



SDBE Schools Causing Concern (SCC)

Context: The SDBE's Place in the Educational Landscape

- In line with the Church of England Education Office national Vision for Education and our own diocesan Board of Education vision, our objective is to ensure the full flourishing of every child by showing in all our work, God's goodness, offering God's mercy and revealing God's compassion.
- It follows that, when church schools are identified as causing concern, we have a responsibility to ensure that the 'body' with statutory responsibility for the school is putting steps in place, which will ensure that every child fully flourishes.
- Our SCC work is a robust engagement with the 'body' with statutory responsibility, enabling them to discharge their responsibility.
- To ensure Church schools have best access to school improvement support through the self-improving school system, supported by our relationships particularly with regional teaching schools council through Team South West; Regional Education partnerships; teaching schools; multi academy trusts; local authorities.
- The SCC strategy is to walk alongside schools to prevent crisis and promote effective school improvement, whilst supporting pastorally, if required.

The 3 principles which underpin the SCC strategy recognise that:

- schools are autonomous and responsible for their own improvement
- close partnership working leads to effective improvement
- the Christian ethos supports a moral imperative for good outcomes for all children, transforming their lives

SDBE 'Descriptors' for Schools Causing Concern: (in this document the term school is used for both schools and individual academies)

<u>School /Academy Flagging</u>	<u>Descriptor</u>
Red	A school where there are significant concerns, which can include underperformance, and there is no identified solution. The school might appear to lack the leadership, governance or capacity to progress the situation.
Orange	A school where there are significant concerns, which can include underperformance, which has established support in place which is not yet demonstrating secure improvement.
Yellow	A school where there are significant concerns, which can include underperformance, however there is a recently identified solution in place, which has the potential to lead to improvement/which is already demonstrating improvement.



A school remains a School Causing Concern until there is clear, sustained evidence of the impact of this solution.

Academic Year 2018-2019:

A school is underperforming if its outcomes are 'below the floor' in terms of attainment and progress in statutory assessments in Summer 2018 or the three year trend shows a decline in performance.

Identification of Schools Causing Concern

- A school may be identified as a 'School Causing Concern' through its own self-evaluation which will be shared through the school's contact with the SDBE.
- The SDBE undertakes an annual risk assessment based on a school's IDSR, ASP, PIR, website and SIA visit information.
- Intelligence shared by the body with responsibility for statutory school improvement, could identify a school as a 'School Causing Concern'.

SDBE Actions for Schools Causing Concern

Strategic approach - Red

<p>Termly (3 times per year)</p>	<p>Evaluation of each school's position at each SCC group meeting. Regular contact (at least 3 times a year) between SDBE SCC group and body which holds statutory responsibility for the school, including attending TAS meetings, or LA/MAT review meetings, where appropriate.</p> <p>At the point a school becomes red or there is a concern in the rate of progress, a member of the SCC group raises this concern with the school and the MAT/LA to arrange a meeting* with the MAT/LA, Head, Chair of Governors and foundation governors which will also be attended by a member of the SDBE SLT.</p> <p>This is a three-hour meeting. This meeting is not part of the diocesan Partnership Service Agreement (PSA). It is an extra meeting.</p> <p>The purposes of this meeting are to:</p> <ul style="list-style-type: none"> - Hear and understand the perspective of the school on the factors which have identified it as a School Causing Concern. - Understand the impact of strategies for improvement to date. - Jointly consider how joined up working might broker solutions. (The SDBE's role is to build bridges for the school with other educational bodies and to help to commission support.) <p>The SDBE will determine, from this meeting, the appropriate SCC flagging for the school.</p>
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LIVING OUT GOD'S TRANSFORMING PRESENCE

	The SDBE Note of Visit will be robust and transparent, include the timeline moving forwards and will be shared with the body which holds statutory responsibility for the school.
	A member of SDBE SCC group may visit and quality assure the schools which are evaluated as potentially ready to have the red flagging removed. Documentation to be requested from the school in advance of the visit, including School Development Plan and minutes of recent governor meetings. Website information to be reviewed. School visit could include carrying out a learning walk and book scrutiny with the Head and Chair of Governors.

Strategic approach - Orange

1 st term	Risk assessment is carried out and SDBE identifies Schools Causing Concern for support. **
2 nd term	Member of the SDBE SCC group meets with the Head, Chair of Governors and foundation governors. This is a two hour meeting. This meeting is not part of the diocesan Partnership Service Agreement (PSA). It is an extra meeting. The purposes of this meeting are to: <ul style="list-style-type: none"> - Hear and understand the perspective of the school on the factors which have identified it as a School Causing Concern. - Understand the impact of strategies for improvement to date. - Jointly consider how joined up working might broker solutions. (The SDBE's role is to build bridges for the school with other educational bodies and to help to commission support.) The SDBE will determine, from this meeting, the appropriate SCC flagging for the school. The SDBE Note of Visit is sent to the school and the body which holds statutory responsibility for the school (LA/MAT).
3 rd term	Evaluation of each school's position in the SCC meeting. A member of SDBE SCC group may visit and quality assure the schools which are evaluated as potentially ready to have the orange flagging removed to review the impact of the support and strategies in place. Documentation to be requested from the school in advance of the visit, including School Development Plan and minutes of recent governor meetings. Website information to be reviewed. School visit could include carrying out a learning walk and book scrutiny with the Head and Chair of Governors.
4 th term	SIA meets together with the Head, Chair of Governors, foundation governors and MAT/LA. SDBE receives a progress impact report *** from the school a week before this meeting. This is a two hour meeting.



	<p>The purposes of this meeting are to:</p> <ul style="list-style-type: none"> - Understand the impact of strategies for improvement to date. - If necessary, consider how further support may be used. <p>The SDBE Note of Visit is sent to the school and the body which holds statutory responsibility for the school (LA/MAT). SDBE SCC Group makes a judgement as to whether the school is making secure progress. The SDBE will determine, from this meeting, the appropriate SCC flagging for the school.</p>
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Strategic approach - Yellow

1 st term	<p>Risk assessment is carried out and SDBE identifies Schools Causing Concern for monitoring. ** A letter is sent to the Head, Chair of governors and the body which holds statutory responsibility for the school, to share the risk assessment outcomes and an offer of a meeting with a member of the SDBE SCC group is made, if the school's leaders feel this would be beneficial.</p>
Termly (X3 per year)	<p>Following the meeting, a termly progress impact report from the school/the body which holds statutory responsibility for the school will be requested. Report to be received one week before the termly SDBE SCC meeting. Continue in this way until the SDBE SCC group removes the school's SCC flagging.</p> <p>Yellow schools not attending a meeting, will be discussed termly with LA or annually with the MAT CEO.</p> <p>An annual risk assessment is completed until yellow flagging is removed.</p>

MATs

This strategy interconnects with the DBE MAT strategy, therefore each Trust, meets annually with the DBE team for a 'MAT conversation'. Each CEO has the opportunity to meet annually with the adviser with responsibility for the church schools within the MAT, enabling the sharing of support available to the trust and providing opportunity for further dialogue. The SDBE member in each MAT engages in a development program across the year with the SDBE team to enable them in their key role of representing the SDBE within their trust.



In conjunction, these routes provide a range of opportunities for the DBE to work in partnership and offer support to Trusts who are experiencing challenge.

**Where the LA/ MAT is planning a similar review meeting in the same term, the intention is that a combined meeting is held in order to improve efficiency and reduce workload for the school*

***There may be instances where a school is identified as a SCC at another point in the year; in this case, a similar timeline would occur from the point of identification.*

**** A proforma from the SDBE will be made available to schools for progress impact reports.*