.1 Traded Services

The Improvement and Learning Service (ILS) have **Service Level Agreements (SLA)** with almost all schools and academies - you should obtain a copy of the ILS SLA from Philip Hutchinson (01482) 392854 if you haven't been given one already. Schools were involved in the design of the SLA and are consulted every year on changes through Headteacher representative groups. Schools can opt for one of four SLA tariffs for the academic year:

Schools can opt for one of four SLA tariffs for the academic year:

1. **Improvement Package** - (for RI and inadequate schools) - 6 core adviser days plus up to 40 days of adviser's and officer's time. Full commitment to move the school through support and challenge to good as soon as possible. The package consists of: a. developmental activities each term, b. Joint Monitoring Visits each term c. Joint Review Visits each term. Often NLEs, NLGs, LLEs and SLEs are deployed as part of the support and challenge arrangements.
2. **Gold Package** - (for good and outstanding schools) - 6 core adviser days plus between 3 and 15 additional days of adviser and officer support and challenge depending on the size of the school.
3. **Silver Package** - (for good and outstanding schools) - 6 core adviser days plus between 2 and 10 additional days of adviser and officer support and challenge depending on the size of the school.
4. **Pay-as-you-go (PAYG)** option with higher rates for all adviser and officer days required. Schools and academies can put their own programme of support and challenge together in negotiation with their Improvement Partner.

2.2 The East Riding School Improvement Partnership

ERSIP is made up of representative Headteachers (elected by their peers) and senior council officers. It has an independent Chair - Martin Green, an ex-Headteacher. ERSIP has a governance role for the East Riding school improvement arrangements; the group designed the ILS Service Level Agreement and undertakes an annual review. Most importantly, ERSIP has designed the School-to-School Support and Challenge Pilots which are funded by the council's 2.1 million Excellence for All Fund over a three year period. ERSIP monitors and evaluates the impact of this spending and the pilot studies.

There are three school-to-school support/challenge pilots:

1. **Pilot 1 'RI to Good'** A group of twenty RI schools (a few vulnerable good schools too) supported and challenged by good/outstanding provider schools in moving to securely good.

Good or outstanding provider schools have been brokered by the LA, with the schools' agreement, to undertake the process of designing and operating a support/challenge programme to drive the change to a securely good Ofsted judgement.

LA Advisers/Improvement Partners jointly monitor and review the schools' progress once each term jointly with the school, the provider and the governing body. Pilot 1 schools must take up the Improvement Package SLA to access the full benefits of up to £35k of support and challenge by the external provider. Pilot 1 has been running for one year.

2. **Pilot 1a - 'Securing good moving to outstanding'**. A further group of thirteen RI schools (a few vulnerable good schools too) who wanted to embrace the pilot 1a programme. Again, good or outstanding provider schools have been brokered by the LA, with the schools agreement, to undertake the process of designing and operating a support/challenge programme to drive the change to a securely good Ofsted judgement.

LA Advisers/Improvement Partners jointly monitor and review the schools' progress once each term jointly with the school, the provider and the governing body. Pilot 1a schools must take up the Improvement Package SLA to access the full benefits of up to £35k of support and challenge by the external provider. Pilot 1a is starting from September 2015.

3. **Pilot 2 - 'Sustaining good, achieving outstanding'**. A group of thirteen good schools working with outstanding provider schools. Wakefield City Academy Trust (WCAT) have brokered the partnerships and will jointly monitor their progress with the LA. Again, LA Advisers/Improvement Partners jointly monitor and review the schools' progress once each term jointly with the school, WCAT and the governing body. Pilot 2 schools must take up the ILS SLA to access the full benefits of up to £35k of support and challenge by the external provider. Pilot 2 is starting from September 2015.

2.3 Teaching School Alliances

We are core strategic partners with The Riding Forward Teaching School Alliance led by Molescroft Primary School. We commission significant amounts of support for schools from the RFTSA both within the pilots and for schools with whom the LA is working. The RFTSA has the majority of East Riding Schools as members and increasingly as providers as well as recipients of their effective services.

We have commissioned support and challenge in the ERSIP pilots from a wide range of Teaching School Alliances in the Yorkshire and Humber Area:

1. Archbishop Holgate's School, York
2. Biggin Hill Academy, Hull
3. Blueprint Teaching School Alliance (Sirius Academy), Hull
4. Ebor Academy Trust, York
5. Ebor Teaching School Alliance, York
6. Healing School, part of the Healing multi academy trust
7. Highlands Primary School, National Teaching School, Hull
8. Holmfirth High School, West Yorkshire
9. Riding Forward Teaching School Alliance, East Riding
10. St Aidan's School, Harrogate
11. St Anthony's School, Leeds
12. Teamworks Teaching School Alliance, Calderdale
13. The Pennine Teaching School Alliance, Kirklees
14. The Wolds Teaching School Alliance, East Riding
15. Tidal Teaching School Alliance, Hull
16. Wakefield City Academy Trust Teaching School Alliance
17. West Yorkshire Teaching School Alliance

2.4 Associate Advisers

Secondary School SLT members who join the secondary Advisers and Officers on joint monitoring visits to secondary schools. We are grateful for this partnership – they have only been deployed a few times in the last year, due to the involvement of all secondary schools in the ERSIP Pilots, but we are looking at ways of involving all four School Associate Advisers this year. Joint Sixth Form Monitoring visits are an area in which we will work together.

2.5 Continuous professional development for schools by the team

All team members are expected to provide CPD events and contribute to the approximately 250 that run each year. All CPD events are planned in the summer term for the following year and placed on the online booking system (see link later in the handbook). It is possible and usual for new events to be added during the year as the need or demand arises, but the sooner they are advertised the sooner schools can book.

We have an annual earnings target that we have never failed to meet. Good CPD meets schools' needs, drives school improvement and generates income to support the wider team staffing, supporting our core functions.

3 Members of the service



Mike Furbank - Head of Service

Mike leads and manages the service and is accountable, along with the SLT, for the outcomes of all schools in the East Riding. He is jointly responsible for ensuring that arrangements for school improvement drive constant improvement and meet the council's aspiration to have top 20 per cent performance for its schools.



Matthew Harrington - Principal Adviser - Primary

Matthew is responsible, together with the SLT, for the improvement of all primary phase outcomes and inspection judgements. He is part of the management team that runs the service.



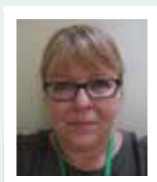
John Seaman - Principal Adviser - Secondary

John is responsible, together with the SLT, for the improvement of all secondary phase outcomes and inspection judgements. He is part of the management team that runs the service.



Lisa Devine - School Governance and LA Ofsted Development Officer

Lisa is responsible for ensuring the highest quality provision for governors leading to outstanding leadership and management of our schools by ensuring effective liaison between all council and voluntary sector provision for governors.



Jane Barnard - School Improvement Coordinator - Technical Assistant

Jane is responsible for coordinating the service's business activities, supporting the ERSIP programme of school-to-school to support and enabling the efficiency and effectiveness of the service.

Improvement Advisers (Improvement Partners)

Our Improvement Advisers all have a caseload of schools for which they are the Improvement Partner – they ensure the continuous improvement of their schools. Schools buy into the Service Level Agreement at different levels. At one end of the spectrum this might involve the design by the Improvement Partner and school of an integrated 'getting to good' plan comprising school, LA and external support partner actions with intensive support and challenge, at the other it might be tailored support for a good school moving to outstanding or sustaining an outstanding judgement. In addition Improvement Advisers provide CPD for schools and lead some of the wider roles of the service - they are experts in their fields.

Primary Improvement Advisers



Sarah Crellin

Full time Improvement Adviser (role: Primary, NQTs)
Ex-Senior leader.



Angela Jones

0.6 FTE Improvement Adviser (role: Early Years in settings and schools)
Ex-Headteacher, experienced adviser.



Ken Monkman

0.8 FTE Improvement Adviser
Ex-Headteacher, experienced adviser.



Joanna Rawling

0.6 FTE Improvement Adviser (role: Primary SEN)
Ex-Headteacher, new adviser from September 2015.



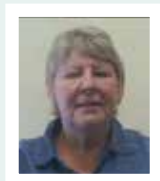
Brian Stillings

Full time Improvement Adviser from January 2016 (role Primary Leadership and Management)
Ex-Headteacher, current Ofsted Inspector.



Karen Waterhouse

0.6 FTE Improvement Adviser from September 2016
Ex-Headteacher, experienced adviser.



Carol Ketley

Full time Improvement Adviser
Ex-Headteacher, experienced adviser.

Secondary Improvement Advisers (all advisers work with a caseload of primary schools too)



Sue Griffiths

0.5 FTE Improvement Adviser (role: NQTs and Supply Service)

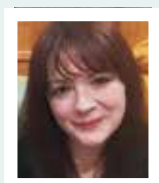
Ex-Ofsted Inspector, experienced adviser.



Wendy Grundy

Full time Improvement Adviser (role: CPD and Governance)

Ex-Senior leader, experienced Adviser.



Hayley O'Connor

0.9 FTE Improvement Adviser from September 2015. (role: Curriculum and Assessment)

Ex-Senior leader.



Michael May

Full time Improvement Adviser (role: SEN, SACRE)

Ex-Senior leader Sixth Form College, ex-Ofsted Inspector, experienced adviser.



Jamie O'Brien

0.4 FTE Improvement Adviser

Head of Schools Music Service.



Elaine Bowers

0.6 FTE Improvement Adviser from September 2016

Ex-Senior leader, primary and secondary leadership experience, experienced adviser.

Improvement Officers

Improvement Officers provide classroom and leadership level support and challenge to drive improved outcomes for children and young people in East Riding Schools. This may be part of an integrated programme of support for a school moving to a good or outstanding inspection judgement or be part of targeted support for particular subjects or aspects of teaching and learning. Increasingly they contribute to monitoring and evaluating schools' improvement. Improvement Officers provide moderation services that underpin effective and accurate assessment. All Improvement Officers have generic skills for school improvement in all subject areas and across the whole school; they also offer specialist skills to schools from a background of effective teaching and leadership. They also provide a wide range of successful CPD for schools that is both popular and well regarded.

Primary Improvement Officers



Sue Clark

Improvement Officer (role: Early Years)
Schools and Settings, experienced officer.



Emi Grant

Improvement Officer (role: Literacy, Pupil Premium)
Ex-Headteacher, Improvement Officer from September 2015.



Mandy Gravil

Improvement Officer (role: Mathematics)
Ex-Middle leader, experienced officer.



Marion Hastings

Improvement Officer (role: Early Years)
Schools and Settings, experienced officer.



Lynn Kelsey

Improvement Officer (role: Literacy)
Ex-Middle leader and AST, experienced officer.



Sarah Smallwood

Improvement Officer (role: Statutory Assessment)
Ex-Middle leader, experienced officer.

Secondary Improvement Officers



Michelle Coates

Improvement Officer (role: Quality Marks, Sixth Form, Humanities Subjects, but also Computer Science, Psychology, RE)
Ex-Middle leader and AST, experienced officer



Amanda Hodgkinson

Improvement Officer (role: Science, Primary and Secondary; Sixth Form and Psychology. Regional PSQM (Primary Science Quality Mark) hub Leader and BSQM assessor. I am an SSAT Lead Practitioner and I was previously an AST)
Ex-Middle leader, experienced officer.



David Langdale

Improvement Officer (role: Pupil Premium)
Ex-Middle leader, Improvement Officer from September 2015.



Kay Ray

Improvement Officer (role: Primary and Secondary languages, English, mathematics and D&T)
Ex-Middle leader, experienced officer.

Outdoor Education Officer

The Education Visits Officer ensures schools and other Local Authority providers meet statutory requirements for safety during educational visits and adventurous activities. They quality assure provision through the 'Rover' online system and direct monitoring and provides CPD and advice for schools and other providers. All schools in the East Riding buy in to a special service level agreement for Outdoor Education Services.



Taff Bowles

Outdoor Education Officer

The East Riding Education and Skills Partnership

The East Riding Education and Skills Partnership works with partners who deliver education and training in schools, academies, FE Colleges, Sixth Form Colleges, work-based learning and specialist education and training providers. They are self-financing with a number of income sources.

The Partnership aims to collaborate to develop the best possible curriculum that fully meets all learners' needs, allows them to progress to employment, further or higher education and enables the highest possible standards to be achieved. It aims to narrow achievement gaps for disadvantaged groups.

The Partnership team supports the infrastructure of the Education and Skills Partnership including a range of Action Groups and Local Area Partnerships.



Sarah Fletcher 0.2 and Jacky Smith 0.8

Job share the Partnership Manager role



Chris Adams

Partnership Project Assistant - full time

Supply Service

We have our own supply service which is supported by schools and provides almost all our schools and academies with high quality supply teachers on a daily basis. The service also provides short term cover for several roles in the council including Education Welfare and Educational Psychologists. The team support the LA NQT Appropriate Body services too.



Jane Redfearn

Supply Team Manager



Lynn Rossi

Supply Team Assistant



Jeanette Cawkwell

Supply Team Assistant



Sue Lamping

Supply Team Assistant



Yelena Bell

Supply Team Assistant

Improvement and Learning Service Support Services

The Support Services provide comprehensive support for the efficient running of the service including service planning and organisation, financial services, booking venues, training and CPD, orders and payments, telephones and emails.



Emma French

Support Services Team Leader



Julie Anderson

Support Services Assistant



Ben Lewis

Support Services Assistant



Gemma Pepper

Support Services Assistant



June Whalley

Support Services Assistant

4 Key Responsibilities

Use the Insight intranet phone book to find any member of staff's telephone number or email address as well as their office location.

Assessment

Sarah Smallwood -
Statutory Assessment,
Primary - Joanna Rawling,
Secondary - Hayley O'Connor
EYFS - Angy Jones

British Values

Michelle Coates

CPD for schools and the team

Wendy Grundy

Curriculum

Primary - Joanna Rawling
Secondary - Hayley O'Connor

Data systems

Kate Jagger, Matthew
Harrington and John Seaman

East Riding School

Improvement Partnership

Matthew Harrington,
John Seaman and Jane Barnard

Education Welfare Service

Sam Tomkins -
Principal Education Officer

English

Lynn Kelsey

Governance

Wendy Grundy and
Lisa Devine

Governor Support Services

Samm Campbell

Human Resources

Tina Mawer, Yvonne Fisher or
Jane Simpson

Humanities, Computing, Psychology and RE

Michelle Coates

Legal Services

Elizabeth Wimbles

Mathematics

Mandy Gravil and Kay Ray

Modern Foreign Languages

Kay Ray

NQTS

Sue Griffiths and Sarah Crellin

Quality Marks

Michelle Coates

Recruitment and Selection of Headteachers

Brian Stillings

Recruitment Services

Howard Holbrook

SACRE

Michael May

School numbers and projections

Steve Attwood

School place planning

Paul Butler

Science

Mandy Hodgkinson

SEN

Primary - Sarah Crellin
Secondary - Michael May

Senior Leadership Team for the Improvement and Learning Service

Mike Furbank, Matthew
Harrington and John Seaman

Service Budgets

Matthew Harrington, John
Seaman and Caroline Leonard
(Senior Accountant)

Service Level Agreements, contracts and procurement

Philip Hutchinson

Sixth Form

Michael May, Michelle Coates
and Mandy Hodgkinson

Specialist Services

(SEN, Behaviour Educational Psychology)

Jackie Lown Head of Service,
Jane Gould Specialist Services
Manager, Elizabeth Holmes
Assistant Principal Educational
Psychologist

Appendix I – Indicators

Performance Measure	Result 2016	Milestone 2017
EYFS: % achieving a Good Level of Development	69.5%	71%
KS2: % achieving the expected standard in Reading, Writing and Maths	53%	63%
KS2: % achieving the expected standard in Reading, Writing and Maths – disadvantaged pupils	TBC	TBC
KS2: average progress score in Reading	- 0.49	>1.0
KS2: average progress score in Writing	0.47	>1.0
KS2: average progress score in Maths	-0.72	>1.0
KS2: Number of schools below the floor standard		0
KS4: % achieving the threshold in English and Maths	66%	70%
KS4: achieving the threshold in English and Maths –disadvantaged pupils	44%	50%
KS4: % achieving the English Baccalaureate	24%	26%
KS4: attainment 8 score	51	
KS4: progress 8 score	Provisional + 0.22	
KS4: Number of schools below the floor standard	0	0
KS5: APS per entry –Level 3 academic	TBC October	33
KS5: APS per entry –Level 3 applied general	TBC October	40
KS5: APS per entry –Level 3 tech level qualifications	TBC October	40
Ofsted: % Primary schools judged good or better for overall effectiveness	85%	89%
Ofsted: % Secondary schools judged good or better for overall effectiveness	61.1%	75%

Our Plan...

...for Improving the Lives of Children and Young People

Children and Young People's Strategic Plan 2013-16

Our Vision

We want all young people in the East Riding of Yorkshire to be happy, healthy, confident and safe. We want the very best for each and every young person and will work in partnership to remove barriers to achievement and narrow the gap so that everyone can reach their potential. We will harness the talent and enthusiasm of young people to ensure that all our services meet their needs.

Our Core Themes

Our vision and priorities are shaped by our understanding of local needs and by national priorities. At the heart of our vision, lie six core themes:

- Integration - services working together
- Early help/prevention
- Educational outcomes/maximising potential
- Health and wellbeing
- Staying safe
- Supporting the most vulnerable

Our Priorities

To deliver our ambition, the Children's Trust Board has agreed ten priorities informed by the voice of children, young people and families and information we know about them. Our priorities address the most significant challenges we face in delivering improvements. This means that our children and young people should:

- Live in a safe and supportive environment
- Benefit from all learning opportunities available to them
- Maximise their full potential
- Become confident and independent individuals
- Have access to the best possible services
- Respect and be respected by their peers and adults
- Make a positive contribution to their communities
- Choose healthy and positive lifestyles
- Have access to quality advice and guidance to support their personal development
- Be able to influence the development of services provided for them

The Children's Trust Board will ensure delivery of the Plan and that services work in partnership to deliver high quality, effective value for money services for children and young people.

Our Ambition

Children and Young People Have a Brighter Future

Appendix 2 – Roles and Systems

Adviser roles and systems

1. Working with RI, good and outstanding schools

- a. Autumn Review and Target Setting Visit (3 hours prep, 3 hours in school 3 hours write up).
- b. Headteacher Performance Management (2 hours prep, 2 hours in school, 1 hour write up).
- c. Getting to Good Diagnostic Visits - after Ofsted - one, two or three days.
- d. Planning Getting to Good support, monitoring and evaluation activities for the year.
- e. Developmental Activities for schools - coaching, mentoring, training.
- f. Monitoring Visits - LA and SLT - jointly progress against specific milestones in Getting to Good/outstanding Plan - Observations, Interviews, Work Scrutiny etc.
- g. Review Visits - LA, SLT and GB consider all evidence for progress to good or outstanding - judgement made.
- h. Governing Body Meetings - various.
- i. Recruitment and Selection of a New Headteacher - supporting the whole process - 5-6 Meetings plus two days for interviews.

2. Working with ERSIP Pilot schools

ERSIP guide – please see appendix 5.

3. Providing CPD - Jointly and individually

- a. Main responsibility e.g. Assessment, Curriculum etc.
- b. Jointly with other team members.
- c. Governing Body Forums and twilight CPD.
- d. Ofsted changes.

4. Attending Team Meetings - Friday Morning 9am - 12 noon Rotation

- a. Primary or Secondary review meetings, reporting on progress of all schools.
- b. Full Team - Training, discussion of key developments.
- c. Team Development Days (full day) are intercalated once per term into the Friday rotation.

5. Whole Team Roles

- a. e.g. Primary Assessment Lead role - Non statutory, Attending External CPD - to feedback to the team.
- b. Investigating allegations - Misconduct.

6. Online systems

- a. **One system** for Records of Visit and Activity (RVAs).
- b. **eRiding** - our website for schools information - being rewritten.
- c. **CPD System** for adding CPD and booking.
- d. **iTrent** for Holidays, Travel claims, and all personnel issues.
- e. **FFTaspire** for all schools data.
- f. **Raisonline** for all schools data.
- g. **NCER Nexus website** for the first attainment data available.
- h. **CQD drive for all schools data** - pdf documents and historic data.

Officer roles and systems

1. Working with RI, good and outstanding schools

- a. Delivering CPD and other bespoke support to groups of staff and individual teachers based on the identified needs of each school.
- b. Planning Getting to Good/Outstanding Plans support, monitoring and evaluation activities for the year.
- c. Developmental Activities for schools - coaching, mentoring, training.
- d. Monitoring Visits - LA and SLT - jointly progress against specific milestones in Getting to Good/outstanding
- e. Plan - Observations, Interviews, Work Scrutiny.
- f. Review Visits - LA, SLT and GB consider all evidence for progress to good or outstanding - judgement made.

2. Working with ERSIP Pilot schools

ERSIP guide – please see appendix 5

3. Providing CPD - Jointly and individually

- a. Main Responsibility e.g. Subject Leader Development Meetings etc.
- b. Jointly with other team members.
- c. Governing Body Forums and twilight CPD.
- d. Ofsted changes.

4. Attending Team Meetings - Friday Morning 9 - 11am Rotation

- a. Primary or Secondary review meetings, reporting on progress of all schools.
- b. Full Team - Training, discussion of key developments.
- c. Team Development Days (full day) are intercalated once per term into the Friday rotation.

5. Whole Team Roles

- a. e.g. Primary Assessment Lead role - Non statutory, Attending External CPD - to feedback to the team.
- b. Investigating allegations - Misconduct.

Appendix 3

ILS Adviser and Officer - school intervention planning 2016/17

Types of Visit:

1. Liaison Visit - new schools new advisers, new officers new Headteachers.
2. Annual Review Visit.
3. HT Appraisal.
4. Monitoring Visit - LA, SLT.
5. Review Meeting - LA, SLT, GB.
6. Joint Monitoring Visit - triad - LA, SLT, Provider.
7. Joint Review Meeting - quad - LA, SLT, Provider, GB.
8. Diagnostic Visit - for GtG or GtO Plans.
9. Developmental Activity - Mentoring Coaching - bespoke CPD.
10. Governing Body Meeting.

PI Pilot 1 RI to G (various providers).

PIa Pilot 1a (RI to G and G to O) (various providers).

P2 Pilot 2 - (WCAT monitored).

N.B. 55 Schools now working with provider schools
- so less ILS planning and developmental activity,
but more monitoring and review.

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Liaison Meetings IA/IO	Annual Review Visit IA	Monitoring Visits IA/IO	PI/P2 Joint Monitoring Visit 2 IA/IO	Monitoring Visits IA/IO	PI/P2 Joint Monitoring Visit 3 IA/IO
Monitoring Visits IA/IO	HT Appraisal IA	Review Meetings IA/IO	PI/P2 Joint Review Meeting 2 IA/IO	Review Meetings IA/IO	PI/P2 Joint Review Meeting 3 IA/IO
Review Meetings IA/IO	Developmental Activity IO	PI/P2 Joint Monitoring Visit 1 IA/IO	Developmental Activity IA/IO	Developmental Activity IA/IO	Developmental Activity IA/IO
PI Joint Monitoring Visits IA/IO		PI/P2 Joint Review Meeting 1 IA/IO	Governing Body Meetings IA/IO	Governing Body Meetings IA/IO	Governing Body Meetings IA/IO
PI Joint Review Meetings IA/IO		Developmental Activity IA/IO		KS1 & KS2 Moderation of all IOs & teachers	KS1 & KS2 Moderation Team
Diagnostic Visits IA/IO		Governing Body Meetings IA/IO			
Developmental Activity IA/IO		SES Moderation Visits			
Governing Body Meetings IA/IO					
Developmental Activity IA/IO				EYFS Statutory Moderation	EYFS Statutory Moderation

Appendix 4

ERSIP Guide - June 2016

In 2012 The Excellence for all fund was established by the East Riding of Yorkshire Council to drive rapid improvement in schools and academies as part of the Improving Schools Improving Lives Strategy. This council fund was originally £1.75 million and was topped up to £2.2 million in 2015. The fund was extended to the end of 2017 during 2015.

The East Riding of Yorkshire School Improvement Partnership (ERSIP) is an elected body of representative Headteachers from East Riding schools and senior local authority Officers including the Director of Children, Families and Schools. ERSIP oversee and co-design school improvement strategy and policy. ERSIP have been partners in the successful improvement of schools in the last two years. More than 80% of East Riding Schools are now good or better in July 2016, whereas only 50% were in 2013. This guide is intended for schools, ERSIP Partner Schools and local authority Advisers and Officers.

Summary of the three ERSIP Pilots

Pilot 1 - Requires Improvement to Good - 20 schools

- 1.1 Brokered by ILS Advisers.
- 1.2 All Getting to good plans submitted by ERSIP providers (good or outstanding schools) and approved by ERSIP.
- 1.3 All funds transferred to providers – start time varies from November 14 to May 15 - all contracts issued and signed.
- 1.4 Advisers should keep email/phone contact with the providers on a two weekly basis, if possible.
- 1.5 Advisers organise and plan Joint Monitoring Visits (JMV) and Joint Review Meetings (JRM) each term from start of plan until the end - so there will be three JMV and three JRM per year of plan.
- 1.6 Annual Evaluation undertaken and written by Advisers.

Pilot 1a - Requires Improvement to Good - 21 schools

- 1a.1 Brokered by LA Principal Advisers.
- 1a.2 All Getting to good plans to be submitted by providers by autumn 2015 - contracts issued and signed by December 2015.
- 1a.3 All funds to transferred to providers – starting from September 2015 50/50 split in financial year.
- 1a.4 Advisers should keep email/phone contact with the providers on a two weekly basis if possible after agreed providers all parties have met to start activity.
- 1a.5 Advisers organise and plan Joint Monitoring Visits (JMV) and Joint Review Meetings (JRM) each term from start of plan until the end - so there will be three JMV and three JRM per year of plan.
- 1a.6 Annual Evaluation undertaken and written by Advisers.

Pilot 2 Good to outstanding - 14 schools

- 2.1 Brokered by WCAT (with four exceptions- treat these as Pilot1a schools) - Marie Hunter (Wakefield City Academy Head) for secondary schools and Anne Butel (Rooks Nest Primary Head) for primary schools.
- 2.2 All Getting to outstanding plans to be submitted by providers by autumn 2015 - contracts issued and signed by December 2015.
- 2.3 All funds to be transferred to providers – from September 2015 - 50/50 split in the financial year.
- 2.4 Advisers should keep email/phone contact with the providers on a two weekly basis if possible after agreed providers all parties have met to start activity.

- 2.5 Advisers organise and plan Joint Monitoring Visits (JMV) and Joint Review Meetings (JRM) each term from start of plan until the end - so there will be three JMV and three JRM per year of plan.
- 2.6 Annual Evaluation undertaken and written by Advisers.

Guidance

a. ERSIP Plans

The most effective ERSIP plans follow a thorough 'due-diligence' exercise by the ERSIP partner and the Headteacher of the school, where the partner Headteacher gets to know the school well before deciding (in consultation with the Head of the school) on the actions that will make a difference and as rapidly as possible move the school up by one Ofsted category. The best plans follow the most thorough joint preparation and are focussed on the changes in the school that really needs to take place to drive measurable improvement. ERSIP plans are almost always at their most effective when they model behaviours that can be sustained by the school once the pilot programme is complete.

The plan should follow the recommended ERSIP format, but should, wherever possible, include actions designed to integrate and into and augment the school's existing improvement plan.

The ERSIP plan must have measurable objectives and milestones at intervals of one per term. This is critical to the success and acceptance of the plans. Plans may be returned until they meet our expectations! We have found that unless SMART objectives are included then evaluating the progress and final impact is almost impossible.

The ERSIP plan must be fully priced using the Yorkshire and Humber agreed rates for NLEs, LLEs and SLEs as a basis (£550, £450 and £350 respectively). Any travel and accommodation costs cannot exceed the council's policy (on request). Any release time for the supported school must be included in the plan.

Expected sequence of events in each ERSIP school-school pilot

1. ERSIP Partner School approved by local authority
2. 'Due-diligence' by the ERSIP Partner School with the Headteacher of the supported school to establish the right objectives, milestones and actions to move the school to good or outstanding.
3. ERSIP plan is submitted to ERSIP for approval.
4. After the ERSIP Plan approval, a contract is issued by the LA to the ERSIP Partner School.
5. When the contract is signed by both LA and ERSIP Partner, the first of two instalments of the funds is transferred to the ERSIP Partner. The second payment will be transferred in the second financial year.

b. Joint Monitoring Visits (JMV)

In ERSIP pilot 1 and 1a, the visits are undertaken by a 'triad' group of LA Adviser, the ERSIP Partner School Head or Deputy, the School Headteacher. Other staff may be added visits as required from the three partners depending on the scale of the visit. In ERSIP Pilot 2 the Support and Challenge Partner is replaced by WCAT as the broker in the JMV.

The visits should have the following features:

- They should be organised by the Adviser; and RVA written by the Adviser. An Improvement Officer may support visits.

- They should be a joint monitoring activity by Adviser; Head of School, Head of Support and Challenge Partner School – all evaluations shared and agreed. It would be common in larger school to have activity paired with other school SLT as part of the visit.
- The JMV should have clear objectives related to a. checking progress against the milestones in the ERSIP plan b. assessing the impact of the support and challenge activities by the ERSIP Partner School. The RVA should report against these objectives, evaluating progress made by the school. (refer to the template RVAs attached)

Joint Review Meetings

In ERSIP pilot 1 and 1a, the meetings are undertaken by a 'quad' group of LA Adviser; the Support and Challenge Partner School Head or Deputy, the School Headteacher and selected governors (usually including the Chair). In ERSIP Pilot 2 the Support and Challenge Partner is technically replaced by WCAT as the broker, however in many schools the Partner School attends as well.

The meetings should have the following features:

- The meetings must be organised by the Adviser and result in an RVA written by the Adviser. One or more Improvement Officers may support the visits.
- They have an agenda sent by Adviser and agreed in advance - commonly a. progress report on key progress indicators by the Headteacher and b. feedback from all parties on the activities from the ERSIP Partner and their impact to date - quite often by tabling the RVA from the preceding JMV.

Final Evaluations of ERSIP projects

In each year of the ERSIP programme, schools must have at least one JMV and one JRM per term. Each of these visits and meetings should track the progress being made by the school towards good or outstanding in terms of improving outcomes and impact of the activities undertaken.

At the end of the period of the ERSIP Plan, usually one year, a full Evaluation RVA must be undertaken which:

1. Evaluates the impact of the whole plan against the quantitative objectives/outcomes and any qualitative changes that result from the plan. Bear in mind the over-arching objective of the ERSIP pilot is to move schools to either good or outstanding from their starting points.
2. Evaluates the views of all parties about the impact of the activity on school improvement, by interviewing:
 - a. Staff in the school involved in the ERSIP activities.
 - b. Staff from the provider school of the support and challenge.
 - c. If appropriate WCAT as the broker of support/challenge partner school should also be interviewed about the overall impact of the ERSIP plan.

Record of Visit or Activity

Joint Monitoring Visit

Triad-LA Adviser, Headteacher ERSIP Partner

School:		Purpose of visit/Contact
Date of Visit:		<ol style="list-style-type: none"> To monitor the progress of the school against key performance indicators and qualitative milestones/objectives in the school development plan/ERSIP plan. To establish impact of support and challenge by the ERSIP partner.
Visitor:		
Job title:		
Filename:		

The specific objectives of this visit, phrased as questions are:	
a.	
b.	
c.	
Progress against actions agreed following last visit:	RVA reference number:
Key Observations and Evaluations:	
The conclusions of this visit, in answer to the original questions are:	
a.	
b.	
c.	

In relation to its objectives, the school has made:
<input type="checkbox"/> inadequate progress <input type="checkbox"/> reasonable progress <input type="checkbox"/> good progress

In moving towards being judged a good/outstanding school, the school has made:
<input type="checkbox"/> inadequate progress <input type="checkbox"/> reasonable progress <input type="checkbox"/> good progress

Action required:
Additional Information:

Distribution:		Headteacher Comments:
Headteacher:		
Principal Adviser:		
Other:		

Record of Visit or Activity

Joint Review Meeting

Quad-LA Adviser, Headteacher, ERSIP Partner, Governors

School:	
Date of Visit:	
Visitor:	
Job title:	
Filename:	

Purpose of visit/Contact
<ol style="list-style-type: none"> For the Headteacher to report on progress of the school against key performance indicators and qualitative milestones/objectives in the school development plan/ERSIP plan. To feedback on the outcome of the last Joint Monitoring Visit. To agree on the overall impact of the ERSIP plan to date and the response of the school to this support and challenge.

Progress against actions agreed following last visit:	RVA reference number:

Key Observations and Evaluations:
<ol style="list-style-type: none"> Progress against key performance indicators and qualitative measures - it might be possible to insert data from the school as this point. A summary of the outcomes of the last Joint Monitoring Visit - The RVA should be tabled or key points fed back verbally if the JRM follows on the same day. The overall impact of the ERSIP Plan to date should be described and evidenced.

Action required by all parties to drive further progress towards good or outstanding:

Additional Information:

Distribution:		Headteacher Comments:
Headteacher:		
Principal Adviser:		
Other:		

Notes

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