School Effectiveness Support
Service Level Agreement

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School Effectiveness Core Services and Packages

April 2019 - March 2020

Diocesan Education Team

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School Effectiveness Support Service Level Agreement
for Schools and Academies

APRIL 2019 - MARCH 2020

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Foreword

Diocesan Director of Education: Margaret James

I am delighted to enclose the Worcester Diocesan Education Team’s School Effectiveness Support Service Level Agreement (SESSLA). The services which it contains have been developed in response to a growing need within schools for trustworthy, challenging, robust, cost-effective and compassionate support and challenge in a wide range of traditional school improvement areas.

Along with all of the services offered by members of the Diocesan Education Team, this work is firmly rooted within our understanding of education as being principally to enable children to live life in all its fullness (John 10:10) and to flourish in their potential as unique individuals made in the image of God. As educationalists with a common vision and purpose, we aim to work together with you to bring this vision to a reality.

School leaders, working in an ever-changing and increasingly accountable education culture, deserve support, encouragement and realistic challenge designed to enable them, too, to flourish and to best serve the needs of their school community. All services have been priced to cover our costs rather than to make a profit. Please take a few minutes to read the offer and to familiarise yourself with the different packages available, and call us if you have any further questions.

Chair of the Diocesan Board of Education: Bryan Allbut

The Diocesan Board of Education (DBE) is well aware of the pressures upon our schools and the need for support, as well as challenge, for those who hold leadership responsibility at all levels. I commend to you this offer of School Effectiveness Support. As is the remit of the DBE, our aim is to serve the whole community in the diocese and to this end this Service Level Agreement is available for church, faith and community schools.
Our Mission

Purpose

As explored in the **Church of England Vision for Education: Deeply Christian, Serving the Common Good** (July 2016), the Church has a biblical mandate to be an active partner in the education offered to the nation’s children. Whilst recognising that no education system can be neutral in its ideology or philosophy, the Church of England roots its vision and purpose for education in the biblical exhortation to ‘live life in all its fullness’ (John 10 vs 10). It acknowledges the breadth, depth and richness of an education designed to enable children to flourish in their potential as unique individuals made in the image of God. We, in Worcester’s Diocesan Education Team, shape all aspects of our work with schools within this Christian narrative for education.

**The Way Ahead** (Dearing 2001, Archbishop’s Council) and **The Church School of the Future** (Chadwick 2012, Archbishop’s Council), set out how the Church's work in education has two major purposes:

- Christian nurture of children and their families, in recognition of the fact that church schools stand at the centre of the Church’s mission to the nation
- Christian service in responding to the educational needs of young people, including a commitment to putting faith and spiritual development at the heart of the curriculum and ensuring that a Christian ethos permeates the whole educational experience.

It is within this context and this understanding of the purpose of education that the services offered to schools, including those available through our SLAs, have been devised.

Vision

The overarching mission of the Diocesan Education Team sits within the Diocese of Worcester’s **Kingdom People** vision and is expressed in the words: *to love, to learn, to serve.*

We seek to contextualise all of our work with schools within this vision. The Worcester Diocesan Board of Education (DBE) and the Diocesan Education Team exist to promote Christian education of the highest quality in all our schools and academies, as we see them as being at the centre of the mission and ministry of the Diocese. Church schools and academies have their foundation in the Christian Gospel, and daily life in a church school or academy will reflect that foundation throughout the whole of its curriculum and ethos.
Aims
Several fundamental aims underpin our work: These are to:

- enable children and young people to live life in all its fullness and to flourish in their potential, helping them to grow as people created in the image of God
- enable school staff and leaders to provide opportunities for all pupils, and those who work with them, to develop and grow academically and as spiritual human beings
- encourage and enable all schools and academies to develop their deeply Christian character, remaining fully inclusive in their welcome and service to children of all faiths and of none
- strengthen links between clergy, parishes and educational establishments
- support those engaged in the leadership and delivery of high quality effective religious education (RE), collective worship and spiritual, moral, social and cultural education
- support and strengthen the leadership and management of church schools and academies
- develop partnerships in our church schools signposting leaders to good practice in maintained schools, the Diocese of Worcester Multi-Academy Trust (DoWMAT) and other effective local multi-academy trusts.

Objectives
Within the context of our vision, we seek to achieve our aims in the following ways:

- working with a team of respected education consultants who have experience and expertise in church school and diocesan leadership
- through this team, offering advice, training and support on a wide range of aspects of church school education, including spirituality, spiritual development and collective worship, in order to equip school staff and leaders
- offering school leaders challenge, encouragement and support in their work; asking questions in relation to school performance and helping school leaders to find bespoke and creative ways of being an effective provider of Christian education
Our Mission

- providing up-to-date and expert advice, training and support in religious education teaching and learning, including in relation to the curriculum planning, assessment and tracking
- offering specific advice, training and support on all aspects of the Statutory Inspection of Anglican and Methodist Schools (SIAMS) and working alongside schools as they are subject to inspection
- providing a programme of training courses, reflecting and often predicting the needs of church schools
- offering advice, training and support to clergy and governors as they seek to work with and alongside church schools.

In doing so we:

- acknowledge that education is not solely through words nor through instruction and transmission but by serving, learning and loving together
- work in the company of others, seeking to gain feedback and build community
- pursue interdependence rather than independence
- strive to be inclusive
- work in partnership with other organisations in the church, schools and the community unless there is good reason not to do so
- recognise and affirm that children and young people have a ministry in their own right and will encourage each person to exercise their ministries.

The Diocesan Education Team works in partnership with Dudley and Worcestershire Local Authorities, offering a support service which is well-informed and complementary.
Overview

The School Effectiveness Support Service Level Agreement is available to support all schools, both church and community, so that all children and young people can be educated in successful schools. By supporting and enabling strong school leadership through bespoke support, we will work in partnership with schools to bring about the best possible education for our children and young people.

School Effectiveness Structure

The School Effectiveness Service Level Agreement is serviced by a team of School Effectiveness Advisers from a range of backgrounds. The SLA makes use of experienced consultants within our education team: National Leaders in Education (NLE); independent education consultants; experienced church school headteachers and leaders; serving Ofsted inspectors; serving Headteachers; and Specialist Leaders of Education (SLE). The team is organised by the Deputy Diocesan Director of Education.

The Diocesan School Effectiveness Team structure is outlined below:
Each School Effectiveness Support package includes an initial half day data review. This focuses on progress and standards of attainment highlighted in Analyse School Performance (ASP), Fischer Family Trust (FFT) Aspire and in-school tracking systems. Alongside school leaders, the Deputy Diocesan Director of Education or allocated School Effectiveness Adviser, identifies areas that may require support. School effectiveness objectives are then written collaboratively to reflect the identified areas of need. It is strongly recommended that schools use this to focus their school improvement planning.

Some schools may decide upon their own school effectiveness foci and objectives based on their own self-evaluation. In these situations the school’s identified needs, as well as those identified by the School Effectiveness Adviser, will be recorded.

**Ultimately, schools are responsible for their own performance and effectiveness.**

However, upon request, the diocese will support and challenge each school in accordance with their current status, progress and circumstances.

After objectives have been agreed, School Effectiveness Advisers will be allocated to undertake the school effectiveness process. In line with the bespoke nature of the school effectiveness SLA, individual School Effectiveness Advisers will be allocated based on the school’s specific needs. This approach has been devised to ensure that schools access the most appropriate support and challenge. In an approach that has harmony with the **Church of England Vision for Education: Deeply Christian, Serving the Common Good** (July 2016), and with the findings of research into the most effective schools, all School Effectiveness Advisers are audited based on eight areas of school effectiveness outlined overleaf.
The eight areas of school effectiveness against which School Effectiveness Advisers are audited:

- Leadership
- Wider Relationships Community
- Vision, Values and Ethos
- Staff Performance and Management
- Curriculum
- Teaching and Learning
- Governance
- Monitoring and Evaluation
School Effectiveness Support Procedure

**Leadership**
- sharing up-to-date knowledge of the Ofsted Framework
- supporting new school leaders
- developing middle leaders and working towards distributed leadership
- strategic school development planning
- accurate and effective self-evaluation
- pupil premium strategy
- policy development
- succession planning
- developing headteacher peer review

**Teaching and Learning**
- strategies for narrowing / closing the attainment gap for groups of learners
- planning for challenge and high expectation
- planning effective sequences of learning
- strategies to develop reading
- strategies to develop writing
- strategies to develop mathematics
- strategies to develop science
- assessment for learning
- developing measurable intervention programmes

**Governance**
- developing an effective governing body
- governance structures and sub-committees
- holding senior leaders to account
- monitoring of school development and self-evaluation
- preparing governors for Ofsted inspection
School Effectiveness Support Procedure

Monitoring and Evaluation

- developing a rigorous monitoring and evaluation schedule
- focused lesson observation and drop-ins
- work and planning scrutiny
- analysing national data (EYFS, Phonics, KS1 - KS4 data, school context) using ASP and FFT Aspire
- developing internal tracking systems to measure progress and attainment
- analysing internal assessment data
- using monitoring and evaluation to develop effective practice
- long / short term pupil target setting
- standardisation and moderation of school judgements

Staff Performance and Management

- headteacher performance management
- developing tiered performance management systems
- setting SMART personalised performance targets
- training / development of performance management reviewers
- providing teachers with clear and consistent feedback on the quality of teaching
- celebrating good practice
- lesson study / coaching

Curriculum

- supporting curriculum leadership and design (Intent)
- ensuring the curriculum is an expression of the school’s vision
- developing the Early Years Foundation Stage curriculum
- KS1, KS2, KS3 and KS4 curriculum planning
- producing effective sequences of learning
- subject specific advice and support
- creating purposeful, creative learning environments
School Effectiveness Support Procedure

Vision and Values
- developing a deeply Christian school vision
- discovering and embedding truly Christian values which permeate all aspects of school life and work

Wider relationships - Community
- enhancing relationships with parents and the community
- developing partnerships with other schools
- ensuring the growth of a community rooted in respect and a commitment to live well together
School Effectiveness Support Service Charter

Those schools and academies subscribing to the Worcester Diocesan Education Team’s School Effectiveness Support Service Level Agreement are entitled to expect members of the Diocesan Education Team to:

- have a pastoral concern for the staff, governors and pupils of the school or academy
- provide professional and expert information, advice and assistance
- deliver the services listed, upon request, to a high professional standard
- respond promptly and courteously to requests for assistance
- act with discretion and confidentiality
- be responsive to individual schools and academies and their distinctive ethos
- act with integrity and in accordance with Christian beliefs and values
- promote at all times the Church of England foundation and Christian ethos of the school or academy
- deal promptly and courteously with any complaints regarding the level of service provided.

In return, schools and academies subscribing to the agreement are expected to:

- keep the Diocesan Education Team informed of the current situation in relation to the service required and developments at the school or academy
- provide copies of the most recent school self-evaluation, school development plan and annual performance review
- be available, given adequate notice, for meetings and/or visits to ensure progress is maintained
- give adequate and appropriate notice when requesting visits, meetings, training, etc.
- pay invoices promptly
- provide qualitative feedback on the usefulness of the services received and constructive suggestions for improvement.
School Effectiveness Support Service Charter

Evaluation

Each headteacher and / or chair of governors will be asked to evaluate the service received under the School Effectiveness Support Service Level Agreement. The outcomes will be presented to the Diocesan Director of Education for internal performance management purposes.

The quality of work of the Diocesan Education Team is reviewed quarterly by the Diocesan Board of Education and its committees.

Complaints

Any complaints should, in the first instance, be addressed to the Deputy Diocesan Director of Education. The Deputy Diocesan Director of Education will arrange for another officer to investigate and respond. If the matter is not resolved at this stage, the issue will be referred to the Diocesan Director of Education.
I am delighted to introduce you to our range of School Effectiveness Support services and packages. These have been designed to ensure schools receive the bespoke support they need to meet today’s challenges.

Each package contains a half day data review with the headteacher. The outcome of this, combined with the school’s own self-evaluation and school development priorities, will then be used to formulate your own specific, measurable set of objectives.

In turn, School Effectiveness Adviser(s) will be allocated to your school based on their educational expertise. This may be an individual School Effectiveness Adviser or a number of advisers, depending on the range and extent of your requirements.

We believe that working collaboratively with our Diocesan School Effectiveness Team will enable your school to benefit from:

- bespoke school effectiveness support
- support that is implemented with you, not to you
- integrated quality assurance
- continued access to experienced education professionals
- positive support whilst being held to account.

Schools can purchase their School Effectiveness Support Service Level Agreement at any time of the school year and the time allocated will be honoured until it has been used. If a package is not suitable for your current needs, our Core Services, listed on pages 18 and 19, can be purchased.

If you have any further questions, or would like to discuss the content of packages further, please contact Laura Farmer on 01905 732825 and she will be delighted to discuss your requirements in greater detail.
Headteacher Performance Appraisal
It is the responsibility of the Governing Body of a school to appoint an external adviser to support and advise on the headteacher appraisal process. As part of this enhanced package we can provide this service, allocating one of our School Effectiveness Advisers who is equipped with the skills, experience and objectivity to fulfil the role.

The School Effectiveness Adviser will:
- spend a half day in school with the headteacher and governors to support the review of current targets
- assist in the setting of specific, measurable and achievable targets
- facilitate and run a mid-cycle review to ascertain progress towards meeting the targets set with the headteacher and governors over the course of a half day in school. This may include possible re-negotiation of measurable outcomes where appropriate.

It should be noted that the School Effectiveness Adviser is not responsible for determining whether the headteacher should be awarded a pay increment. This is the role of the governor appraisal panel. However, governors are permitted to ask for advice and should consider this carefully before making a decision.

Half Day Assessment Data Review
This focuses on progress and standards of attainment highlighted in ASP, FFT Aspire, in-school tracking systems and school self-evaluation and development plans. Alongside school leaders, the School Effectiveness Adviser identifies areas that may require support. The school effectiveness objectives are then written collaboratively to reflect the identified areas of need.

6 Days School Effectiveness Support
The school effectiveness objectives are used to create an action plan for the 6 days of in-school support. Once agreed with the headteacher, a School Effectiveness Adviser(s) carries out the subsequent work in school. Identification of the appropriate Adviser(s) is agreed between the headteacher and the Deputy Diocesan Director of Education or allocated School Effectiveness Adviser before the package begins.
Half Day Assessment Data Review
School Effectiveness Support Package 2 begins with a half day data review. This focuses on progress and standards of attainment highlighted in ASP, FFT Aspire, in-school tracking systems and school self-evaluation and development plans. Alongside school leaders, the School Effectiveness Adviser identifies areas that may require support. The school effectiveness objectives are then written collaboratively to reflect the identified areas of need.

6 Days School Effectiveness Support
The school effectiveness objectives are used to create an action plan for the 6 days of in-school support. Once agreed with the headteacher, a School Effectiveness Adviser(s) carries out the subsequent work in school. Identification of the appropriate Adviser(s) is agreed between the headteacher and the Deputy Diocesan Director of Education or allocated School Effectiveness Adviser before the package begins.
Headteacher Performance Appraisal

It is the responsibility of the Governing Body of a school to appoint an external adviser to support and advise on the headteacher appraisal process. As part of this enhanced package we can provide this service, allocating one of our School Effectiveness Advisers who is equipped with the skills, experience and objectivity to fulfil the role.

The School Effectiveness Adviser will:

- spend a half day in school with the headteacher and governors to support the review of current targets
- assist in the setting of specific, measurable and achievable targets
- facilitate and run a mid-cycle review to ascertain progress towards meeting the targets set with the headteacher and governors, over the course of a half day in school. This may include possible re-negotiation of measurable outcomes where appropriate.

*It should be noted that the School Effectiveness Adviser is not responsible for determining whether the headteacher should be awarded a pay increment. This is the role of the governor appraisal panel. However, governors are permitted to ask for advice and should consider this carefully before making a decision.*

Half Day Assessment Data Review

This focuses on progress and standards of attainment highlighted in ASP, FFT Aspire, in-school tracking systems and school self-evaluation and development plans. Alongside school leaders, the School Effectiveness Adviser identifies areas that may require support. The school effectiveness objectives are then written collaboratively to reflect the identified areas of need.

3 Days School Effectiveness Support

The school effectiveness objectives are used to create an action plan for the 3 days of in-school support. Once agreed with the headteacher, a School Effectiveness Adviser(s) carries out the subsequent work in school. Identification of the appropriate Adviser(s) is agreed between the headteacher and the Deputy Diocesan Director of Education or allocated School Effectiveness Adviser before the package begins.
# Half Day Assessment Data Review

This focuses on progress and standards of attainment highlighted in ASP, FFT Aspire, in-school tracking systems and school self-evaluation and development plans. Alongside school leaders, the School Effectiveness Adviser identifies areas that may require support. The school effectiveness objectives are then written collaboratively to reflect the identified areas of need.

# 3 Days School Effectiveness Support

The school effectiveness objectives are used to create an action plan for the three days of in-school support. Once agreed with the headteacher, a School Effectiveness Adviser(s) carries out the subsequent work in school. Identification of the appropriate Adviser(s) is agreed between the headteacher and the Deputy Diocesan Director of Education or allocated School Effectiveness Adviser before the package begins.

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## Package 4: £1,500

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<th>Half Day Assessment Data Review</th>
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<td><strong>3 Days School Effectiveness Support</strong></td>
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It is the responsibility of the Governing Body of a school to appoint an external adviser to support and advise on the headteacher appraisal process. We can provide this service, allocating one of our School Effectiveness Advisers who is equipped with the skills, experience and objectivity to fulfil the role.

The School Effectiveness Adviser will:

- spend a half day in school with the headteacher and governors to support the review of current targets
- assist in the setting of specific, measurable and achievable targets
- facilitate and run a mid-cycle review to ascertain progress towards meeting the targets set with the headteacher and governors, over the course of a half day in school. This may include possible re-negotiation of measurable outcomes where appropriate.

It should be noted that the School Effectiveness Adviser is not responsible for determining whether the headteacher should be awarded a pay increment. This is the role of the governor appraisal panel. However, governors are permitted to ask for advice and should consider this carefully before making a decision.

One of our Ofsted experienced School Effectiveness Advisers can help you to prepare for your next inspection by carrying out a whole school review. The day can cover all aspects of the framework or you may prefer to personalise the service by identifying particular areas that can be a focus for your review.

Our whole school reviews can include:

- analysis of your self-evaluation, school development plan and data
- discussing systems and processes with school senior leaders, managers and governors
- observation of teaching and learning (this can be with school staff to moderate judgements)
- scrutiny of children’s work.

We will provide you with verbal feedback including any identified areas for development.

Core Service 1: £400
Headteacher Performance Management

Core Service 2: £450
Whole Day School Review
Core Service 3: £450
Full Day School Effectiveness Support

This service is a full day of bespoke school effectiveness support individually tailored for your school.

Schools can select from either one of the eight areas of school effectiveness highlighted in the Service Level Agreement, or from a specific school development focus. Once the focus has been identified, a School Effectiveness Adviser with appropriate experience and expertise will be assigned to work with your school.

The focused support may take place over one full day or two half days dependent upon the school’s needs.

Core Service 4: £275
Half Day School Effectiveness Support

This service is a half day of bespoke school effectiveness support individually tailored for your school.

Schools can select from either one of the eight areas of school effectiveness highlighted in the Service Level Agreement or from a specific school development focus. Once the focus has been identified, a School Effectiveness Adviser with appropriate experience and expertise will be assigned to work with your school.
APPLICATION FOR SCHOOL/ACADEMY SERVICE LEVEL AGREEMENT

April 2019 - March 2020

Name of school or academy: ............................................................

Please indicate the month in which you would like your SLA to start: ........................................

Package 1
Headteacher Performance Appraisal
Half Day Assessment Data Review
6 Days School Effectiveness Support

Package 2
Half Day Assessment Data Review
6 Days School Effectiveness Support

Package 3
Headteacher Performance Appraisal
Half Day Assessment Data Review
3 Days School Effectiveness Support

Package 4
Half Day Assessment Data Review
3 Days School Effectiveness Support

Core Service 1: Headteacher Performance Appraisal
£400

Core Service 2: Whole Day School Review
£450

Core Service 3: Full Day School Effectiveness Support
£450

Core Service 4: Half Day School Effectiveness Support
£275

Total: £

An invoice will be raised on receipt of your agreement form