Birmingham School Improvement Partnership
Self-Improving System Delivered Through Birmingham Education Partnership (BEP) Delivery Framework
Foreword

Birmingham Education Partnership's mission is to secure a deeply good academic, social and civic education for every child and young person living in Birmingham.

It takes a city to raise a child. Our ambition is to foster learning between schools in direct pursuit of improved outcomes for all Birmingham’s young people, and to better align schools with others who impact positively on the lives of our children. Our ambition includes a broad view of the role of schools and a concern for the whole child. Consequently BEP works with a wide range of partners to champion the Arts and Sports, to work for mental health and wellbeing and to support schools in their wider civic role.

Our core work for School Improvement commits BEP to:

- creating a **robust and ambitious school led system** of continuous improvement, informed by intelligent use of relevant data, and building on the many existing strong networks amongst Birmingham schools and school leadership
- ensuring every school is part of a **family of schools**, and that there is good local and city wide knowledge
- developing **partnerships with employers, universities** and all those committed to ensuring Birmingham’s children and young people receive the qualifications and skills they need, to become active, contributing and positive citizens
- ensuring serious and **challenging professional development** at all levels
- learning from and sharing the best **national and international developments in education**
- above all Birmingham Education Partnership will ensure that no **school, Head teacher or governing body** feels unsafe or unsupported in this continuing journey of school and system improvement
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APPENDIX
Introduction
The Birmingham Education Partnership’s school improvement delivery framework 2016-17 sets out the vision, aims and priorities to ensure a step change in improved performance for Birmingham schools, children and young people.

The family of schools in Birmingham is strong. The creation of Birmingham Education Partnership owned by Birmingham schools and the local authority embodies a shared moral purpose and passion for continuous improvement in outcomes for all children and young people. The framework will be delivered by Birmingham Education Partnership in partnership with schools and the local authority.

Consultations with head teachers and governors to agree the principles and priorities of the framework prior to publication took place in Sep/Oct 2016. The strategic priorities are drawn from the vision of sustained high achievement for all children and young people across the city and analysis of current performance in a context of a continued national drive for higher educational standards.

The framework also aims to clarify the:

- role and responsibility of the Birmingham Education Partnership in relation to Birmingham schools
- the development of a school led system of improvement in partnership with BEP and BCC
- the protocols and procedures in relation to Schools Causing Concern

National and local context
The significant shift in national education policy and funding which has occurred over the past three years has resulted in increased autonomy and diversity of school provision.

At the same time, local authorities have become strategic commissioners and champions for parents and children. Local authorities retain the statutory duty “to promote high standards so that children and young people achieve well and fulfil their potential” (1996 Education Act) and are required to ensure secure arrangements for school improvement.

The national Education landscape is evolving, with the 2016 White Paper, ‘Educational Excellence Everywhere’, securing another milestone in the development of a system-led approach to school improvement. Birmingham is well-placed to make this a powerful reality, as its School Improvement arrangements have been developed to response to this changing environment.
The Education Act 2011 began the devolution of school improvement arrangements from a Local Authority to school led system. In 2013, this national policy shift started the evolution of Birmingham's Education Partnership, where Head Teachers in the city worked to create a collective voice for the City's schools.

In 2014 Birmingham's Education Services Review engaged schools in an options appraisal as to how best deliver the services that support schools. The conclusion was that these services should be owned jointly by the Council and schools and be premised on a self–improving system of education. The offer to schools should be coherent – with partners working interdependently to maximise effectiveness.

Since September 2015, Birmingham's school improvement duty has been delivered by Birmingham Education Partnership (BEP) through a formal contract agreement. Birmingham City Council and BEP have agreed to work together to provide improved outcomes for Children and Young People.

School Improvement arrangements
The Council is ultimately accountable for statutory education outcomes, but recognises that the skills and resources for school improvement now lie within schools.

The Council has therefore committed to commission from the Birmingham Education Partnership a School Improvement Service that delivers local partnerships within the districts. The Birmingham Education Partnership (BEP) is ideally and uniquely placed to work with schools, accessing and brokering the skills and resources required within the school system for school improvement.

The Council has commissioned school improvement service to raise standards in schools and to improve outcomes for all children and young people in the city. The service will extend across statutory school age provision, and include a focus on improving outcomes for vulnerable populations.

Birmingham’s educational vision and aims for all children and young people
The aspiration of the strategy is to ensure that every school in Birmingham is good or outstanding by 2018 regardless of where in the city it is located. This will ensure that all children and young people benefit from a world class education. The gaps in attainment for those children and young people who
currently underachieve compared to their peers will be closed significantly ensuring that all children fulfil their potential.

Specific aims for 2016-17 are:

- Improve outcomes for primary aged pupils
- Improving the outcomes for disadvantages youngsters within Secondary education
- Improving transition arrangements from KS2 to KS3

**Partnership model**

Central to our framework for school improvement is the strong belief that schools are, for the most part, self-improving. There is also a clear recognition of the value and importance of system leadership in promoting school improvement. Strong schools with good capacity are taking an increasing role in developing system leaders and sharing good practice. These schools embrace the concept of school-to-school support and take responsibility for school improvement beyond their own organisations.

The partnership between the BEP and the Council provides support and challenge to schools to improve outcomes for all children and young people across the city by:

- Intervening early where the performance of a school is declining – ensuring that schools are challenged and secure the support needed to improve to at least ‘good’.
- Using the Education Data Dashboard (EDD) to identify schools that may require support, may need to be challenged as well as those that are known to require support and challenge.
- Delivering a programme that ensures schools remain ‘good and better’ and that improvement is sustained.
- Taking timely and effective action where underperformance is identified.
- Contribute to system improvement.
- Encouraging good and outstanding schools to support and challenge other schools and contribute to system improvement.
- Building strong working relationships with Head Teachers – encouraging challenge and support.
- Signposting where schools can access appropriate support.
- Work with partners to develop support mechanisms where it is deemed there are gaps in support required.
- Exploring regional links for sharing good practice and driving up collective performance across the Midlands.
Knowing our schools better and influencing schools to become engaged in service design, commissioning and delivery at the local level.

Using Peer Review as a means to build trust, support and challenge and so bring about school improvement.

The service must meet the requirements of ‘The framework for inspecting local authority arrangements for supporting school improvement in England’ (LASI). BEP works within the relevant government frameworks and to take account of changes in policy or legislation as it impacts on the services being delivered.

BEP uses the district teams to deliver local partnerships that ensure that every school is supported, provide a local face for education, allow schools to shape local service offers and supports and challenges schools singly or in groups to commission services that extend or augment the local offer.

The Council’s role includes involvement in the decision making surrounding the use of the statutory powers of intervention (including Interim Executive Boards (IEB) and warning notices), managing the ‘cross-cutting’ process, and maintaining an overview of school improvement and those activities involved in contract management. This is delivered via the Intelligent Client Function combining subject matter expertise and contract management.

This framework provides a detailed overview of the how the school improvement arrangements are delivered on an annual basis.

**Priorities for improvement**

Based on school performance over time, the challenge for Birmingham can be captured in three overarching priorities:

1. Ensuring a good or outstanding school for every child and young person
2. Raising attainment of disadvantaged pupils
3. Eliminating the discrepancies in attainment at school and district level

The impact of the framework will be measured by: the proportion of Birmingham schools assessed as good or outstanding, the extent of the reduction in gap between underachieving groups and all other children and young people, the proportion of children in each district attending a school which is good or better. Benchmarking its performance against, statistical neighbours and core cities.

Birmingham Education Partnership will continue to:

- support and challenge schools to remain good or outstanding
- support and challenge schools to improve from Ofsted ‘Requires Improvement’ and ‘Inadequate’ judgments in the shortest possible time
- support schools in responding to national policy changes and government
In addition the following actions will be taken to ensure the priorities will be met:

**Ensure a good or outstanding school for every child and young person:**

- develop the role of strong schools with good capacity to expand system leadership across the county, sharing good practice and promoting school improvement
- work with teaching school alliances in order to accelerate improvements and capacity in leadership
- provide support to recruit and retain high quality Head teachers
- improve intelligence and early alerts to identify schools at risk particularly within the changing inspection framework

**Raising the attainment of disadvantaged pupils:**

- increase the focus on intervention strategies to accelerate the progress of disadvantaged pupils
- promote a better understanding and use of data for analysis and tracking to ensure that good progress is being made by all disadvantaged pupils including the most able disadvantaged pupils
- share best practice of what works well
- develop research based, high impact projects for accelerating the progress of disadvantaged pupils and systematically disseminate the findings

**Eliminating the discrepancies in attainment at ‘district’ level:**

- develop leadership capacity across the city
- work in collaboration with teaching school alliances to raise the profile of high priority areas and target resources accordingly
- identify and share best practice from areas with similar schools and similar geographical characteristics both in and beyond Birmingham
The Improvement Process
Roles and Responsibilities:

BEP School Improvement Function:
- Leadership & Governance via DCSI
- Data Management
- Contracts Management
- District Teams
  - Engagement
  - Priority
- Project Management
- Peer Review

Quality Assurance:
- School Improvement Advisory Board
- BEP Board
- Intelligent Client Function
- BCC
- Ofsted
School Improvement Advisory Board (SIAB):

Working closely with the Director of Continuous School Improvement, the SIAB ensure on-going oversight of the performance of every school in city using all pertinent performance data. The group is made up of an external, independent Chair and recently serving Birmingham expert head teachers across all phases.

The Board is responsible for monitoring and evaluating the effectiveness of school improvement and has established procedures and criteria for support, challenge and intervention as part of its quality assurance remit. In particular the Board identifies and monitors closely schools causing concern acting as the decision making body in respect of school categorisation based on performance and contextual data and including the use of formal powers of intervention where necessary. The Board meets on a fortnightly basis to review the progress of the work plan and newly available data and information.

In addition to analysing trends and anomalies through high quality school performance data the group receives regular updates and ‘soft intelligence’ gathered from the district teams. This helps to identify early signs of schools causing concern as well as levels of engagement of all schools in system school improvement. On the basis of this the Board works with the Director of Continuous School Improvement in commissioning the most appropriate support programmes which are explicit, flexible and tailored to need which they quality assure. They draw upon the expertise residing in the school system to provide this support but where necessary seek capacity for school improvement from outside the city or provide this themselves, also engaging with regional and national bodies accordingly.

The Board, on behalf of the BEP, conducts an annual risk assessment of schools using the most robust available data and involving appropriate stakeholders. This is kept under continues review. The annual school improvement work plan is a product of this risk assessment and the Board has oversight of this plan.

The Director for Continuous School Improvement:

The Director for Continuous School Improvement sets the strategic direction for school improvement activity and delivery across the partnership. Working closely with the SIAB, Teaching Schools, all schools, District Leads and BCC to:

- Ensure that every school is part of an effective cluster minimising isolated schools.
- Know every school’s Ofsted judgement and identify appropriate resources.
- Restore coherence and trust to the Birmingham community of schools.
- Uncover and mobilise new strengths for the system by developing a cadre of potential Heads and system leaders.
- Provide a new and additional data source to the local authority owned
database based on local district intelligence.

- Provide a mechanism for dialogue on school and district level data.
- In conjunction with the local authority and the SIAB, add insight to the dataset to create a RAG rated Education Data Dashboard.

**The District Teams:**
Following a review of the effectiveness of the district lead role at the end of 2015-16, the BEP has created District Teams.

There are District Teams for the 10 districts in Birmingham. District Teams are serving and ex-Head teachers/educational professionals (see Appendix 1). They are the local face of education, offering ongoing support and challenge to schools, and gathering information to be fed back to the Director for Continuous School Improvement.

There are 2 district roles within the District Teams. District Engagement Leads and District Priority Leads. They work closely with the Intelligent Client function to provide a much more joined up approach. A key aim is to make sure all schools are connected and part of a wider family and are leading school improvement.

There will be at least one ‘universal’ Engagement Visit for all schools (Academies, Maintained, and Nursery) and then additional Priority visits for Maintained schools which are identified and agreed as having identified priority needs. These visits may be made by their District Engagement Lead or more often by an assigned district Priority Lead. The number of days of support available to each school will be based on each school’s needs within the same finite budget.

Academies are welcome to request priority support and challenge visits as are maintained schools which are not identified as a priority this year, however this will incur a cost to each school as further resource will have to be found.

A district team provides:

- A conduit for information from the city out to districts and schools and vice versa through a central hub.
- A mechanism for communicating across the district.
- The initial point of contact for all aspects of school and leadership support.
- Information gathering, filtering, prioritising, record keeping and an audit trail.
- Facilitation and support for district activities, including working with other providers and commissioners at a district level.
- Creative capacity to respond to changing priorities.
- Advice and help to schools to improve efficiency and reduce costs.
- Deliver the local partnerships element of the specification.
The Teaching School Alliances:

Birmingham’s Teaching School Alliances ACTS (Association of Central Teaching Schools) as they are known, work closely with BEP in the shaping of the current educational strategy and the delivery of school improvement activity. ACTS has strong regional links in the West Midlands and is represented on the Teaching Schools West Midlands Strategy Board. Working closely with the West Midlands Strategy Board, ACTS identifies opportunities to bid for additional funding to support school improvement activities.

ACTS are an integral part of BEPs school to school work and lead in the following areas:

- delivering school-led initial teacher training (ITT), including School Direct
- providing tailored continuing professional development to staff across their alliances
- supporting other schools, usually working with a school or academy in challenging circumstances to bring about improvement
- identifying and developing future leaders
- recruiting and managing specialist leaders of education: outstanding middle and senior leaders who develop leaders in other schools
- building on existing research and sharing new research and development

National Leaders of Governance

There are 11 National Leaders of Governance in the city. They are experienced chairs of Governors who offer support to chairs of governors in other schools. They work in a District model and their names can be found in the appendices. They concentrate on developing leadership capacity. They offer FREE support on a voluntary basis for up to a total of 10 days per financial year to one or more schools. They can be contacted directly or the District Engagement Lead can initiate the contact at the school’s request. Many are also able to carry out external reviews of governance.

Peer Review:

One of the principal aims of BEP is to champion a culture of continual school led improvement. The BEP Peer Review Programme enables schools to build strong, supportive and mutually beneficial relationships that deliver sustainable self-improvement. BEP Peer Review helps schools rigorously challenge each other and identify priority areas for development. It supports schools in celebrating strengths and learning from one another within a culture of collective accountability. We currently have over 140 schools participating in the BEP Peer Review programme. BEP supports groups of schools who already work together as well as helping to broker new relationships and working groups or “clusters”.

The BEP Peer Review Programme process is cyclical and aims to build a culture where self-evaluation, Peer Review and ongoing school to school support become embedded in the practice of Birmingham schools as part of their continual school improvement journey.
District delivery model:

Annually in August for all maintained schools and then for individual schools at any point during the year following further intelligence; this is the methodology used for determining how schools are identified and added to the priority list.

START
Is the LA maintained school:
- SM or RI?
- Cross-cutting?

Data Analysis:
Is the LA maintained school:
- Three years below floor?
- Currently below floor?
- Meeting coasting criteria?

Prioritise for visit to assess and agree level of data vulnerability with school leaders

Does the school have a recently agreed Leadership and Management vulnerability?

Add to Priority list

Do not add to Priority list

Note: Priority Schools

Black is for Special Measures schools who have intransient difficulties which are proving difficult to overcome.

Red is schools with limited or fragile leadership capacity or inexperienced and/or serious data issues with trends over time indicating the need for intensive external support. SM schools generally placed here along with Warning Notice schools. Second RI schools and any new RI schools.

Amber is schools with stronger leadership capacity and effectiveness across SLT but other issues, for example Cross Cutting schools or where data over time indicates a concern. RI schools making reasonable progress.

Green is schools where leadership is strong at all levels (SLT/MLT/FGB) and monitoring indicates school is making rapid progress. This can

RAG Rating & Needs assessment:
- Data
- Leadership & Management

BESPOKE Package:
According to need of school

ULTRA Package:
For special measures and schools requiring significant monitoring and challenge

LIGHT Package:
For requiring improvement schools and schools in need of termly monitoring and challenge
**Engagement Visits:** A minimum of one visit will be carried out by District Engagement Lead during the school year. Further contact with the school will be agreed between Engagement Leads and individual Head teachers. A written note is made of any visit and shared with the school and BEP Office.

The purpose of this visit is to ensure that no school is left isolated and to provide a point of contact for support at any time. It is carried out in the Autumn Term and it is provided for both maintained schools and academies.

However for schools identified through the process indicated on page 12 the Engagement visit is used to identify which schools are a priority for support for the year and to RAG rate the level of vulnerability if this is the case. Any maintained school identified through the process indicated on page 12 will be visited as early as possible in the new academic year to ascertain if the school needs to be added to the priority list and to agree the RAG level of vulnerability. It is assumed that the Engagement Lead and HT will be able to agree the level of vulnerability.

*If there is a difference of opinion in level of vulnerability this is recorded on the written note of visit and passed to The Director of Continuous School Improvement who will contact or visit the school to get further evidence from the HT. Should this fail to secure agreement then this will be passed to Birmingham City Council who may choose to use the Schools Causing Concern framework.*

**Priority School Visits:** If a school is in Special Measures, Requires Improvement or with a Warning Notice, it is automatically designated a ‘priority’ school and therefore entitled to a number of support and challenge visits from a District Priority Lead. A District Priority Lead may be a different person from the school’s District Engagement Lead. The number of visits is identified in the BEP tool kit and is agreed between the Head teacher and Priority Lead. Other schools identified as ‘vulnerable’ are also entitled to further visits with their Priority Lead and again support is agreed through the BEP tool kit. Priority Schools are regularly reviewed and changed as circumstances change. A written note is made of any visit and shared with the school and BEP Office.

The purpose of these meetings are to check on the progress the school is making, carry out monitoring, broker further support and interventions, lead key performance meetings. Priority schools are RAG rated according to level of need.

- **GREEN** schools will have monitoring/challenge visits from their District Priority Lead.
- **AMBER** schools will be offered the BEP Light support package including the monitoring/challenge of their District Priority Lead
- **RED** schools will be offered the BEP Ultra support package including the monitoring/challenge of their District Priority Lead

For details of our current 2016-2017 District Teams please see appendices. To contact them via email it is always firstname.surname@bep.education

**Process for establishing how any requested support is funded**

The map on the following page establishes how any requested support or monitoring will be funded. In 2016-2017 as part of the contract, maintained schools agreed as a red or amber priority are entitled to an agreed range of support and challenge processes and activities. As a rule of thumb any school requesting brokered support will have to pay for this from their own budgets.
Support Commissioning Process

District Team Process to determine how to progress any identified support needs.

**START**
Does the school require any commissioned support or intervention?

**Is the school LA maintained?**

- Yes
  - **Priority List**
    - Is the LA maintained school already on the agreed Priority List?
      - Yes
        - Does the LA maintained school have agreed vulnerabilities that indicate addition to the Priority List?
          - Yes
            - DL makes school aware that they could be charged for support delivered if priority status not agreed
          - No
            - DL completes Commissioned Support Request, indicating school to be assessed for priority status, including relevant observations and sends to BEP for DCSI approval.
        - No
          - DL completes Commissioned Support Request (CSR), indicating school will pay for support and sends to BEP.
      - No
        - DL completes Commissioned Support Request, including relevant observations.
  - No
    - Visit note Quality Assured and kept on file @ BEP
      - STOP

**Is the LA maintained school already on the agreed Priority List?**

- Yes
  - **STOP**
- No
  - **START**
    - Visit note Quality Assured and kept on file @ BEP
      - STOP

**Does the LA maintained school have agreed vulnerabilities that indicate addition to the Priority List?**

- Yes
  - DL makes school aware that they will be charged for any support delivered
  - **STOP**
- No
  - DL completes Commissioned Support Request (CSR) indicating school will pay for support and sends to BEP
  - **STOP**

**Does the school require any commissioned support or intervention?**

- Yes
  - BEP completes Commissioned Support Request, indicating school will pay for support and sends to BEP
  - BEP contacts school to confirm that they will be charged for support and that they want to go ahead
  - **STOP**
- No
  - DL contacts school to confirm that they will be charged for support and that they want to go ahead
  - **STOP**

**BEP**
commission support, BEP send invoice to school

**DL**
makes school aware that they could be charged for support delivered if priority status not agreed

**DCSI**
makes decision on adding school to Priority list and updates DL

**BEP DM**
adds school to list and sends email confirmation to school

**DCSI:** Director of Continuous School Improvement – Tracy Ruddle

**DL:** District (Priority/Engagement) Lead

**DM:** Data Manager – Greg Jones
Schools Causing Concern

Overview
Local Authorities statutory responsibilities for Education are set out in sections 13 and 13A of the Education Act 1996. Under section 13A of the Act a local authority must exercise its education functions with a view to promoting high standards. These duties are being discharged within the context of increasing autonomy and changing accountability for schools alongside an expectation that improvement should be led by schools themselves.

In Birmingham, the Council has commissioned its school improvement duty to Birmingham Education Partnership BEP through a formal contract agreement. When a school is identified as causing a concern the contract states, the Council will be involved in the decision making surrounding the use of powers of intervention (including IEB’s and warning notices). Formal letters of concern received, sent to maintained schools will be written by Birmingham City Council’s Executive Director for Education.

Criteria for rating (Please note that schools are continuously assessed using the information available to BEP and the RAG amended to reflect the schools’ circumstances at a specific time).

- In an Ofsted category (Special Measures or Serious Weaknesses)
- Priority Schools on the LA’s schools causing concern register including those:
  - likely to be judged inadequate if inspected by Ofsted
  - with complex weaknesses requiring significant improvement
  - with limited capacity to improve
  - consistently below floor standards
  - where there are other serious concerns which will affect outcomes for children
  - below floor standards not making rapid improvement
  - Safeguarding concerns
  - Second RI
  - Trends over time including the coasting and floor definitions alongside Ofsted RI judgement

Challenge and Intervention:
BEP will issue Local Notices of Concern to maintain schools on behalf of BCC if:

- they do not engage in the quality assurance and challenge process
- they engage in the quality assurance and challenge process but are not proven to be taking effective action in securing rapid and sustained progress

BEP will also issue Performance Standards and Safety Warning Notices (PSSWN) on behalf of BCC. Safeguarding issues may result in a PSSWN notice being issued in the first instance.
Quality Assurance of the work of District Teams

The work of both the District Engagement Leads and District Priority Leads will be quality assured in the following ways:

1. **District Team recruitment** - All vacancies are widely advertised. Application forms and letters of application are sifted and short listed prior to interview. Interviews are held with Director of Continuous School Improvement and/ or the Chief Executive.

2. **District Team induction** - All members of the team receive a day’s formal induction at the start of each year. New team members are also invited to team meetings prior to starting. Induction includes an introduction to paperwork and roles and responsibilities and ways of working with schools and BCC. Each new District Lead will be assigned a mentor.

3. **District Team training** - We require all team members to access appropriate training programmes, including local Ofsted training to ensure there is a capacity to lead effective meetings in all schools regardless of circumstance (this includes attendance at local conferences / team meetings etc.). All members will access Keep in Touch events at least termly which will align national and local priorities.

4. **District Team performance Review** - Each member will have an annual performance review at the end of the summer term with the DCSI. Prior to this meeting members will be required to undertake their own self-assessment based on school improvement in terms of levels of engagement with schools, effectiveness of brokered support, pupil outcomes and Ofsted judgements. Regular 1 to 1 meetings take place between the District Leads and the DCSI.

5. **District Lead reports** - Leads will produce reports for all visits. These reports are shared with Head teachers and a copy is sent to BEP central office. The reports are subject to quality assurance by the BEP school improvement team. The QA team will undertake a moderation activity, the outcomes of which will be shared with the District Lead.

6. **Team Lead shadowing** - Each team member will be shadowed for one school visit a year by the DCSI or one of the SIAB. The DCSI will agree the visit with the head teacher of the school involved. The team member will receive feedback on this activity which will feed into the Performance Management Process.

7. **Gathering the views of Schools** - Each year at the beginning of the Autumn Term schools will be asked to feedback on the work of the engagement and priority school lead through a questionnaire sent to head teachers and Chair of governors. The outcomes of this activity will be shared with team members through the performance management process.

In addition the Intelligent Client Function (a QA process of BEP) will quality assure the work of the team members and individual school Ofsted report’s will offer further judgements on effectiveness. LASI (LA Ofsted) will also evaluate the work of the team.
District Engagement Leads are responsible for:

- Arranging the engagement visit with the HT.
- Communicating school visit dates via the app [https://ee.kobotoolbox.org/x/#YyMV](https://ee.kobotoolbox.org/x/#YyMV)
- Agreeing with the head teacher before the meeting (s) what information needs to be available and when it will be required.
- Sending the school the agenda for the meeting(s) in line with BEP strategic overview and if appropriate agreeing which other members of staff may be required to attend the meeting.
- Managing the consultation with the head teacher about the content of the school visit form and their accuracy.
- Submitting the school visit form(s), as agreed with the head teacher and if appropriate Chair of Governors to the BEP within agreed timeframes.
- Liaising with the Director for Continuous School Improvement if a school is identified as a Priority school.
- Meeting with the Director for Continuous School Improvement to review school engagement visits at least on a termly basis.
- Liaising with HMI and or Ofsted as appropriate.

If the Engagement Lead fails to secure a visit to a school after a number of calls and written requests, BCC or the RSC will be informed and a formal letter may be sent to the Chair of Governors reminding the school about its statutory duties.

District Priority Leads are responsible for:

- Arranging the priority visit with the HT.
- Communicating school visit dates to BEP via their app [https://ee.kobotoolbox.org/x/#YyMV](https://ee.kobotoolbox.org/x/#YyMV)

  Agreeing with the head teacher before the meeting (s) what information needs to be available and when it will be required.

- Sending the school the agenda for the meeting(s) in line with BEP strategic overview and if appropriate agreeing which other members of staff may be required to attend the meeting.

- Managing the consultation with the head teacher about the content of the school visit form and their accuracy.

- Submitting the school visit form(s), as agreed with the head teacher and if appropriate Chair of Governors to the BEP within agreed timeframes.

- Liaising with the Director for Continuous School Improvement to update/review them on the progress of the school.

- Liaising with HMI and or Ofsted as appropriate.

If the Engagement Lead fails to secure a visit to a school after a number of calls and written requests, BCC or the RSC will be informed and a formal letter may be sent to the Chair of Governors reminding the school about its statutory duties.

District Priority Leads are responsible for:

- Arranging the priority visit with the HT.
- Communicating school visit dates to BEP via their app [https://ee.kobotoolbox.org/x/#YyMV](https://ee.kobotoolbox.org/x/#YyMV)
to be available and when it will be required.

- Sending the school the agenda for the meeting(s) in line with BEP strategic overview and if appropriate agreeing which other members of staff may be required to attend the meeting.
- Managing the consultation with the head teacher about the content of the school visit form and their accuracy.
- Submitting the school visit form(s), as agreed with the head teacher and if appropriate Chair of Governors to the BEP within agreed timeframes.
- Liaising with the Director for Continuous School Improvement to update/review them on the progress of the school.
- Liaising with HMI or Ofsted as appropriate

The head teacher is responsible for:

- Agreeing a meeting time with the Engagement Lead/Priority Lead ensuring that enough time is secured for a detailed and through discussion of the focus for the visit.
- Providing the District Engagement & Priority (where applicable) Lead with the information needed to secure a high quality visit within agreed timeframes and before the meeting takes place.
- Ensuring that, where appropriate, other members of the leadership team are available to provide an input into the visit.
- Agreeing the definitive report, with the District Leads and share with the Chair of Governors, within agreed timeframes.

District Lead visit reports

- BEP will provide visit report for each visit which will outline the main focus areas for the visit. The reports will provide a clear picture of developments over the academic year.
- The visit reports should be evaluative, and summarise the judgement of the BEP lead in the light of discussions with the Head teacher and other stakeholders.
- Visit reports should clearly identify actions to be taken by the school and the District team lead and specify a timescale for those actions.

Timelines for submission of notes of visits

The visit report is an important record of school improvement priorities which have been agreed between the team lead and the head teacher, and will usually contain recommendations for actions/support to move the school forward. Therefore it is important that all key stakeholders are made aware of the outcomes of the lead visit as soon as possible.

- Report sent to Head teacher to agree factual accuracy by the District Lead
- Head teacher to return agreed report to DL within 5 working days
- Report sent to BEP electronically to schoolimprovement.admin@bep.education by the Lead upon receipt from school
- It is the responsibility of the District Lead to contact the Head teacher if report is not
received within the agreed timeframe

- Final report is sent out by the District Lead to Head teacher and a copy is retained in the school file by BEP
- All school visit forms will be subject to a quality assurance process by the BEP school improvement team
- DCSI to contact District Lead on points of factual accuracy if necessary
- Notes of visits and reports may be used to provide evidence to Ofsted of school improvement activity.
APPENDIX:

Tracy Ruddle:
Director of Continuous School Improvement

Tracy Ruddle is the Birmingham Education Partnership Director of Continuous School Improvement. She is responsible for the school improvement in over 290 maintained schools in Birmingham. This involves identifying priority schools and producing and delivering packages of support and challenge to address their current issues. She is also responsible for carrying out reviews of schools, numerous visits, working with new MATs to assist brokerage of school support and supporting FGBs with academy process and decision making. Previously she worked for a large national academy chain United Learning where she was the Primary Director leading and supporting primary and all through schools across the country. As a Headteacher of 4 schools in both Sandwell and Dudley she led a Teaching School Alliance as well as leading the primary strategy in the Black Country Challenge.

SCHOOL IMPROVEMENT ADVISORY BOARD

Professor David Woods, CBE

David Woods has been a teacher and senior leader in schools, a teacher trainer and a local authority adviser in two LAs. He was the Chief Education Adviser for the City of Birmingham before joining the Department for Education as a Senior Education Adviser working closely with Ministers to develop educational policy and subsequently becoming Head of the Department’s Advisory Service. He joined the London Challenge programme from the beginning as the Lead Adviser and became the Principal Adviser for the City Challenge and the National Challenge and then Chief Adviser for London Schools and the London Challenge. He has written and spoken extensively on school improvement and related education matters and his latest books, co-authored with Tim Brighouse are The A-Z of School Improvement (2013) and The Story of London Challenge – (2015). Currently he is an Education Consultant working with schools, local authorities and Academy chains as well as being a Visiting Professor at Warwick University and at the London Institute of Education. He is also the Chair of the London Leadership Strategy (successor body to the London Challenge), a member of the strategic advisory group for the College of Teachers and a member of the National Education Commission for Wales.

Viv Randall

Viv has been a head teacher at Colmore Infant and Nursery School. She has retired in July 2015 after 22 years as a head teacher and executive head teacher. She has been actively engaged in school support in many Special Measure and Requires Improvement schools for over 10 years. Viv was the Chair of Birmingham School Improvement Group from 2010-2015. The group works to support primary and secondary schools to engage in a school led system. She has also liaised with the DfE over support and challenge for vulnerable schools, worked in partnership with the LA to support vulnerable schools and been a member of the BEP commissioning group since September 2015. She has also published research papers on developing children as researchers and arts development and received an OBE in November 2014.
Cheryl Millard
Cheryl has been at the Colmore Junior School for 20 years as a head teacher and executive head teacher. The school was rated Outstanding during her most recent inspection in 2007. Her experience includes working as an Ofsted inspector until last year, being an NLE, an Associate Director at OPTSA and an educational consultant.
Her main area of expertise is in leadership and management, and all aspects of school improvement. She has also participated in research carried out by NCTL and Nottingham University.

Paul Roberts
Paul was the head teacher for Fox Hollies (Secondary Special) School from 2004-2015. The school achieved outstanding Ofsted reviews in 2007, 2009 and 2014. He has been an NLE from 2012-2015 and jointly led a review of Birmingham Strategy for SEN in 2013. He has been Brays Teaching School Manager since 2015.
He monitored two special schools, first for the LA and then for BEP. One of these schools moved from RI to outstanding and the other moved from Special Measures to Good. Paul's specialisms include SEN and School Improvement.

Chris Owen
Chris Owen was headteacher of Bartley Green School (Secondary) from 1994 to 2014. When she became head, the school was judged to be failing. The catchment area is one of socially disadvantaged white students, a mixed school with a heavy preponderance of boys. The school gained outstanding status in 2005, confirmed again in 2008 and 2013 and became a converter academy in 2009. In the the same year, Bartley Green was identified as one of HMCIs “Twelve Outstanding Secondary Schools: Excelling Against the Odds”. Following many years of freely sharing good practice and supporting other schools in challenging circumstances, Bartley Green became one of the first tranche of Teaching Schools. As an NLE, Chris Owen continues to work part-time with the Arthur Terry Partnership, supporting leadership in three schools in an Ofsted category. She has also been on two IEBs, one ongoing, and is Vice-Chair of a C of E primary MAT. Chris Owen was awarded an OBE in January 2009.
Edgbaston: James Hill

James has been a Head teacher for 4 years. He is Chair of Kings Norton Consortium and part of CPTSA, the Colmore Teaching Alliance. He specialises in working in areas of high deprivation, leadership and management and is passionate about educational equality.

Hall Green & Sutton Coldfield:
Rachel Chahal

Rachel has been a Head teacher at The Oval School since 2010. The Oval is a lead Gold school for ‘Food for Life’. Her experience also includes being Chair of Primary forum, sitting on schools forum, being governor of a local special school and chairing Eastwards Consortium of Schools. Her achievements include the John Muir conservation award for pupils and Jass, junior award scheme for schools. Rachel enjoys fell walking, among other outdoors activities in her spare time.

Ladywood: Elaine Kenney

Elaine was Headteacher of Swanshurst School for 14 years before taking early retirement. She is an LLE and trained as an Ofsted inspector. She has been involved in many local and national school improvement initiatives and organisations over very many years. Elaine is a member of an IEB and has also been closely involved in teacher education for a long time.

Northfield: Bernadette O’Shea

Bernadette has been involved in education for the last 37 years. This has included 15 years as a primary Headteacher and 13 years as a deputy/SLT member in various Catholic primary schools in Birmingham. Bernadette’s main strengths are whole school improvement support work and data and assessment monitoring and evaluation. She gained the Professional Qualification for School Inspectors in July 2015 and has been a Section 48 Inspector for some years.

Erdington: Andrew Steggall

Andrew has been a Head teacher in Birmingham for 10 years. He has been Chair of the Four Oaks Cluster and is a director of the Learning Trust for Excellence. Over the past 4 years Andrew has worked as an LLE and then an NLE. Moor Hall school is now a National Support School following a recent Outstanding OFTED inspection, moving from a Grade 3. He has been working with BEP since its inception and now starts his second year as Erdington DL. Andrew has a passion for music and photography.

Hodge Hill: Heather Phillips

Heather has spent all her teaching career in the West Midlands - first in Walsall then in Birmingham. She has been Headteacher at Blakesley Hall Primary School since 2006. She has also served as Ofsted inspector between 2009 and 2015. She enjoys using skills of staff development through coaching and mentoring and course facilitation. Outside of school Heather enjoys theatre and dancing.

Ladywood: Bernadette Przybek

Bernadette has been the Headteacher of Kings Heath Boys since 2009. She has worked at the Birmingham Education Partnership since last year, has been given Ofsted training and has chaired the South Network. Other achievements include the ‘Governor Mark’ for Kings Heath Boys and Investors in People ‘Gold award’.

Selly Oak: Sara Pecheur

Sara has been teaching for 21 years, working in schools in Birmingham. She was a Headteacher for 5 years in a school in Sparkbrook and has been Head of Wheelers Lane Primary School for 3 years. Her skills include data analysis and assessment and improving teaching and learning. Sara is working with a group of primary and secondary schools on peer review and has enjoyed learning from others and supporting school improvement through the process.
Perry Barr: Nadeem Bhatti

Nadeem has been a Headteacher for 4 years at Shaw Hill Primary in Alum Rock in Birmingham. His systems leadership experience includes working as a School Improvement Advisor for United Learning, a National Multi Academy Trust and working as an Executive Headteacher. Nadeem’s skills include improving standards of learning and teaching.

Shaukat has been a Headteacher for over 10 years and has experience in Headteacher mentoring and Ofsted inspection. He is currently leading Yew Tree Primary school in Aston in Birmingham. His specialisms include assessment and data and talk for writing training. Shaukat enjoys keeping fit and swimming in his spare time.

Yardley: Shaukat Islam

Shaukat has been a Headteacher for over 10 years and has experience in Headteacher mentoring and Ofsted inspection. He is currently leading Yew Tree Primary school in Aston in Birmingham. His specialisms include assessment and data and talk for writing training. Shaukat enjoys keeping fit and swimming in his spare time.

PRIORITY SCHOOLS PARTNERS

In addition to Bernadette O'Shea, Nadeem Bhatti and Shaukat Islam who all carry out both the engagement role and priority schools partner role, we also have the following

Neil Clark

Neil has spent 28 years as a teacher, including 10 years as a Headteacher. During his teaching career he has given school improvement support to a number of schools. He has knowledge of data analysis, school improvement planning and self-evaluation, coaching and mentoring, leadership and management. Neil has been a District Lead with Birmingham Education Partnership for the last year and enjoys the theatre in his spare time.

Ed Carter

Ed has spent 23 years as a Head teacher in two outstanding schools in Solihull. He has been a Senior Advisor in Coventry from 2009-2013 and an Independent Leadership Consultant since 2014. Ed joined BEP in January and has been working on School Improvement Support in schools causing concern and on School Performance Boards. His achievements include introducing School Improvement Boards to Coventry, helping to raise the percentage of children in good schools from 42% in 2003 to 89% in 2016. He is also the Founding member of the Anglo-China Head teacher Professional Development Programme.

Trudy Pyatt

With more than 28 years’ of experience as a practicing educator and 11 years as a Head teacher in Staffordshire Trudy is also a skilled leader of change management; specialising in school improvement, transformation and leadership development. As a high performing Headteacher she has a proven track record of; training, mentoring, coaching and motivating staff to deliver peak performance which meets inspection requirements. Trudy has spent over 2 years as Senior Commissioning Lead for School Improvement with Staffordshire County Council.

Mark Feldman

Mark has been involved in teaching for 36 years. He was Headteacher of a Warwickshire Comprehensive school for eight years and previously a deputy headteacher for 4 years. He was a Local Leader of Education. Mark is an Associate and Area Leader for PiXL. His areas of expertise include supporting leadership and management, raising achievement (including of disadvantaged pupils), developing the quality of teaching and advising governors.

Kate Griffin

Kate is an independent educational consultant; her recent activities include providing advice on senior educational appointments, conducting OFSTED inspections, advising on school improvement and providing leadership training in the UK and abroad. In addition to being the Headteacher of Greenford High School a large, successful, multi-cultural secondary school in West London from 1991 – 2008, she was also President of ASCL 2002-2003 and President of the International Confederation of Principals throughout 2007 and 2008. She is a member of the Management Committee of the Catholic Education Service and the Diocese of Westminster Education Commission, and she chairs the Diocese of Westminster Multi Academy Trust. She is a member of the Wolfson Foundation Schools Panel and a trustee of Step Together Volunteering.