
Education and Skills Alternative Delivery Model

Service Specification

Service name	School Improvement Service (non-traded)
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- 1 **Not Used**
- 2 **Service overview**

2.1 Introduction

The School Improvement service exists to carry out the Local Authority's statutory functions in relation to school improvement. This includes monitoring the performance of all schools and ensuring that suitable arrangements are in place to challenge, support, and, where necessary, intervene in, LA-maintained schools, with the level of activity being in inverse proportion to success. The service is responsible for ensuring the council follows the DfE guidance: 'Schools causing concern - Statutory guidance for local authorities', issued in January 2015.

The service operates in partnership with schools and seeks to make effective use of the expertise residing within schools to promote sector-led improvement and engage system leaders, (such as National and Local Leaders of Education and Teaching Schools) to support and challenge schools in need of extra support. The service includes a traded offering to schools, known as Barnet Partnership for School Improvement, which delivers a professional development/training programme to schools, along with consultancy support.

The service provides:

- Statutory school improvement support to 96 LA- maintained schools 78 Primary Schools, 7 Secondary Schools, 1 all-through school, 4 Nursery Schools, 4 Special Schools and 2 PRUs
- A traded school improvement service to all schools that choose to subscribe to BPSI services
- A partnership framework for all Barnet schools, both the 96 maintained schools and the 27 Academies

- A school improvement team, consisting of a Head of School Improvement and 3 Learning Network Inspector posts, plus a Narrowing the Gap Adviser and a School Performance Data Manager. The Head of School Improvement also manages the head of the school improvement traded service (Barnet Partnership for School Improvement, or BPSI) who manages a team of 4 Advisers and 3 administrative staff and commissions services from a large number of contracted associates (up to 100). The Narrowing the Gap Adviser is funded from traded income in relation to support and induction training for NQTs and from 'dedelegated' DSG funds for Narrowing the Gap work. Full details of the NQT work is shown in the specification for traded School Improvement Services.

The 'dedelegated' funding for Narrowing the Gap is money that is nominally delegated to maintained Primary Schools but which the maintained Primary School representatives on the Schools Forum have decided to 'dedelegate' in order to provide a central budget to fund this service. The key focus is on support for underachieving groups, including pupils eligible for free school meals and minority ethnic pupils. The funding contributes to part of the cost of three posts, the Narrowing the Gaps and NQT Adviser (60% of the post) and approximately 20% of the cost of the Head of School Improvement and the School Performance Data Manager.

This specification covers the non-traded School Improvement services. A separate specification covers the traded services (BPSI and NQT support).

2.2 Service outcomes

The overall aim of the service is to ensure that Barnet is the most successful place for high quality education where excellent school standards result in all children achieving their best, being safe and happy and able to progress to become successful adults. In order to achieve the service aims to ensure that:

- Every child attends a good or outstanding school, as judged by Ofsted
- The attainment and progress of children in Barnet schools is within the top 10% nationally

- Accelerating the progress of the most disadvantaged and vulnerable pupils in order to close the gap between them and their peers

2.3 Service challenges

For some years, Barnet has been one of the top performing local authority areas in the country in relation to the achievement of children and young people and the quality of our schools. However, Barnet's good performance cannot be taken for granted. Our aspiration is to be among the top 10% of local authorities in relation to the quality of provision in our schools, but on a number of measures Barnet is either below this level or at risk of falling below it. For example:

- Whilst Barnet remains in the top 10 per cent of local authorities for schools that have been judged by Ofsted as good or outstanding, Barnet ranks much lower (close to the national average) in relation to inspections carried out under the new inspection framework introduced in 2012.
- In relation to pupil achievement and progression, there are significant concerns with Primary school results, particularly in relation to Writing, though the 2014 results show an improvement on 2013.
- At both Primary and Secondary level, the gap in attainment between pupils eligible for Free Schools Meals and their peers last year was well outside the top 10% of local authorities in England and well above the average gap for London. There has been an improvement in the Key Stage 2 figure in 2014 but it is not yet known whether this is also the case for Key Stage 4.
- In 2013 just 14% of looked after children in the Year 11 cohort achieved 5 A*-C GCSEs including English and Maths and the percentage making the expected level of progress in English and Maths between Key Stages 2 and 4 was just 12%.
- Pupil attendance at primary schools in 2012/13 (the last available figures for a full school year) was below the national average and well below the London average.

In the last few years, the nature of the relationships between different parts of the school system has evolved and is evolving. Schools have increasing autonomy, more of the resources for school improvement are delegated to schools and there is a wide range of providers and governance models emerging in the system. In Barnet 17 out of 24 secondary schools are Academies (including 2 secondary Free Schools). There are 10 Primary Academies, (including 3 Primary Free Schools). The vast majority of school improvement resources and school improvement expertise is now controlled and managed by schools themselves.

Nationally there is a growing consensus among policy-makers around the need for:

- School-led system leadership and school to school support.
- Schools, especially primary schools, to work together in some forms of partnership groupings, such as federations or partnership trusts.

In the light of this, as well as local developments in the education landscape in Barnet and elsewhere, the council has been consulting schools on a new approach to school improvement, involving increased use of headteachers leading on school improvement and the development of a series of school improvement partnerships so that every school in Barnet is able to benefit from or contribute to system leadership and a self-improving school system.

2.4 Scope of the service

It should be noted that the local authority will continue to have statutory duties in relation to the performance of maintained schools and it is therefore essential that the provider recognises the statutory role of the council's Director of Children's Services. In particular the provider needs to ensure that the local authority knows its schools, by arranging regular briefings for the DCS, especially in relation to schools causing concern. When formal powers of intervention require to be used in schools causing concern, the provider will make recommendations to the DCS and the DCS will decide on the use of those powers, taking account of the recommendations of the provider.

Functions included:

- The local authority statutory monitoring, challenge and intervention functions that can be contracted out.

- Challenge to maintained schools, in relation to:
 - targets for the improvement of pupil performance
 - the school's self-evaluation judgements against each aspect of the school's provision and outcomes
 - any aspect of school performance where there are concerns.
- Challenge to all schools, including Academies, in relation to safeguarding of children and young people and provision of advice and guidance to assist schools in carrying out their safeguarding responsibilities
- Provide advice and challenge to maintained schools in relation to their duty to provide a broad and balanced curriculum, to promote British values and to comply with equalities legislation
- Broker school to school support such as the use of experienced Barnet headteachers to act as coaches for inexperienced new headteachers, the secondment of headteachers to cover vacancies in fragile schools
- Sharing of best practice across and between schools in order to improve practice and performance
- Supporting school improvement and facilitating school to school support through the organisation of half-termly Network Meetings for headteachers and termly meetings for deputy/assistant headteachers
- Providing advice, support and guidance to schools when required
- Commissioning of effective school improvement support
- Developing and implementing strategies to support highly effective leadership and management in schools
- Equipping governors and others with the information and skills to effectively challenge and support headteachers and their senior leadership teams
- Supporting Governing Bodies in the recruitment of headteachers
- Supporting headteachers and Governing Bodies in the recruitment of deputy headteachers
- Developing strategies and co-ordinating arrangements to support the recruitment and retention of school staff
- Providing additional support and guidance to new headteachers
- Supporting Governing Bodies and Leadership Teams with information about academy conversion
- Ensure, through the partnership with and between schools, that the local authority is well-enough informed about the quality of provision in schools so that it can assess the risk of schools underperforming or facing a serious decline in performance.

- Maintain an excellent working relationships with all schools, including Academies, so that early support and advice can be offered when required.
- Identify potential weaknesses in maintained schools as soon as possible and ensure that arrangements are in place for timely intervention, to provide direction, where needed, and extra support.
- Supporting and advising schools in effective ways to narrow the gap between disadvantaged pupils and their peers
- Moderation of teacher assessments at Key Stage 1 and Key Stage 2
- Support and induction training for Newly-Qualified Teachers, acting as the 'Appropriate Body'
- Use of pertinent performance data and management information to:
 - review and/or revise strategies for school improvement.
 - identify schools which are underperforming
 - channel support to areas of greatest need, resulting in interventions and challenge that lead to improved outcomes in schools and other providers.
- Provision of a comprehensive range of performance data to schools and the council, including data about the local performance of different pupil groups, local benchmarking and post-16 destinations comparative data.
- Promoting high standards for all pupils in all schools
- Provision of a traded school improvement service that is responsive to schools' needs for high quality professional development training and consultancy (details are set out in the separate service specification for traded school improvement service)
- Recommend formal intervention in schools of concern, where necessary and appropriate
- Recommend intervention measures, such as appointment of an IEB or extra governors or structural measures
- Apply intervention measures that have been agreed by the council

Narrowing the Gap service

- The interpretation of end of summer term data for the local authority compared to national, regional and statistical neighbours in order to identify implications for the service and Barnet schools and to establish any trends and gaps for groups and subjects across the authority and in individual schools.

- Targeted work where identified gaps cause concern, or where overall attainment or progress by disadvantaged groups is low.
- For targeted schools more precise analysis of qualitative data as well as quantitative data across age groups so that improvement measures can be tailored more precisely.
- Training and support for schools to address narrowing the gap issues, working from analysis into action.
- Bespoke support for schools where standards are a concern, including training for all levels of leadership in collecting, analysing, interpreting and evaluating data and intelligence in order to identify issues and viable solutions.
- Courses, individual school-based work and cluster projects to develop practitioners' ability accurately to assess need and make improvements in teaching quality.
- Informing schools of changes in the curriculum and assessment, identifying possible implications.

Functions not included:

- Decisions on whether formal intervention should go ahead
- Decisions on intervention measures, such as appointment of an IEB or extra governors or structural measures
- Intervention in Academies

3 Service requirements – FOR THE COUNCIL

Ref	Function	Service Requirement	Current key volumes or current frequency requirements	Applicable service standards
SI1	School Improvement strategy	<p>Lead the development and delivery of the council’s school improvement strategy and be the main strategic adviser to the council on school improvement issues.</p> <p>Develop, review, and consult with schools on, the council’s school improvement strategy, including its arrangements for monitoring, challenging and supporting schools in relation to their performance and the achievement levels of pupils, and for intervening in maintained schools where appropriate.</p> <p>Implement the strategy on behalf of the LA as its contracted provider of school improvement services.</p> <p>See data room documents ref 4.1 and 4.10</p>	<p>The strategy needs to be reviewed and updated on an annual basis.</p> <p>123 schools</p>	

Ref	Function	Service Requirement	Current key volumes or current frequency requirements	Applicable service standards
SI2	Narrowing the gaps	Developing, reviewing, and consulting with schools on, the council's strategy for narrowing the gaps between disadvantaged and vulnerable pupils and their peers	The strategy needs to be reviewed and updated as necessary on an annual basis. 123 schools	
SI3	Statutory school improvement functions	Support the Council to exercise its statutory school improvement functions, including: <ul style="list-style-type: none"> • providing school improvement support to maximise the number of schools offering a good or outstanding standard of education; • investigating concerns about school performance • making recommendations to the Council on use of formal intervention powers for maintained schools • monitoring progress in schools causing concern • regularly reporting to the DCS and Council committees, where required, on school improvement issues • in relation to academies, liaising with the Regional Schools Commissioner over any concerns and keeping the DCS informed about those concerns. 	123 schools, 96 of them maintained	
SI4	School visits to review	Produce, and update annually, an Achievement and Target Setting Booklet for all maintained	In line with the arrangements for differentiated monitoring, support and	OfSTED judgements

Ref	Function	Service Requirement	Current key volumes or current frequency requirements			Applicable service standards
	achievement and the school's progress	<p>schools to use to analyse their data. The expectation is that schools will use this document if they do not carry out their own analysis in an equally effective way.</p> <p>Visits to all maintained schools of up to half a day each year by suitably qualified and experienced school improvement professionals to review the achievement of pupils and each school's progress and to offer challenge and support for improvement, with the aim of ensuring every school becomes good or outstanding and all schools seek to improve continuously.</p> <p>Such visits to take place in the autumn term for primary schools and in the spring or summer term for secondary schools.</p> <p>Additional visits to schools in accordance with the table opposite.</p> <p>Changes to this pattern of engagement may be made by agreement with the Strategic Partnership Board.</p>	challenge, based on OfSTED ratings and the provider's own assessments: Table one			and the service's ratings of schools
			Category of school	Frequency	Current number	
			Outstanding	At least one visit a year	25	
			Securely Good	At least two visits a year	32	
			Good but of concern	Regular visits across the year (at least half termly)	23	
			School causing concern/Requiring improvement where the local authority consider there is good or better capacity to	Approximately one visit per fortnight	5	

Ref	Function	Service Requirement	Current key volumes or current frequency requirements			Applicable service standards
			improve			
			Requiring improvement where the capacity to make rapid and sustained improvement is not secure	Approximately one visit per fortnight	9	
			Schools that are deemed to require 'special measures' or to have 'serious weaknesses'	Approximately one visit or phone contact per week	1	

Ref	Function	Service Requirement	Current key volumes or current frequency requirements	Applicable service standards
SI5	Achievement Reviews for Secondary Schools	Fund, from core, and provide Achievement Reviews for all maintained secondary schools and for Academies that request one – to be delivered by an LNI or commissioned from an OfSTED inspector working for the traded service. These are reviews of achievement data, a meeting at the school to discuss the data, then a written report. These are optional for Academies.	Annually – 7 maintained secondary schools, 1 all-through school, 1 per school (and assume up to 10 out of 17 Academies and Free Schools)	
SI6	Keeping in touch visits to Academies	Keeping in touch visit of up to half a day to each Academy and Free School (provided free to the school) to discuss the achievement of pupils and the school's progress and any areas where the provider on behalf of the council can provide support or advice. Support beyond the visit is generally expected to be provided on a traded basis.	At least annually – 27 schools	
SI7	Analysis of each school's data	A desk top analysis of the attainment, achievement and progression data for each school to inform each visit.	At least annually – 123 schools (even though it is assumed up to 10 Academies may not take up the offer of an Achievement Review)	

Ref	Function	Service Requirement	Current key volumes or current frequency requirements	Applicable service standards
S18	Provision of datasets	Provision of a comprehensive range of performance data to schools and the council, including data about the local performance of different pupil groups, local benchmarking and post-16 destinations comparative data.	At regular intervals through the year as national datasets are released. 123 schools	
S19	Reviewing progress in Schools Causing Concern	Maintain and regularly review (twice a term) a register of schools causing concern, recording key concerns, support being offered, progress/actions taken and next steps required to secure rapid improvements. Report regularly on this to the LA/Schools Standards Board or successor body Manage the council's 'Schools Causing Concern' budget to support maintained schools causing concern that are facing financial difficulties. Any funding other than payments to schools must first be agreed with the DCS.	18 schools (of which 4 are Academies)	

Ref	Function	Service Requirement	Current key volumes or current frequency requirements	Applicable service standards
SI10	Appointment of a lead school improvement professional to support each school causing concern	Appointment of a lead school improvement professional to support each maintained school causing concern, including when a school is placed in an OFSTED category (3 or 4). Similar support may be offered to Academies on a traded basis.	14 maintained schools	
SI11	Support for Schools Causing Concern	<p>Provide an effective programme of support to each maintained school causing concern in order to secure rapid improvement, including, for example:</p> <ul style="list-style-type: none"> • Producing an LA Statement of Action for any school judged to be requiring Special Measures or having Serious Weaknesses and an action plan for each other school causing concern • Identifying key issues impacting on the school's capacity to improve through the following: <ul style="list-style-type: none"> ○ focus on substantial, current and unresolved issues that have an impact on standards ○ identifying any underlying, hidden 	14 schools	

Ref	Function	Service Requirement	Current key volumes or current frequency requirements	Applicable service standards
		<ul style="list-style-type: none"> ○ issues <ul style="list-style-type: none"> ○ identifying blocks to progress ○ identifying key areas for action. ● Support the writing of an action plan which will translate the goals into a sequence of actions to address the key issues ● Planning the actions to be taken by both school and LA ● Planning the involvement of others, including NLEs, NLGs, headteachers of Outstanding/Good Schools, SLEs, ASTs and advisers brokered through Barnet Partnership for School Improvement, commissioned either by the school or the provider on behalf of the LA ● Planning systematic monitoring and evaluation so that all the actions agreed are kept under review ● Regular visits to the school in order to monitor progress ● Liaison between all those identified in joint school/LA action plan ● Supporting aspects of the action plan 		

Ref	Function	Service Requirement	Current key volumes or current frequency requirements	Applicable service standards
		<ul style="list-style-type: none"> • Holding regular (usually termly) School Progress Review meetings with relevant staff from the school and the provider to review progress and discuss next steps • Reporting on progress, making a judgement and suggesting next steps • Attending governing body meetings as appropriate <p>Similar support may be offered to Academies on a traded basis.</p>		
SI12	Monitoring meetings with Schools Causing Concern	The Head of School Improvement or equivalent holding a termly Monitoring Group Meeting with each maintained School Causing Concern Headteacher and Chair of Governors to review the school's progress (twice a term for schools judged inadequate by OfSTED)	Currently 14 termly meetings and 1 school has 2 meetings a term. These numbers may vary depending on how many schools are deemed to be causing concern	
SI13	Safeguarding	Challenge to all schools, including Academies, in relation to safeguarding of children and young people, by reminding them of their duties, encouraging them to carry out regular self-evaluation and asking questions about their policies and practice. Provision of advice and guidance to assist schools in carrying out their safeguarding responsibilities	123 schools	

Ref	Function	Service Requirement	Current key volumes or current frequency requirements	Applicable service standards
SI14	Curriculum and equalities	Provide advice and challenge to maintained schools, by reminding them of their duties and asking questions about their policies and practice, in relation to their duty to provide a broad and balanced curriculum, to promote British values and to comply with equalities legislation. Provision of advice and guidance to assist schools in carrying out their responsibilities.	96 maintained schools	
SI15	Network Meetings	Running Network Meetings for each of the network areas - half termly meetings for headteachers of all schools to enable them to network, share data and best practice and to be briefed on relevant issues	3 networks from September 2015 – 6 meetings a year each	
SI16	School Improvement Partnerships	Support, facilitate and quality assure School Improvement Partnerships and support the sharing of best practice between schools	Currently about 10 partnerships between groups of schools	
SI17	Brokering school to school support	Promote the effective use of good and outstanding headteachers, including National Leaders of Education and Local Leaders of Education in supporting other schools and brokering the provision of such support and providing opportunities for these leaders to share information and best practice.	About 10 NLEs/LLEs	

Ref	Function	Service Requirement	Current key volumes or current frequency requirements	Applicable service standards
SI18	Teaching Schools	Working closely with Teaching Schools in Barnet to ensure a coherent offer is made and is an integral part of the school improvement strategy and the Borough-wide school improvement offer	3 Teaching Schools (a secondary Academy, a PRU and a nursery school)	
SI19	Moderation	Undertake moderation of teacher assessment and assessment processes in line with national requirements	91 schools	
SI20	Appointments of headteachers and deputy heads	Produce a Toolkit to support Governors in the Recruitment of a headteacher and update this annually. Provide suitably qualified school improvement support, without charge, to the governing body of any maintained school in the recruitment and appointment of a headteacher or deputy headteacher, including attending the final interview	96 maintained schools	

Ref	Function	Service Requirement	Current key volumes or current frequency requirements	Applicable service standards
SI21	Ensuring the LA knows its schools	Report to the Director of Children's Services: 1. The outcome of inspections in the previous calendar month 2. Provide regular summary updates to on standards and progress in all schools. 3. Provide regular updates on all schools causing concern, including: <ul style="list-style-type: none"> • A summary of concerns • An assessment of the school's current grading • Key actions and support planned and delivered to secure the necessary improvements • Update on school's progress and against the action plan • Any proposed structural solutions 	Monthly during term-time Termly Termly	
SI22	Liaison with the DfE, the EFA and the RSC	Liaise and maintain positive relationships with the DfE, the EFA and the RSC. Represent the LA in discussions with these bodies about structural and other solutions for schools causing concern, whilst keeping the council's DCS informed about key developments and consulting him on proposed structural solutions.	Ongoing	
SI23	Narrowing the Gap	Interpret the end of summer term data for the local authority compared to national, regional		

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		<p>and statistical neighbours in order to identify implications for the service and Barnet schools and to establish any trends and gaps for groups and subjects across the authority and in individual schools.</p> <p>Attend Council committees, as required, to report and answer questions on attainment data.</p> <p>Undertake targeted work where identified gaps cause concern, or where overall attainment or progress by disadvantaged groups is low.</p> <p>For targeted schools more precise analysis of qualitative data is required as well as quantitative data across age groups so that improvement measures can be tailored more precisely.</p> <p>Provide training and support for schools to address narrowing the gap issues, working from analysis into action.</p> <p>Provide support and training for effective use of Pupil Premium</p>		

Ref	Function	Service Requirement	Current key volumes or current frequency requirements	Applicable service standards
		<p>To the extent achievable using Good Industry Practice provide bespoke support for schools where standards are a concern, including training for all levels of leadership in collecting, analysing, interpreting and evaluating data and intelligence in order to identify issues and viable solutions.</p> <p>Provide courses, individual school-based work and cluster projects to develop practitioners' ability accurately to assess need and make improvements in teaching quality.</p> <p>Inform schools of changes to the curriculum and assessment, identifying possible implications.</p> <p>Support the post-16 education and skills team to develop and implement tools and processes to identify young people at risk of NEET</p> <p>Support the Headteacher of the Virtual School to refine reporting processes through development of a data dashboard</p> <p>Work with Supplementary Schools to improve</p>		

Ref	Function	Service Requirement	Current key volumes or current frequency requirements	Applicable service standards
		relationships with mainstream providers and to support any cross-LA work (e.g. with Harrow LA in relation to a Saturday school project)		
S124	List of functions	<p>Exercise the following functions on behalf of the LA:</p> <ul style="list-style-type: none"> • The local authority statutory monitoring, challenge and intervention functions that can be contracted out. • Challenge to maintained schools, in relation to: <ul style="list-style-type: none"> ○ targets for the improvement of pupil performance ○ the school’s self-evaluation judgements against each aspect of the school’s provision and outcomes ○ any aspect of school performance where there are concerns. • Challenge to all schools, including Academies, in relation to safeguarding of children and young people and provision of advice and guidance to assist schools in carrying out their safeguarding responsibilities • Provide advice and challenge to maintained schools in relation to their duty to provide a 		

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		<p>broad and balanced curriculum, to promote British values and to comply with equalities legislation</p> <ul style="list-style-type: none"> • Broker school to school support such as the use of experienced Barnet headteachers to act as coaches for inexperienced new headteachers, the secondment of headteachers to cover vacancies in fragile schools • Sharing of best practice across and between schools in order to improve practice and performance • Supporting school improvement and facilitating school to school support through the organisation of half-termly Network Meetings for headteachers and termly meetings for deputy/assistant headteachers • Providing advice, support and guidance to schools when required • Commissioning of effective school improvement support • Developing and implementing strategies to support highly effective leadership and management in schools • Equipping governors and others with the information and skills to effectively 		

Ref	Function	Service Requirement	Current key volumes or current frequency requirements	Applicable service standards
		<p>challenge and support headteachers and their senior leadership teams</p> <ul style="list-style-type: none"> • Supporting Governing Bodies in the recruitment of headteachers • Supporting headteachers and Governing Bodies in the recruitment of deputy headteachers • Developing strategies and co-ordinating arrangements to support the recruitment and retention of school staff • Providing additional support and guidance to new headteachers • Supporting Governing Bodies and Leadership Teams with information about academy conversion • Ensure, through the partnership with and between schools, that the local authority is well-enough informed about the quality of provision in schools so that it can assess the risk of schools underperforming or facing a serious decline in performance. • Maintain excellent working relationships with all schools, including Academies, so that early support and advice can be offered when required. • Identify potential weaknesses in maintained 		

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		<p>schools as soon as possible and ensure that arrangements are in place for timely intervention, to provide direction, where needed, and extra support.</p> <ul style="list-style-type: none"> • Supporting and advising schools in effective ways to narrow the gap between disadvantaged pupils and their peers • Moderation of teacher assessments at Key Stage 1 and Key Stage 2 • Support and induction training for Newly-Qualified Teachers, acting as the 'Appropriate Body' • Use of pertinent performance data and management information to: <ul style="list-style-type: none"> ○ review and/or revise strategies for school improvement. ○ identify schools which are underperforming ○ channel support to areas of greatest need, resulting in interventions and challenge that lead to improved outcomes in schools and other providers. • Provision of a comprehensive range of performance data to schools and the council, including data about the local 		

Ref	Function	Service Requirement	Current key volumes or current frequency requirements	Applicable service standards
		<p>performance of different pupil groups, local benchmarking and post-16 destinations comparative data.</p> <ul style="list-style-type: none"> • Promoting high standards for all pupils in all schools • Provision of a traded school improvement service that is responsive to schools' needs for high quality professional development training and consultancy (details are set out in the separate service specification for traded school improvement service) • Recommend formal intervention in schools of concern, where necessary and appropriate • Recommend intervention measures, such as appointment of an IEB or extra governors or structural measures • Apply intervention measures that have been agreed by the council <p>Narrowing the Gap service</p> <ul style="list-style-type: none"> • The interpretation of end of summer term data for the local authority compared to national, regional and statistical neighbours in order to identify implications for the service and Barnet schools and to establish 		

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		<p>any trends and gaps for groups and subjects across the authority and in individual schools.</p> <ul style="list-style-type: none"> • Targeted work where identified gaps cause concern, or where overall attainment or progress by disadvantaged groups is low. • For targeted schools more precise analysis of qualitative data as well as quantitative data across age groups so that improvement measures can be tailored more precisely. • Training and support for schools to address narrowing the gap issues, working from analysis into action. • Bespoke support for schools where standards are a concern, including training for all levels of leadership in collecting, analysing, interpreting and evaluating data and intelligence in order to identify issues and viable solutions. • Courses, individual school-based work and cluster projects to develop practitioners' ability accurately to assess need and make improvements in teaching quality. • Informing schools of changes in the curriculum and assessment, identifying 		

Ref	Function	Service Requirement	Current key volumes or current frequency requirements	Applicable service standards
		possible implications.		

4 Not used

5 Key interfaces / Relationships

Interface	Details (please add details if there are any particular complexities or expectations)
CSG – finance, HR, IT	
Press Office	
Customer contact centre	Routed through if parent, otherwise, would contact directly
Work with family services (incl. early years)	
Ofsted	
DFE	

6 Performance indicators

See spreadsheet: 'SKPI performance bands and list of all PIs - 15.9.15'.

7 Data room documents

File path on 4Projects

London Borough of Barnet > Education and Support Services > Education Services > Data Room > Service Information > Service Specifications > School Improvement Service data room documents

Ref	Document name	Link or file name on 4Projects	Description
5.1	<p>A new approach to School Improvement</p> <ul style="list-style-type: none"> • Cover Report • Consultation document • Appendix A: Update on school standards and the attainment and progress of pupils • Appendix B: A new approach to school improvement in Barnet 	<p>1090936 - A new approach to School Improvement Cover Report -(5TH SEPT) v2</p> <p>A new approach to School Improvement - consultation document</p> <p>A new approach to School Improvement Appendix A (5TH SEPT)</p> <p>A new approach to School Improvement Appendix B (5TH SEPTEMBER) v2</p>	<p>An update on the performance of schools and the attainment and progress of pupils. It draws some conclusions from this update about the key priorities that the Education and Skills Delivery Unit should be commissioned to focus on over the next 12 months. It also reports on a review of school improvement and proposes a new approach to school improvement as the best way of sustaining high performing schools for the foreseeable future.</p> <p>Attached to the report are two appendices:</p> <ul style="list-style-type: none"> • Appendix A provides detailed information on the performance of

Ref	Document name	Link or file name on 4Projects	Description
			<p>schools and the attainment and progress of pupils in 2013 as well as the provisional results of examinations and assessments in 2014.</p> <ul style="list-style-type: none"> • Appendix B – ‘A new approach to school improvement in Barnet’ - sets out the conclusions of the review of school improvement and the proposed new approach, for consultation with schools during the Autumn term.
5.2	Letter to Schools – July 2014	2013_14 End of Term Letter to all Schools	Sets out monitoring, support and challenge arrangements for the autumn and spring terms
5.3	Achievement Reviews in Secondary Schools	Letter to Secondary Schools re; Achievement Reviews	
5.4	Update letter to schools on School Improvement Partnerships – Feb 2015	School Improvement in Barnet – a new approach. Proposed Partnerships V6	
5.5	Update on 2014 results – Sept 2014	Agenda item 3 Presentation on 2014 results (Sept 2014)	
5.6	Narrowing the Gap – update to SSPB Feb 2015	<p>Agenda item 2 - Narrowing the Gap - update 2.2.15</p> <p>Agenda item 3 Narrowing the Gap Achievement Data 2014 – Primary</p>	

Ref	Document name	Link or file name on 4Projects	Description
		KS4 and KS5 NTG and Achievement 2014	
5.7	Looked after children - Virtual School update	Agenda item 3 - Looked after children - Virtual School update	
5.8	DfE Schools Causing Concern revised guidance January 2015	Schools Causing Concern revised guidance January 2015	
5.9	Ofsted framework for the inspection of local authority arrangements for supporting school improvement	Ofsted framework for the inspection of local authority arrangements	
5.10	Barnet Local Authority monitoring, challenge and support policy 2015/16	To be added.	

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