Preparing for Inspection - Second Edition - Annex 3



<u>Analysis of Focused School Inspection Letters</u> (<u>One page per local authority - suitable for printing</u>)

The Ofsted letters recording the seventeen Focused School Inspections published between 19 February 2013 and 16 September 2014 have been analysed against a set of common headings. A process of reverse engineering was used to reveal the common areas against which Ofsted made judgments. The narrative judgments for each of the common headings for every inspection are recorded on the following pages. For convenience, the boxes are colour-coded, with red, amber and green taking the usual meanings.

It must be noted that the list of common areas and the colour coding explicitly do **not** represent official Ofsted judgments but are instead a *post facto* assessment derived from the detailed analysis of all the letters.

Key

O = outstanding

G = good

S = satisfactory

RI = requires improvement

I = inadequate

CC = category of concern

SW = serious weaknesses

SM = special measures

NI = not previously inspected

LA is inserted into quotations to replace any reference to the local authority, except if the name of the local authority is used specifically. **HR** is inserted into quotations to replace any reference to human resources.

Otherwise, text in *italic* is taken directly from the Ofsted letters, and other text provides further summary information to aid analysis.

The reverse engineering of the letters revealed the following common headings:

- Reason for FSI
- School inspections
 - Before
 - After
- School standards
 - Before (note: this heading turned out to have no entries, so was deleted)
 - After
- Collaboration
 - Networking
 - School-to-school
- Personnel
 - LA training
 - Clerking of governing bodies
 - LA governors
 - LA NQTs
 - LA advisers
 - LA changes of personnel
- Data
- LA use of data
- LA effectiveness
 - LA accountability
 - LA strategy for improvement
 - · LA knowing schools
 - LA relationship with schools
 - LA support and challenge
 - LA recognition and addressing of weaknesses
 - · LA recognition and utilisation of strengths
 - · LA reactive / proactive
 - LA specific initiatives
 - Use of external services
- LA and specific schools
 - LA academies
 - LA cause for concern schools
- LA structure
 - LA HR
 - LA finance
 - LA behaviour management

Bristol City Council

General						Collaboration		Personnel						Data
Date of FSI Letter	Reason for FSI	School Inspections - Before	School Inspections - After	School inspections - Notes	School Standards - After	Networking	School-to-school	LA - training	Clerks of governing bodies	LA - governors	LA - NQTs	LA - advisers	LA - changes of personnel	LA - use of data
6 September 2013	32% of schools "less than good" - higher than the 26% average in England	2/15 G 13/15 S	1/15 G → O 1/15 G → G 9/15 S → G 3/15 S → RI 1/15 S → SM			"The LA has established a strong support network for clerks of governing bodies"	"increasing levels of inter- school support is facilitating school improvement initiatives"	"Many of the schools comment positively about the quality of training their governing body has received"	Thanks to a strong support network, "clerks are knowledgable about educational issues and are well supported in their work"	widespread praise for the high quality of the LA's governor support		"Schools value the engagement with the school improvement officers"	Many school improvement officers "have worked with the same schools for a number of years"	
						"strong headleacher networks" cited as a strength						"many school leaders are less confident hat the LA's senior officers have a good knowledge of the wider achievements taking place in their schools"		
LA effectiveness										LA and specific schools		LA structure		
LA - accountability	LA - strategy for improvement	LA - knowing schools	LA - relationship with schools	LA - support and challenge	LA - recognition and addressing of weaknesses	LA - recognition and utilisation of strengths	LA - reactive / proactive	LA - specific initiatives	Use of external services	LA - academies	LA - cause for concern schools	LA - HR	LA - finance	LA - behaviour management
LA input on data analysis "has helped governing bodies develop the capability to hold their schools accountable for students' progress"	"School leaders' understanding of the LA's strategic plan for school improvement is too variable"	Thanks to the longevity of their relationships with schools, many school improvement officers "know their schools well"	"The LA's relationship with its schools is too inconsistent"	Thanks to the longevity of their relationships with schools, many school improvement officers "offer a high level of support an challenge"	Evidence from unimproved, previously inadequate schools "indicates that the LA has been slow to recognise the issues and instigate early intervention"	School leaders say the LA is not "strategically commissioning the best practice in some schools to benefit those in need of improvement"			"many schools have chosen to use external providers to deliver" HR services to their schools	"The relationship between the LA and academies is not strong enough"		"There is general agreement across schools that the LA's HR team do not deliver an efficient or effective service"		
	"There is still some way to go in establishing a widely understood and methodically delivered strategy for improvement"		"a culture of mistrust and uncertainty across schools has hindered open and transparent communications with the LA"						"As a result of lack of availability and some dissatisfaction with quality, many schools opt to purchase support services from neighbouring LAs and other providers"	academies state that, despite				
										The relationship between the LA and academies "has not been defined precisely enough"				

Coventry City Council

General						Collaboration		Personnel						Data
Date of FSI Letter	Reason for FSI	School Inspections - Before	School Inspections - After	School inspections - Notes	School Standards - After	Networking	School-to-school	LA - training	Clerks of governing bodies	LA - governors	LA - NQTs	LA - advisers	LA - changes of personnel	LA - use of data
10 April 2013		1/11 O 2/11 G 7/11 S 1/11 NI	1/11 O → O 1/11 NI → O 2/11 G → G 5/11 S → RI 2/11 S → SM	Recent improvements in the LA's support for schools "are too recent to have had a demonstrable impact on school improvement This is evident in the outcomes of these inspections"			"the LA's approach to promoting school-to-school support is not consistently understood"	"Governors welcome the LA's training on the use of performance data"	"The clerking of governing body meetings is almost universally praised"	"Governors welcome the LA's training on the use of performance data"		"some schools welcome the replacement of School Improvement Partners with Education Improvement Advisers and consultants"	"too many changes in personnel have weakened the continuity and impact of the support provided for some schools"	"schools and governors report that data are used more systematically in conversations with LA officers"
							with a mixed	"not all governing bodies have been able to access this training [use of performance data], including some from schools that are not yet good"						"there was limited evidence of a strategic approach to the monitoring and evaluation of the outcomes for specific groups of pupils"
LA effectiveness										LA and specific schools		LA structure		
LA - accountability	LA - strategy for improvement	LA - knowing schools	LA - relationship with schools	LA - support and challenge	LA - recognition and addressing of weaknesses	LA - recognition and utilisation of strengths	LA - reactive / proactive	LA - specific initiatives	Use of external services	LA - academies	LA - cause for concern schools	LA - HR	LA - finance	LA - behaviour management
them to hold schools to account	schools about their performance, the	"Schools recognise that the LA is now taking appropriate steps to gain a thorough understanding of schools' strengths and weaknesses"		Recent developments to the LA's approach "are improving the rigour of challenge provided to schools"	"Some example were provided about how the LA has supported schools effectively, particularly at times of specific need"	"the LA's approach to sharing good practice is not consistently understood"			External reviews have been commissioned by the LA "where a school's performance gives cause for concern"			"The quality of support from HR in managing redundancies and underperformance is generally valued by schools"		
	"Headteachers and governors do not yet have a clear grasp of the LA's strategy for commissioning or brokering support"			Some schools refer to the variability in the quality of support and challenge provided since the change to Education Improvement Advisers and consultants										
	"there is still some way to go in establishing a widely understood and methodically delivered strategy for improvement"													

Cumbria County Council

General						Collaboration		Personnel						Data
Date of FSI Letter	Reason for FSI	School Inspections - Before	School Inspections - After	School inspections - Notes	School Standards - After	Networking	School-to-school	LA - training	Clerks of governing bodies	LA - governors	LA - NQTs	LA - advisers	LA - changes of personnel	LA - use of data
10 February 2014			1/14 G → G 2/14 O → G 5/14 → RI 1/14 G → SW 5/14 → SM	Secondary schools only		"Most headleachers were positive about the embryonic development of federations, including the Cumbria Alliance of System Leaders (CASL)"	support was valued"			"LA support for governors was valued"	"LA support for newly qualified teachers was valued"	"Secondary headleachers said there is a lack of confidence in the ability of some LA advisors, particularly those who come from a primary background, to provide useful advice to secondary schools"		
						Most headteachers "were also please by the LA's move to inject significant resources into" the development of federations, including the CASL								
						"there is an urgent need for the LA to extend partnership working"								
LA effectiveness										LA and specific schools		LA structure		
LA - accountability	LA - strategy for improvement	LA - knowing schools	LA - relationship with schools	LA - support and challenge	LA - recognition and addressing of weaknesses	LA - recognition and utilisation of strengths	LA - reactive / proactive	LA - specific initiatives	Use of external services	LA - academies	LA - cause for concern schools	LA - HR	LA - finance	LA - behaviour management
	Headteachers states that recent changes to strategy have created more optimism within the system"	"In the discussion with headteachers, only a minority indicated the the LA knew their school well"		"there is an urgent need for the LA to provide greater challenge and support to its secondary schools"			"Headteachers, generally, indicated that LA support is too reactive and dependent on the outcome of inspections"							"LA support for behaviour management was valued"

Derby City Council

General						Collaboration		Personnel						Data
Date of FSI Letter	Reason for FSI	School Inspections - Before	School Inspections - After	School inspections - Notes	School Standards - After	Networking	School-to-school	LA - training	Clerks of governing bodies	LA - governors	LA - NQTs	LA - advisers	LA - changes of personnel	LA - use of data
19 February 2013		1/10 O 2/10 G 4/10 <g (3/10 S)</g 	1/10 O → O 4/10 <g→ g<br="">2/10 G → G 3/10 S → RI</g→>			"Developing partnerships between the LA and local networks of schools hold promise for the future in driving improvement"		"training for governors provided by the LA appears to be strong and most feedback is positive"		"Support and training for governors provided by the LA appears to be strong and most feedback is positive"		"Recent developments in the way LA exercises its duty to promote high standards of education have improved the rigour of challenge from school improvement officers"	"Performance data and other information are used well to provide challenge by those school improvement officers who have established strong partnerships with schools over time"	"Performance data and other information are used well to provide challenge"
						School leaders "report that the partnerships they have established independently within school network groups are having a greater impact on improvement than the support and challenge provided by the LA"						"Relationships between schools and school improvement officers are inconsistent in their effectiveness"	"frequent changes in LA officers over time have had a limiting effect on the impact of the support and challenge provided for some schools"	Although performance data is used in conversations between LA officers and school leaders, "there is not alway a sharp enough focus on the performance of specific groups of pupils, particularly those who are most vulnerable"
LA effectiveness										LA and specific schools		LA structure		
LA - accountability	LA - strategy for improvement	LA - knowing schools	LA - relationship with schools	LA - support and challenge	LA - recognition and addressing of weaknesses	LA - recognition and utilisation of strengths	LA - reactive / proactive	LA - specific initiatives	Use of external services	LA - academies	LA - cause for concern schools	LA - HR	LA - finance	LA - behaviour management
	"schools do not have a clear and consistent understanding of the LA's vision for school improvement"			There were some "effective examples about how the LA has supported schools"		"School leaders perceive that the LA has not taken a consistent lead in using the identified strengths in schools to help others to improve"		"Headteachers provided several examples of more recent occasions when the LA has been proactive in trying to develop the Local Leaders of Education scheme"	"Some schools see it [HR support from LA] as ineffective and have sourced external support, for example, to manage staff underperformance"			"The quality of HR support from the LA is variable"		
				"but there were fewer examples of effective challenge over time"				Schools lack an understanding of the LA's vision "despite the LA's efforts to promote the 'Derby Winners' initiative"						
				"Strategies to evaluate the impact of LA challenge and support for schools are underdeveloped"										

East Riding of Yorkshire Council

General						Collaboration		Personnel						Data
Date of FSI Letter	Reason for FSI	School Inspections - Before	School Inspections - After	School inspections - Notes	School Standards - After	Networking	School-to-school	LA - training	Clerks of governing bodies	LA - governors	LA - NQTs	LA - advisers	LA - changes of personnel	LA - use of data
27 July 2013		1/15 O 3/15 G 4/15 <g 6/15 S 1/15 "inadequate"</g 	1/15 O → O 1/15 G→ O 4/15 <g g<br="" →="">2/15 G → RI 6/15 S → RI 1/15 I → RI</g>			"headteachers provided examples of occasions where the LA has brokered support from National, Local and Specialist Leaders in Education"	which exist in some local areas, between clusters of schools in the LA, hold promise	"Training provided by the LA is viewed by some schools as being of variable quality"	"The clerking of governing body meetings is widely praised"	"Governors generally appreciate the LA induction training"		"The good impact of LA school improvement officers is at the heart of these examples" [of effective support leading to improvement]		
							"Several school leaders think that the LA does not take a consistent lead in its approach to promoting school to school support"	"There appears to be patches of more effective and useful training in some areas but this is too inconsistent to effectively promote school improvement across the LA"		"there are mixed feelings about the quality of governor support overall"				
							Schools value independently established partnerships, saying that they have "a much greater impact on school improvement than the support and challenge provided directly by the LA"							
LA effectiveness										LA and specific schools		LA structure		
LA - accountability	LA - strategy for improvement	LA - knowing schools	LA - relationship with schools	LA - support and challenge	LA - recognition and addressing of weaknesses	LA - recognition and utilisation of strengths	LA - reactive / proactive	LA - specific initiatives	Use of external services	LA - academies	LA - cause for concern schools	LA - HR	LA - finance	LA - behaviour management
	"not all headleachers and governors have a clear understanding of the LA's strategy for school improvement"			"There are examples of effective support for schools leading to improvement"	"There are well established procedures to support schools which are judged by the LA to cause concern"	"Some headteachers stated that the LA needs to modernise its procedures and make better use of the experience of the best performing schools"	concern receive effective support and challenge, many other		As a result of the variable quality of LA training, "some schools rarely use LA training, preferring to 'buy in' from external providers"			"There was a variable response from schools for LA HR provision"	"LA financial services and support are viewed highly by many schools"	
				"The level of challenge for schools is variable"		"The LA does not have a clear strategy for maximising the successful clusters and collaborations between groups of schools in some areas to ensure school improvement is effective across the LA"								
						"Several school leaders think that the LA does not take a consistent lead in its approach to sharing the best practice"								

Medway Council

General						Collaboration		Personnel						Data
Date of FSI Letter	Reason for FSI	School Inspections - Before	School Inspections - After	School inspections - Notes	School Standards - After	Networking	School-to-school	LA - training	Clerks of governing bodies	LA - governors	LA - NQTs	LA - advisers	LA - changes of personnel	LA - use of data
12 September 2013		2/10 G 6/10 S 2/10 NI	1/10 G → G 1/10 G → RI 1/10 S → G 3/10 S → RI 1/10 S → SM 1/10 S → SM 1/10 S → SH 1/10 NI → RI		Common areas for improvement: match tasks more accurately to pupils' abilities and needs, use of marking to improve progress, raising expectations of pupils' achievement and behaviour, closing the gap between pupils eligible for the pupil premium and others, and the need to practice reading, writing, and spoken English across the curriculum					"Medway provides strong support for raising the quality of governance in primary schools"		"Primary schools identified a range of high quality advice and guidance from the LA"	position	"Internal school data is investigated through discuss with senior leaders"
										"The LA had brokered links for less experienced governors with more experienced governor colleagues in other schools"		"There is a high degree of consistency in the nature of activities undertaken by LA officers in primary schools to accelerate school improvement"		"Medway has a less detailed view of schools in all phases where the available data do not immediately present a picture of concern"
												"Occasionally, schools suggested that school improvement officers were too reliant on data"		
LA effectiveness										LA and specific schools		La structure		
LA - accountability	LA - strategy for improvement	LA - knowing schools	LA - relationship with schools	LA - support and challenge		LA - recognition and utilisation of strengths	LA - reactive / proactive	LA - specific initiatives	Use of external services	LA - academies	LA - cause for concern schools	LA - HR	LA - finance	LA - behaviour management
	"many headleachers and governors cannot readily articulate the LA's vision or strategy for improvement"	"Medway knows many of its primary schools well"	"The recently appointed Director of Children's Services has concerted steps to re-assess and redefine, through consultation, Medway's relationship with good and outstanding schools"	Meetings with primary schools "lead to support and intervention which is sensibly tailored and proportionate to the needs of each school"	"School leaders and governors of the more vulnerable primary schools indicated that support is well matched to their individual priorities"	good and outstanding schools that indicate that, over				"Despite Medway's role as cosponsor of two secondary academies, neither considers that the LA knows them sufficiently well"		"Views expressed by primary and secondary headteachers about the quality of Medway's HR function were very inconsistent"		
		"Secondary headteachers and governors do not generally feel that their schools are well known to LA officers and advisers"		The majority of comments from Ofsted's inspections just prior to the FSI "reported positively on Medway's on Medway's support functions for schools"	"The LA's support for schools causing concern is effective"					"In the case of a further academy, the LA was unaware that the school has not commissioned support and challenge"				
				Secondary headteachers and governors "express doubts about the capacity of the LA to support schools adequately"										
				"One headteacher noted that the LA had not challenged the school's performance sufficiently strongly"										

Norfolk County Council

						Nortoll	k County (Council						
General						Collaboration		Personnel						Data
Date of FSI Letter	Reason for FSI	School Inspections - Before	School Inspections - After	School inspections - Notes	School Standards - After	Networking	School-to-school	LA - training	Clerks of governing bodies	LA - governors	LA - NQTs	LA - advisers	LA - changes of personnel	LA - use of data
13 May 2013		3/28 G 24/28 S 1/28 NI	1/28 G → O 1/28 NI → G 2/28 G → G 6/28 S → G 12/28 S → RI 6/28 S → SM				"Partnership working is not well established between schools Schools would welcome the LA playing a more strategic role in this"	Some governors "have benefited from a range of training provided to enable them to fulfil their roles more effectively"	3	"Governors are generally positive about the support provided by the LA, particularly in relation to their statutory duties"		"LA officers have been too accepting of the school's self-evaluation and reached an over- generous view of performance"	"The impact of the LA's work is most evident where	
							"not all [schools] appear to be committed to a collaborative approach to working together"			"In a small number of schools, significant weaknesses in governance over time have not been tackled with sufficient urgency or rigour by the LA"				
							"improvements in teaching and achievement have not been as a result of a coordinated, strategic approach to promoting school to school support"							
LA effectiveness										LA and specific schools		LA structure		
LA - accountability	LA - strategy for improvement	LA - knowing schools	LA - relationship with schools	challenge	LA - recognition and addressing of weaknesses	LA - recognition and utilisation of strengths	LA - reactive / proactive	LA - specific initiatives	Use of external services	LA - academies	LA - cause for concern schools	LA - HR	LA - finance	LA - behaviour management
	"the LA has not established a well understood, strategic approach to building a sustainable model for school improvement"			strengthen and stabilise senior leadership and covariance appears to have	There were examples "where the LA has intervened successfully in schools that were previously declining and so vulnerable to becoming inadequate"	"it is perceived that an opportunity has been missed by the LA to develop a strong learning community where best practice can be shared routinely"		"the LA is hopeful that it's [sic] recently adopted strategy, 'A Good School for Every Norfolk Learner', will help to address this [lack of means to share best practice]"				"Most schools are positive about the impact of support from the county's HR service in managing staff redundancies and underperformance"		
	"Not all schools are aware of the long-term strategic direction for education in the LA"			the impact of its challenge and support on promoting improvement"	"In a small number of schools, this lack of challenge [from LA officers] has meant that the LA has not intervened early enough, for example, where there has been a decline in standards"									
	"the LA does not appear to have communicated to school a clear, coordinated strategy to improve the quality of teaching"			require special measures has not been effective"	special measures schools, "Known weaknesses and									
	"Norfolk schools do not articulate a clear enough understanding of the LA's strategy for school improvement"			focused support, and this has gone unchallenged by the LA, the schools	that the LA withdraws its support too quickly before improvement has									
				opinion amongst schools about the quality and impact of support and challenge provided by the LA"	schools think that structural change, for example amalgamation or federation, is the									
				"improvements in teaching and achievement have not been as a result of support and challenge from the LA"										

North East Lincolnshire Council

General						Collaboration		Personnel						Data
Date of FSI Letter	Reason for FSI	School Inspections - Before	School Inspections - After	School inspections - Notes	School Standards - After	Networking	School-to-school	LA - training	Clerks of governing bodies	LA - governors	LA - NQTs	LA - advisers	LA - changes of personnel	LA - use of data
12 June 2014		3/7 G 4/7 S / RI	1/7 G → O 1/7 S / RI → G 2/7 G → G 3/7 S / RI → RI			Within clusters of schools "there are opportunities for headleachers to meet and exchange informations, professional training activities and sharing best practice"	"Local collaborations and clusters of schools, including a teaching alliance and academy trusts, provide effective peer-to-peer support"	headteachers in the LA is high;	"Many schools view the LA services for clerking to be of good quality"	"Many schools view the LA services for governors to be of good quality"		"The quality of school improvement LA advisers is viewed positively by those schools in receipt of this support"		"The annual analysis of school's [sic] performance data, conducted for all schools by the LA, provides useful benchmarking information"
							"The expertise and experience of groups and collaborations of schools is not harnessed systematically to build capacity for improvement"			"Communication about the banding system is not sufficiently clear and consistent: some governors are unaware of the process or the implication for the level of support and challenge to their school"		"The responsiveness of officers, when they were contacted for additional support, is appreciated"		Schools are banded into four levels based on performance data - "In turn, this is utilised to allocate resources according to need"
LA effectiveness										LA and specific schools		LA structure		
LA - accountability	LA - strategy for improvement	LA - knowing schools	LA - relationship with schools	LA - support and challenge	LA - recognition and addressing of weaknesses	LA - recognition and utilisation of strengths	LA - reactive / proactive	LA - specific initiatives	Use of external services	LA - academies	LA - cause for concern schools	LA - HR	LA - finance	LA - behaviour management
"The LA does not hold schools rigorously to account for their performance"	"the number of NLEs and LLEs is considered by school leaders to be too few to fully support the needs of all schools. It is not clear that LLEs are deployed strategically outside their own school"	"There is a lack of rigour to the monitoring of the performance of some schools"		"LA services for assessment and moderation and for special education needs and disabilities (SEND) are held in high regard"			"the heavy emphasis placed upon weaker schools results in limited resource being available for better schools who still have areas to improve"			"Processes to support and challenge under performing academies are in place, but inspection evidence raises concerns about the rigour, depth and impact of these arrangements"		"Many schools view the LA services for HR to be of good quality"	"Many schools view the LA services for finance and payroll to be of good quality"	
		"The LA's knowledge about the performance of some schools is heavily reliant on published school data and information received from schools"		As a result of the banding system, "There is uneven access to LA support and challenge"			"The impact of LA services to bring about improvement in schools is too variable because it is reliant upon the degree of concern and the resources available"							
		"In schools judged by the LA to be 'self-sustaining' or 'self-improving' there is usually little on-site knowledge of the school's performance and context"												

North Somerset Council

General						Collaboration		Personnel						Data
Date of FSI Letter	Reason for FSI	School Inspections - Before	School Inspections - After	School inspections - Notes	School Standards - After	Networking	School-to-school	LA - training	Clerks of governing bodies	LA - governors	LA - NQTs	LA - advisers	LA - changes of personnel	LA - use of data
6 June 2014	"our concern centred on the comparatively low proportion of good or outstanding schools primary schools"	11/17 G 6/17 S / RI	2/17 G → O 7/17 G → G 5/17 S / RI → G 2/17 G → RI 1/17 RI → RI		Common areas for improvement to teaching: "a stronger focus on the performance of pupils, particularly the most able, and ensuring that marking helps pupils improve the quality of their work"	brokered by the LA between experiences		"New headteachers value the LA's induction programme"		"Governors are positive about the support they receive for improving the quality of school governance"		"Schools are confident that North Somerset's advisers understand the performance of schools in their area"		"Schools are fully aware that the information gathered by the LA's advisers is used to risk assess each school's performance"
								"The LA's training eosins for school governors are valued by most users"		Some governors are "less clear" about the LA's strategy for school improvement than those who are confident		"The level of consistency in the work carried out by the LA's advisers is appreciated by schools"		"Schools report that they value the high quality advice and guidance on offer for other aspects of school improvement, including data analysis"
												"The LA's advisers meet regularly with headteachers but do not routinely ensure that the Chair of the Governing Body, or their representative, attends"		
												"some advisers comment that not enough account is taken of the performance of specific groups when making assessments about a school's effectiveness"		
LA effectiveness										LA and specific schools		LA structure		
LA - accountability	LA - strategy for improvement	LA - knowing schools	LA - relationship with schools	LA - support and challenge	LA - recognition and addressing of weaknesses	LA - recognition and utilisation of strengths	LA - reactive / proactive	LA - specific initiatives	Use of external services	LA - academies	LA - cause for concern schools	LA - HR	LA - finance	LA - behaviour management
"Many governors reported that they were better informed about their school's performance and felt confident to challenge school leaders and them to account for pupils' performance"	"Schools report that they value the high quality advice and guidance or offer for other aspects of school improvement, including data analysis, self-evaluation, safeguarding and improving the Early Years Foundation Stage"		"North Somerset has developed a strong partnership with its primary schools"	"A few schools indicated that the LA's level of challenge was not rigorous enough"	"A range of monitoring activities track performance and identify where further support is required"	"a number of headteachers of good and outstanding schools report that their own strengths have not been fully utilised"		"The development and implementation of the LA's 'learning exchange' is understood by all schools as the key tool to enable schools to improve the quality of their provision and their effectiveness"	services" as opposed to purchasing			"Those schools requiring advice and support from the LA's HR department praised the quality of support and guidance they have received"		
					"The LA is responsive to changes in a school's situation and uses its intervention powers accordingly"			"The LA's 'Big Meetings' are very well received by headteachers and governors"						

Northumberland County Council

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General						Collaboration		Personnel						Data
Date of FSI Letter	Reason for FSI	School Inspections - Before	School Inspections - After	School inspections - Notes	School Standards - After	Networking	School-to-school	LA - training	Clerks of governing bodies	LA - governors	LA - NQTs	LA - advisers	LA - changes of personnel	LA - use of data
26 November 2013		1/17 O 4/17 G 12/17 S	1/17 G → O 3/17 S → G 1/17 O → RI 2/17 G → RI 6/18 S → RI 1/17 G → SM 3/17 S → SM				"There are some emerging groups and clusters of schools which are providing good school-to-school support"	"There is widespread praise for the LA services supporting schools in governor training"				"The role of School Support Officers (SSO) in managing this support [HR, finance, clerking of governing bodies, and governor training] is also valued by schools"		"A number of headteachers and governors told us that they value the annual data analysis of pupil's attainment and progress produced by Northumberland"
							"Some of this [school-to-school] collaboration is supported effectively by the LA"	"Several headteachers praised the support received from the LA for new headteachers"				"A number of schools view the support and challenge provided by school improvement partners as effective"		"Headteachers and governors expressed their concerns about the over-reliance on data [and] over generous evaluations about schools" performance"
							School-to-school support "is not widely in place and does not ensure that all schools can access the support they need"	received training in certain areas				"some schools are working with National or Local Leaders of Education (NLE and LLE). These schools speak positively about the relationships with LA officers"		"The LA has failed to ensure the accuracy of assessment information when pupils transfer to middle or high schools at ages nine and 13 years"
							"There is a lack of confidence in the LA's approach to supporting school- to-school access to best practice"					"Headteachers and governors their expressed their concerns about a lack of objectivity from some school improvement partners"		"Some schools have little confidence in the accuracy of other schools' tracking data at the point of transfer"
LA effectiveness										LA and specific schools		LA structure		
LA - accountability	LA - strategy for improvement	LA - knowing schools	LA - relationship with schools	LA - support and challenge	LA - recognition and addressing of weaknesses	LA - recognition and utilisation of strengths	LA - reactive / proactive	LA - specific initiatives	Use of external services	LA - academies	LA - cause for concern schools	LA - HR	LA - finance	LA - behaviour management
	There is "emerging evidence of the LA improving how it supports schools in a downsized service"	"Headteachers and governors expressed their concerns about the insufficient first-hand knowledge of the quality of teaching"		"Several schools praised the support they received from external agencies in the LA, such as those to help improve pupils' attendance, educational psychologists and services to support pupils with special educational needs"	"There is considerable uncertainty amongst many schools about how the LA identifies concerns"	"The LA does not make effective use of best practice in supporting those schools which need to improve"				"Both of the two academies inspected consider the LA to be a distant body, although each school shows a desire to improve their relationships"		"There is widespread praise for the LA services supporting schools in HR"	"There is widespread praise for the LA services supporting schools in financial management"	
	"The LA's strategy for improving schools" performance is inadequately communicated to schools"	"Responses from a number of schools raised significant concerns about the LA's paucity of knowledge about pupils' attainment and progress across year groups in the three tier system of schools"		"The level of challenge offered to schools by the LA is at best patchy and, in some cases, inadequate"	"The LA strategy for improving underperforming schools lacks clarity. At present its impact is uneven and mostly inadequate"	"In several schools, senior leaders do not believe that they benefit from sharing others [sic] good practice"				"academy leaders consider that the LA has not engaged enough and therefore is poorly positioned to support or challenge performance"		"There are some strong concerns about inadequate support for schools when dealing with the underperformance of staff, including teaching staff"		
	"Many schools expressed concerns about the LA being stretched and unable to provide the skills, expertise and experience required to assist schools in making improvements"	"The lack of LA support in literacy and numeracy is especially concerning to school leaders"		"several schools expressed concerns about the lack of LA help to bring about improvement to where teaching requires improvement or is inadequate"		"in several good schools, leaders state that the LA is unaware of their strengths so they are not used or encouraged to help bring about improvement in other schools"								
	"there is a clear and pressing need for significant action to establish and embed a clear vision for sustained improvement across schools in Northumberland"													

Portsmouth City Council

						PULSIII	outh City	Council						
General						Collaboration		Personnel						Data
Date of FSI Letter	Reason for FSI	School Inspections - Before	School Inspections - After	School inspections - Notes	School Standards - After	Networking	School-to-school	LA - training	Clerks of governing bodies	LA - governors	LA - NQTs	LA - advisers	LA - changes of personnel	LA - use of data
25 March 2013		5/6 S 1/6 RI	2/6 S / RI → G 1/6 CC → RI 1/6 S → RI 2/6 S → SM		Common areas for improvement: teaching, achievement ,and the quality of leadership and management, including governance.			"Support and training for governors provide by the LA is generally well received and feedback is positive"		" there is little evidence that the effectiveness of governing bodies is subsequently [following LA support and training] checked or challenged by the LA"		"LA officers, do not have a consistently clear understanding of the vision for school improvement across the LA"		"The use of performance data and other information to challenge school leaders is under review"
					Common areas for teaching improvement: "the deployment of teaching assistants; the use of differentiation; clearer marking and feedback on students' work and increasing pupils' engagement in learning'			"The LA does not have the capacity to provide significant support or training"		Improving the quality of governance is cited as one of the "common themes emerging in the recommendations from inspection"		"School leaders generally value the challenge and support from the education officer working with them and feel they have an accurate view of the school's performance"		
												"inspection evidence shows LA officers sometimes have an over-generous view of school performance"		
LA effectiveness										LA and specific schools		LA structure		
LA - accountability	LA - strategy for improvement	LA - knowing schools	LA - relationship with schools	LA - support and challenge	LA - recognition and addressing of weaknesses	LA - recognition and utilisation of strengths	LA - reactive / proactive	LA - specific initiatives	Use of external services	LA - academies	LA - cause for concern schools	LA - HR	LA - finance	LA - behaviour management
	"The LA is aware of the need to improve outcomes in its schools and has begun to take some actions to help this happen"	[the education	"Lines of communication between school leaders, education officers and LA senior officers are not always clear"		Among the LA's actions to improve school outcomes is "monitoring school effectiveness more closely"	school outcomes is "encouraging		The lack of a clear understanding of the LAs vision for school improvement among schools and LA officers exists "despite the improving education strategy "Effective learning for ever pupil" which focuses clearly on raising achievement"				"The quality of support from HR is generally valued by school and has been effective in managing issues relating to staff underperformance"		
	"Schools, particularly those that are more vulnerable do not have a consistently clear understanding of the vision for school improvement across the LA"	"inspection evidence shows LA officers sometimes have an over-generous view of school performance"		"The degree of challenge for schools is variable, in large part due to reductions in the LA's resources"	"There is not a cohesive approach to support schools which are not yet food or are vulnerable, and a lack of rigour in action planning and monitoring their progress"	for brokering support from good or outstanding								
		"School leaders are not confident that senior officers have sufficient depth of knowledge of their schools"		"Evaluating the impact of LA challenge and support is underdeveloped [sic]"	"There is limited evidence of a coordinated approach across the LA to tackling the performance of different groups, beyond disabled pupils and those who have special education needs or persistent absentees. Pupils in receipt of free school meals are of particular concern"									
					"Senior officers have not responded quickly enough to a rapidly changing education landscape"									

Salford City Council

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General						Collaboration		Personnel						Data
Date of FSI Letter	Reason for FSI	School Inspections - Before	School Inspections - After	School inspections - Notes	School Standards - After	Networking	School-to-school	LA - training	Clerks of governing bodies	LA - governors	LA - NQTs	LA - advisers	LA - changes of personnel	LA - use of data
16 September 2014			1/17 O → O 7/17 < G → G 2/17 NI → G 2/17 SI → RI 2/17 >RI → RI 2/17 NI → RI 1/17 SI → SM			"The secondary headleachers report that their association has improved significantly, particularly in the promotion of collaborative working based on mutual trust"	"There was overwhelming support for the LA's approach to developing supportive school networks at both secondary and primary level"	"Schools have welcomed the training and support provided by the LA for new headleachers and for NQTs as part of their induction"		One head teacher observed that, support and challenge had been well received and has led to rapid and significant improvement particularly in the governance of the school"	welcomed the training and support provided	"Several headteachers commented that conversations with their linked LA officer about performance data had led to a much sharper focus on school improvement planning with measurable outcomes"		"Schools are particularly positive about the LA's improved use of data through its annual review of each school's performance"
							"The development of cluster arrangements and school-to-school improvement networks among the primary sector is not as strong as in the secondary sector"	"Training [for governors] is highly regarded"		"Support provided for governance is positively received"		"The vast majority of headteachers felt that LA officers were readily accessible and that each linked officer had a real understanding of the individual school context"		
										"The LA has successfully set up successfully set up interim strategic groups, which have led to improved governance in those schools which require significant improvement"				
LA effectiveness										LA and specific schools		LA structure		
LA - accountability	LA - strategy for improvement	LA - knowing schools	LA - relationship with schools	LA - support and challenge	LA - recognition and addressing of weaknesses	LA - recognition and utilisation of strengths	LA - reactive / proactive	LA - specific initiatives	Use of external services	LA - academies	LA - cause for concern schools	LA - HR	LA - finance	LA - behaviour management
"Headteachers commented on how this [training for governors] has helped governors to hold them and their schools to account more effectively"	"The vast majority of headteachers have confidence in the leadership of the LA's arrangements to promote school improvement"			"Most school have welcomed the welcomed the challenge from the LA, even though this may have been uncomfortable"	support the LA's	The LA's "strategy of introducing and encouraging collaborative support networks so schools can share best practice and help each other is working well, particularly in the secondary sector"	declined] schools may identify if 'early indicators' of a dip in performance were missed by the LA and whether there	"The School Provider Arm (SPA), led by strong and effective leaders from good and outstanding schools, is working effectively to support a family of schools and this is encouraging a self-sustaining and self-improving system in Salford"		"The LA has a positive relationship with most of its academy schools, including being part of the governance arrangements in some circumstances"		finance services	"The LA's HR and finance services are valued highly by most schools"	"Headteachers nole the high quality of support and training they receive when they request this on specific issues, such as behaviour management and safeguarding"
	"Several schools commented that there is a clear vision for Salford from the LA which includes high expectations of its school leaders"			senior leadership	"Some headleachers, whose schools have been judged to require improvement, welcomed the support they received including work on quality assurance, leadership development and lesson observation training"									
	"leaders are now more aware of the performance of vulnerable groups, but some schools had not transferred this knowledge into tangible strategies"													

Staffordshire County Council

General						Collaboration		Personnel						Data
Date of FSI Letter	Reason for FSI	School Inspections	School Inspections	School inspections	School Standards -		School-to-school	LA - training	Clerks of	LA - governors	LA - NQTs	LA - advisers	LA - changes of	LA - use of data
2 June 2014		- Before 1/18 O 14/18 G 3/18 S	- After 2/18 G → O 5/18 G → G 1/18 S → G 1/18 O → G 4/18 G → RI 2/18 S → RI 3/18 G → SM	- Notes	After			"Governors value training provided by LA officers through Entrust on pupil achievement, an introduction to governance, finance, performance management of the headteacher, safeguarding and safer recruitment"	governing bodies	"Governors value training provided by LA officers through Entrust"		"Headteachers typically speak positively about their District Manager for Improvement Most feel that this officer knows their school reasonably well"	personnel "relationships between schools, LA officers and Entrust personnel are inconsistent in their effectiveness as some schools have experiences changes of personnel or people transferring from the LA to Entrust"	"the LA has effective systems for collecting and analysing achievement data for its schools data are used by the LA to risk assess schools"
								"Some schools are providing school- to-school support without LA involvement; others provide informal support and mutual opportunities to share good practice through clusters and local networks"		"Governors of schools judged to be 'good' or better generally felt more distanced from the LA"		"Schools have a very wide range of responses about the frequency and quality of contact with LA officers"	"The LA's engagement and communication with schools, particularly governing bodies, is not fully effective"	"A summary of the data analysis is provided to schools. Headteachers say that this is of high quality and they value it"
								"Informal school- to-school support also extends to curriculum areas because many headteachers surveyed do not consider that the LA's arrangements for contracted training meet their school's needs"		"governors are clear about the provision of support where schools establish their own arrangements; for example, from the cluster of Catholic schools"		Regarding District Managers for Improvement, many headteachers "believe that there are too few officers for the number of schools"		"Although LA officers believe this system [categorising schools using a 'data dashboard] is effective, in several cases dips in school performance are not noted until after the event and too late to prevent schools declining"
								"the LA does not have a sufficiently clear and recognised strategy for ensuring that best use is made of school-to-school support"						
LA effectiveness										LA and specific schools		LA structure		
LA - accountability	LA - strategy for improvement	LA - knowing schools	LA - relationship with schools	LA - support and challenge	LA - recognition and addressing of weaknesses	LA - recognition and utilisation of strengths	LA - reactive / proactive	LA - specific initiatives	Use of external services	LA - academies	LA - cause for concern schools	LA - HR	LA - finance	LA - behaviour management
"Governors report that training helps them to hold senior leaders to account and ask pertinent questions"	The LA's move to commissioning status and the establishment of a partnership with Entrust have led to a lack of clarify about the relationship between the LA and Entrust And the LA's school improvement strategy*		"relationships between schools, LA officers and Entrust personnel are inconsistent in their effectiveness"	"Some [headteachers] are able to point to improvements that have come about as a result of the LA's support and challenge"	"When a school that has previously been judged as good is identified as 'at risk', additional support and challenge are provided"	that the LA is not yet fully effective in identifying strengths in good and outstanding schools and using these to help other	schools which are not yet good. This focus had not arrested the declining performance in	considerable uncertainty among headteachers	"Most headteachers said that they have to purchase support and services, but one headteacher said that the LA provided commissioned support for the school to 'buy in' particular support"	"Another [headteacher] did not know what information the LA held about standards and progress in academies"		"In the main, headteachers and governors speak highly of HR services; for example in the management of underperformance, upper pay scale decisions, capability procedures and managing long-term absence"		"The LA's Behaviour Suppon Service provided through Entrust is cited as a strength by some respondents"
		"Governors expressed a very wide range of views about how well the LA knows its schools. These ranged from 'not at all' to 'knows very well"		"The governors of open school are concerned that the division of the LA has fragmented the support available to schools"	group meetings, held every six weeks for those schools requiring	Entrust broker	manner;			"There has been a perceived lack of proactive engagement with academy schools"				
		"Some governors felt that the LA knows the data about a school's performance, but that its first-hand knowledge of the school and of the quality of teaching was not so strong"		"Several headteachers stated they had little confidence in the LA's contracted arrangements for curriculum support which they regard as especially weak"										

Suffolk County Council

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General Date of FSI Letter	Bosson for ESI	Cohool Inconstions	Cahaal Inapactions	School inspections	Cabaal Standards	Collaboration	School-to-school	Personnel LA - training	Clerks of	LA - governors	LA - NQTs	LA - advisers	LA - changes of	Data LA - use of data
7 November 2013	Heason for FSI	School inspections - Before 4/33 O 11/33 G 18/33 S / RI	School inspections - After 2/33 O → O 9/33 G → G 2/33 S → G 2/33 S → G 11/33 RI → RI 1/33 G → RI 1/33 G → I 1/33 G → I	- Notes	School Standards - After	Networking	"The schools feel that the strategy is most effective where existing school-to-school partnerships, brokered by the LA, are driving improvement"	Governors "benefit	governing bodies	"[LA provided] Governor services are highly valued"	LA - NQIS	"some headteachers regard the censuring tone of LA officers in these meetings [termly headteacher meetings and governor briefings] to be counter- productive"	LA - changes of personnel	"Schools generally feel that the LA makes effective use of performance data to identify any decline in standards in individual schools and to target its support accordingly"
			Of the 6/33 S/G → I 4/6 → SM 2/6 → SW				"Just over half of the schools in the telephone survey said that the LA had not specifically approached them to support others" Schools feel that "some			Governors "benefit from the regular governor briefings which help them to sharp the focus of their work in challenging and supporting their schools"				
LA							partnerships lack the capacity to provide the necessary support and service"			LA and		LA structure		
effectiveness										specific schools				
LA - accountability	LA - strategy for improvement	LA - knowing schools	LA - relationship with schools	LA - support and challenge	LA - recognition and addressing of weaknesses	LA - recognition and utilisation of strengths	LA - reactive / proactive	LA - specific initiatives	Use of external services	LA - academies	LA - cause for concern schools	LA - HR	LA - finance	LA - behaviour management
	"Schools are aware of the LA's strategy for improvement"		"Some schools, including those that are not academies, feel disengaged from the LA"	"Schools state that they make full use of those support services provided by the LA which they perceive to be effective"	makes effective use of performance data	"Some of the county's stronger schools and experienced headleachers recognise that the LA draws on their expertise to support other schools"		"Schools are aware of the LA's strategy for improvement, embodied in its "Raising the Bar' initiative"				"the guidance provided by HR and Finance are, in the majority of cases, highly commended"	"the guidance provided by HR and Finance are, in the majority of cases, highly commended"	
	"Where schools have improved, senior leaders and governors acknowledge the LA's role in guiding and supporting the improvement"			"Schools perceive that the move away from centralised LA provision for continuing professional development means that there is insufficient support to drive improvements in teaching"				"The 'Raising the bar' initiative is regarded with varying degrees of credibility"						
	"The majority of headleachers surveyed expressed some scepticism about the implementation of the LA's strategy for school improvement"			"The majority of good schools do not feel challenged by the LA to improve their overall effectiveness"										
	"Some schools say that the LA needs to achieve a better balance between structural reform and the urgent need to improve existing schools"			"outstanding schools believe that not enough is being done to challenge them to maintain their strong performance"										
				"termly headteacher meetings and governor briefings provide a forum for LA support and challenge" "There is a										
				strongly-held view (by headleachers) support is too (pswich-centric and that challenge, support and knowledge of their school is dependent on their proximity to (pswich"										

Tameside Borough Council

Tameside Borough Council														
General						Collaboration		Personnel						Data
Date of FSI Letter	Reason for FSI	School Inspections - Before	School Inspections - After	School inspections - Notes	School Standards - After	Networking	School-to-school	LA - training	Clerks of governing bodies	LA - governors	LA - NQTs	LA - advisers	LA - changes of personnel	LA - use of data
10 July 2014			1/12 O → G 1/12 G → G 4/12 <g g<br="" →="">1/12 NI → G 2/12 RI → RI 2/12 >RI → RI 1/12 S → SW</g>				"headteachers judge that school improvement services effectively 'disappeared,' leading to them forming their own clusters for peers support and challenge"	"Schools have welcomed the training sessions provided by the LA for senior and middle leaders"	"Governors spoke highly of the support they receive from governor services, particularly with clerking"	"Support for governance is recognised as a strength"		"Some headleachers noted that the LA officer linked to their school had a real understanding of the individual context, enabling effective support and challenge"	capacity in the transition period of the last eighteen months"	"Some headteachers noted that the quality of the performance data they received from the LA had not always been good enough to promote improvement"
													"Changing personnel has meant that some schools have had little consistency in their assigned LA officer; this has ben detrimental to the quality of support they have received"	
LA effectiveness										LA and specific schools		LA structure		
LA - accountability	LA - strategy for improvement	LA - knowing schools	LA - relationship with schools	LA - support and challenge	LA - recognition and addressing of weaknesses	LA - recognition and utilisation of strengths	LA - reactive / proactive	LA - specific initiatives	Use of external services	LA - academies	LA - cause for concern schools	LA - HR	LA - finance	LA - behaviour management
"headteachers commented on how this [training for governors] helped governors hold them and their schools to account more effectively"	"The majority of headleachers have confidence in the leadership of the LA's arrangements to promote school improvement"	commented that, in the past, the LA did not know their	"Despite the renewed confidence noted in the LA's leadership of school improvement, many headteachers feel that there remains a need to rebuilt trust and relationships"	The majority of headteachers "consider that the LA is building the capacity to support and challenge schools effectively"	"The LA has successfully set up interim strategic groups, which have led to improved governance in those schools which require improvement"	"Headteachers would welcome more access to good practice from both within and beyond Tameside"			"headteachers judge that school improvement services effectively 'disappeare,' leading to turning to external consultants"			"The LA's HR and finance services are generally valued"	"The LA's HR and finance services are generally valued"	"Headteachers note the high quality of the support and training they receive when they request this on specific issues, such as behaviour and safeguarding"
	"Several schools commented on a clear vision for Tameside, which includes high expectations of its schools leaders"		"There is, however, recognition that these concerns [regarding past issues with support and challenge] are being addressed and that relationships are becoming stronger"	have welcomed the challenge from the LA, even though this may	"Some headleachers, whose schools have been judged to require improvement, welcomed the support they had received"									
	"The recently appointed Performance and Standards Strategic Lead for English has been proactive in all secondary schools her support has had impact"			"The LA has brokered effective senior leadership support when this has been required for specific schools"	In the past, even "in schools where standards had been declining, the LA had not intervened swiftly enough to tackle weaknesses"									
				"Several headteachers commented that, in the past they had received little, if any, support and challenge to improve"										
				"Headteachers raised concerns that the LA had struggled to find the right balance between challenge and support with a number of its schools"										

Thurrock Council

General						Collaboration		Personnel						Data
Date of FSI Letter	Reason for FSI	School Inspections - Before	School Inspections - After	School inspections - Notes	School Standards - After	Networking	School-to-school	LA - training	Clerks of governing bodies	LA - governors	LA - NQTs	LA - advisers	LA - changes of personnel	LA - use of data
8 April 2014		1/7 O 1/7 G 4/7 S 1/7 NI	$1/7 O \rightarrow G$ $1/7 S \rightarrow G$ $1/7 NI \rightarrow G$ $1/7 NI \rightarrow RI$ $3/7 S \rightarrow RI$				"Headteachers of good schools reported that they often make their own arrangements for school-to- school support"	"Training for governors is considered to be effective"		"Strategies for the recruitment of good senior leaders are seen to be effective and are welcomed by governing bodies"	"The induction and support for newly qualified teachers is considered to be effective"	of Thurrock Improvement		"Data on school achievement, its evaluation and the reports received by schools, are perceived to be of a high quality"
								"Training varies in quality because some is delivered by personnel who are not judged to be effective by headteachers and governors"						
LA effectiveness										LA and specific schools		LA structure		
LA - accountability	LA - strategy for improvement	LA - knowing schools	LA - relationship with schools	LA - support and challenge	LA - recognition and addressing of weaknesses	LA - recognition and utilisation of strengths	LA - reactive / proactive	LA - specific initiatives	Use of external services	LA - academies	LA - cause for concern schools	LA - HR	LA - finance	LA - behaviour management
	"Past weaknesses in the LA's strategic direction, vision, communication and support remain a cause of dissatisfaction for some schools"	"Some good schools believe the LA knows little about the quality of teaching"	"Most headteachers and governing bodies are more optimistic about LA leaderships than in the past"	transparency when the LA decided which tier to			"Some governing bodies and headleachers perceive that the LA has a reactive approach to school improvement"	"School leaders feel that the Progress Board Meetings are challenging schools more effectively to improve achievement"		"The LA is generally successful in maintaining productive partnerships with academies and free schools"				
	"The LA is seen by some headleachers to have been too slow to act on the recommendations of last year's review of its functions"			"Opportunities for school support from the LA are missed by some headteachers because they do not get to hear about them"		"Headteachers of good schools do not believe that they are consulted sufficiently about the LA's vision for the future"								
				"Some good schools do not think they are challenged sufficiently										
				"[Primary] School leaders consider that the support and challenge they receive has improved over the last year"										

Wolverhampton City Council

General						Collaboration		Personnel						Data
Date of FSI Letter	Reason for FSI	School Inspections - Before	School Inspections - After	School inspections - Notes	School Standards - After	Networking	School-to-school	LA - training	Clerks of governing bodies	LA - governors	LA - NQTs	LA - advisers	LA - changes of personnel	LA - use of data
11 September 2014	"Currently only 71 schools out of 103 (69%) are good or outstanding. This compares to 80% nationally"	4/13 G 2/13 S 7/13 RI	2/13 G → G 4/13 RI → G 1/13 S → G 1/13 S → RI 1/13 S → RI 3/13 RI → RI 1/13 G → SM	Total			"Headteachers welcomed the development of learning communities which have helped the to reach local agreement over issues such as school places"	"In particular [regarding support for governance], training is not seen as effective"	governing source	"The majority of governors interviewed felt that LA support for governance is weak"	"Most schools could describe examples of where the LA had provided effective support for improvement; these included phonics training and support for newly qualified teachers"	"The effectiveness of the LA support is most evident where schools have a well-established relationship with their School improvement Advisor (SIA) and respect the advice and challenge provided"	personnel	"Apart from the collation of publicly available data, there was no evidence of the systematic gathering of wider intelligence, and, as a result, they did not have confidence that the LA would be able to sharply focus additional support or challenge"
	"The national figure for the achievement of pupils in reading at the end of Key Stage 1 is 89%. Across Wolverhampton the figure is only 83% and is too low"						"Examples of effective school to school support exist but some of these are organised by schools themselves"			"Governors receive very little feedback from the LA about their effectiveness as a governing body"		"it was of particular concern that the LA's own advisors could not articulate a clear vision or strategy for school improvement"		
							"The LA's strategy for ensuring that best use is made of school-to-school support is not widely understood or consistently implemented"					"Schools were concerned about the frequency and quality of meetings with SIAs Some heads commented that SIAs merely tell them what they already know"		
LA effectiveness										LA and specific schools		LA structure		
LA - accountability	LA - strategy for improvement	LA - knowing schools	LA - relationship with schools	LA - support and challenge	LA - recognition and addressing of weaknesses	LA - recognition and utilisation of strengths	LA - reactive / proactive	LA - specific initiatives	Use of external services	LA - academies	LA - cause for concern schools	LA-HR	LA - finance	LA - behaviour management
	"There was very little understanding of the LA's long term strategic model for sustainable school improvement"	"Many headteachers and governors were unclear about how well the LA knows their school"	"There is evidence that schools, particularly secondary schools, are beginning to disengage from the LA"	"Headteachers are appreciative of the recent support that the LA has brokered to improve children's progress in the Early Years Foundation Stage"	several examples of the LA responding decisively to	"Headteachers believe there is no co-ordinated strategy that makes use of schools' strengths to support others"	"Schools perceive there has been a recent and dramatic reduction in the services provided by the LA, particularly for schools that are not causing concern"	"the 'Building Schools for the Future' projects [is] generally valued by headteachers and governors"	Schools "are unsure what support they should expect from the LA and what they now need to buy in through a model of traded services"			"Governors valued the support from the LA for headteacher performance management and headteacher recruitment"		
	"The LA's engagement and communication with schools has not been effective in ensuring that schools understand the strategic vision of the LA"			"As a result [of the LA's unclear strategic vision] schools are confused about what support and challenge they should expect from the LA"	"LA systems to track school performance data have not been effective in anticipating declining standards"	"Headteachers at some of the good schools were disappointed that their skills have not been used to help improve schools that are more vulnerable"						"The HR service [is] generally valued by headteachers and governors"		
	"There is considerable uncertainty among headleachers and governors about the how [sic] changes taking place within the school improvement service will impact on them and their schools"				"Reductions in LA staffing leave schools concerned that although SIAs are able to gather intelligence about schools they do not have the time or the capacity to follow through by brokering support for identified weakness"									