



ONE Devon

Devon's strategy for School Effectiveness

Foreword

“ We are delighted to share with you the ONE Devon school improvement strategy, a bespoke strategy to support all settings to become and remain good or better and ensure they meet the needs of all pupils. It focusses on building capacity within Devon and harnessing talents and skills of the dedicated professionals within our schools and settings. ”

Our commitment to excellence in education and belief that all children and young people deserve to be educated in successful schools* is unchanged. As are our ambitions for all schools in Devon to be judged good or outstanding and to perform in the top 10% of local authorities nationally.

The practices by which we achieve these ambitions need to be flexible so they can adapt to changing National agendas and resources available within schools. The **ONE Devon** strategy continues to support the development of a self-sustaining and self-improving school system, in which schools are primarily responsible for their own improvement but where they have good access to support when it is needed.

We are fortunate in Devon to have a really strong pool of expertise available to support improvement, blended from our good and outstanding schools and from the school effectiveness and learner services within Babcock LDP and Devon County Council. The **ONE Devon** strategy aims to secure effective school partnerships and build leadership capacity across Devon ensuring that where schools have capacity they are able to contribute to improving the effectiveness of the wider education community through school-to-school support.

ONE Devon brings a strategic and collaborative approach to closing the attainment gap for vulnerable and disadvantaged children and young people. School and setting effectiveness and learner services have been brought together into this approach, in order to provide better aligned support to schools.

The **ONE Devon** strategy also recognises that some contexts and communities have a greater number or scale of barriers to overcome in order to secure excellent outcomes. We therefore work closely with other specialist children's services such as inclusion officers, the SEND team or social care to help remove barriers to achievement for schools and groups of pupils.

ONE Devon is based on optimism and aspiration. We can develop together a community where all Devon pupils attend a school that is judged good or outstanding where all of our children will be listened to, inspired and engaged; enabling them to achieve and succeed. This will be outlined more descriptively in our Championing All Our Children document, to be published later this year.

We have been encouraged by the positive response from headteachers and governors to the **ONE Devon** strategy and look forward to working in partnership with you for the benefit of the children and young people of Devon.

Dawn Stabb and Simon Bissett



Dawn Stabb
Head of Education and
Learning
Devon County Council



Simon Bissett
Strategic Lead for School
Performance and Standards
Babcock LDP

* 'Schools' includes those that have maintained, foundation or academy status

Contents

Introduction	1
Devon's Education Vision & Priorities	2
ONE Devon Vision	3
ONE Devon Process	4
ONE Devon Stages	5
Our School & Setting Effectiveness Team	7
ONE Devon Contact us	10

We recognise there is a lot of interchangeable language used in education.

Where we use:

- *Schools and settings* this includes; all early years provision, nursery schools, primary schools, secondary schools, special schools, maintained, academies, free schools and any other alternative provision.
 - *Identified groups of children* could include; children in care, FSM, disadvantaged, children with additional needs, SEND, children in need, children open to child protection, young carers and gender.
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“ We believe that every child in Devon should have the best possible start in life and the opportunity to thrive. ”

Devon County Council's Children and Young People's Plan 2019-2022

In Devon we are ambitious for all our children and young people and have high expectations of our schools, colleges, settings and partnership support services. We want all children in Devon to have the best start in life and, as they grow into young adults, to have access to opportunities for further education, higher education, training, apprenticeships and employment to help them gain the skills they need to become independent and thrive. We have a strong focus on disadvantage and want to help everyone to access their right to an education, be included and achieve their full potential.

Devon Strategy to Improve Quality and Outcomes in Devon Settings and Schools

Devon County Council has the highest expectations for the achievement of all children in Devon. We believe this county should be a great place to start out in life, grow up and work; our children deserve the best learning opportunities possible. The aspiration is that Devon is one of the best places in England to thrive.

In order to ensure a good education for all Devon County Council will:

- Work together with schools, colleges and others to raise overall educational outcomes and diminish the difference between groups of pupils, e.g. boys, disadvantaged pupils and children in care
- Maintain focus on inclusion and ensuring all children receive their right to a full education
- Continue to develop local opportunities for training, education, employment and apprenticeships with particular support for young people with additional needs or from disadvantaged backgrounds

ONE Devon is the overarching strategy to support school and setting effectiveness in Devon. It has been developed in order to support educational settings to ensure all Devon children have the best possible start in life and the opportunity to thrive. In consultation with school and setting leaders a comprehensive, bespoke package is designed by our school effectiveness team to provide support across all areas of education provision.

Devon's Education Vision & Priorities

Devon County Council (DCC) wants to ensure that all children attending education provision in Devon receive good or better learning and development experiences. Our ambition is for all provision in Devon to be good or outstanding, with performance to be in the top 10% of local authorities nationally.

DCC have identified the following key priorities for all Devon education settings:

- An inclusive education system that works for every Devon Child, that listens to, inspires and enables them to achieve and succeed
- Every school and Early Years setting to receive a good outcome with outcomes for children in the top quantile
- Dramatically improve the outcomes for disadvantaged children at all key stages
- An effective multi-agency strength-based approach that helps families so that young people can engage and thrive
- A wider partnership that works together to deliver the Devon Children and Young People's Plan so young people can thrive and gain the skills, confidence and ambition they need to succeed

The prime responsibility for the quality of any education provision and the outcomes for children and young people lies with the setting itself. Schools and settings are autonomous institutions and responsible for the quality of their provision. However, no school or setting works in isolation and DCC encourages all schools and settings to develop partnerships with each other alongside specialist services through DCC, Babcock LDP and other relevant organisations.

In order for all schools and settings in Devon to be delivering high quality education the collective expertise and available resources need to be well focused and targeted.

Babcock LDP's **ONE Devon** strategy harnesses the skills and experiences of all teams across the organisation, coordinated by the experienced and highly skilled School & Setting Effectiveness team. We will work closely with partners to support high quality education for all.

ONE Devon supports Devon County Council's education vision via the following priorities:

- Fulfil the LAs requirement to meet the statutory responsibilities in relation to:
 - Maintained schools. Working collaboratively with partners e.g. Devon Schools Alliance, Regional Schools Commissioner, Multi Academy Trust (MAT) sponsors, Federations and Diocese
 - The quality of governance and financial arrangements
 - Securing leadership through the recruitment of headteachers and partnerships
 - The induction of Newly Qualified Teachers
 - Moderation of statutory assessment points in early years and primary phases
 - Supporting schools and settings to fulfill responsibilities under the SEND code of practice
- Ensure maintained schools are planning appropriately to provide quality first teaching within a broad and inclusive curriculum; as outlined in the new Ofsted framework
- Increase the proportion of maintained schools judged to be good or better so that it is securely above the national average and has more features of outstanding practice identified
- Identify, monitor and challenge all schools for all pupils to help ensure progress and attainment are above the national average for all key stages and all pupil groups
- Ensure governors have the confidence and support to have difficult conversations and take the necessary steps in order to ensure rapid school improvement where needed

ONE Devon is a dedicated strategy to support all schools and settings to become good or better and ensure they meet the needs of all pupils. It focusses on building capacity in the four areas that underpin the aspirations of ONE Devon:

- Excellent Leadership at all levels
- Quality Teaching and Learning
- Improving Outcomes for identified groups of children
- Safeguarding and Attendance

ONE Devon is a strategic and targeted approach to support schools to continuously improve and diminish the difference between groups of pupils.

We will work in partnership to achieve this by:

- Developing thinkers not followers
- Creating an offer for our maintained schools which ensures they are supported and sustained
- Supporting academies where there is evidence of challenges relating to students outcomes
- Developing our new leaders and supporting leadership across the board including governance
- Improving teaching and learning in the classroom – better teachers every day

We will promote a school and setting effectiveness approach that recognises and supports schools and settings to be responsible for their own improvement unless there are challenges to their ability to do so. This means building school and setting capacity through strong partnerships, using the expertise and experience that exists both within schools and settings and through the specialist services of DCC, Babcock LDP and other relevant organisations. **ONE Devon** is the school effectiveness strategy through which this will be achieved.

The strategy is based on working in partnership to promote improvement. No school or setting will be left behind or isolated. All actions will be designed in the best interests of the children and young people served by the school or setting.

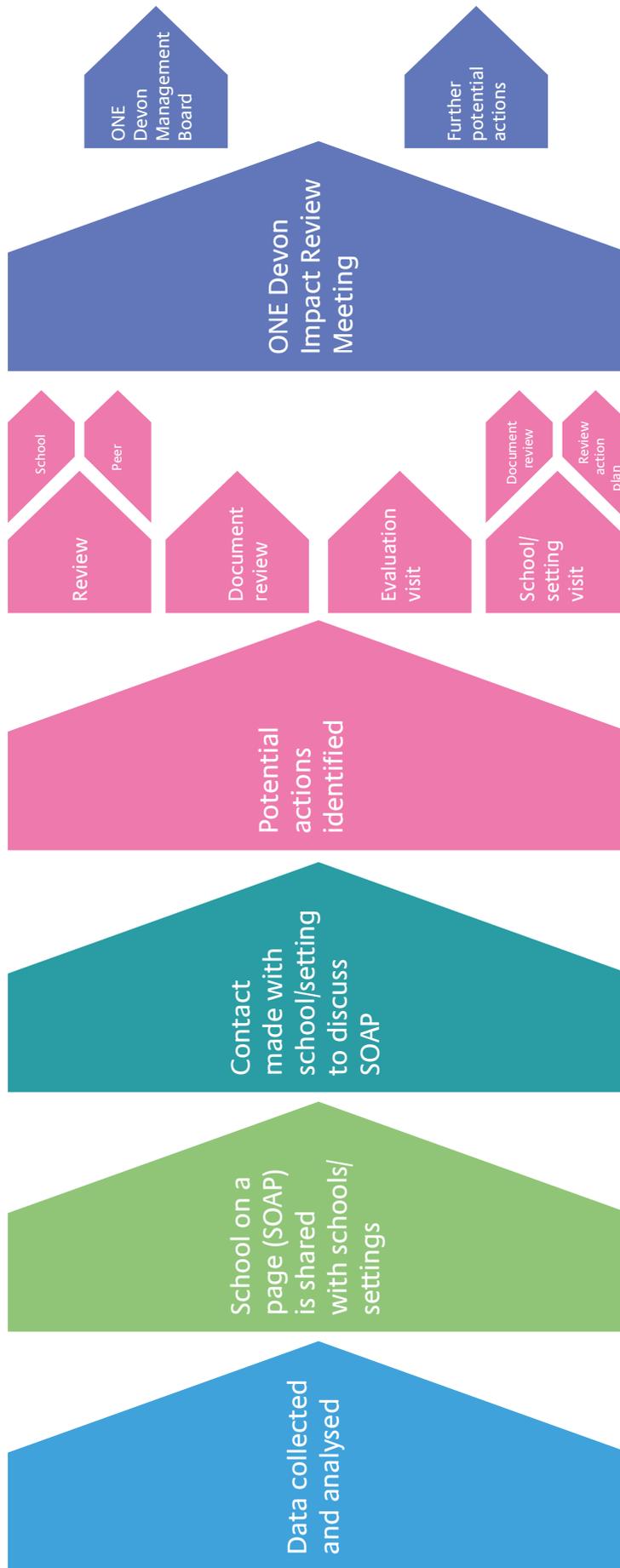
The Key principles of the **ONE Devon** strategy are:

- To work collectively with all services across DCC and Babcock LDP to support a holistic approach to School Improvement support
- Build leadership capacity across Devon to enable schools to manage their own improvement and identify when they need external support
- Secure effective partnerships so that best practice can be shared

Devon County Council will:

- Always have the interests of children as its prime focus
- Work in partnership with all stakeholders
- Strive to build effective partnerships to secure school and setting effectiveness. These include; the Diocese, colleges and other providers, Regional Schools Commissioner, Teaching Schools South West, other local trusts, DFE and OFSTED
- Act openly and with transparency in all matters
- Support schools and settings improve provision
- Challenge where provision falls below expectations and use its intervention powers as necessary for the best interests of the pupils

ONE Devon Process



Data is collected and analysed

Babcock LDP provide the statutory functions for the LA to collect and process all national assessment outcomes for all schools/settings in Devon in order to create the indicative performance banding (IPB).

In order to allow us to efficiently distribute resources and direct assistance we place our schools/settings in a simple four banded categorisation, red, amber, green and blue. This simply indicates a potential level of deployment and resource but this has to be triangulated with the school/setting and other available data including self-evaluation.

School on a Page (SOAP) is shared with schools/settings

All schools will receive a summary of their national assessment data from nationally available data, including (where relevant) EYFS, Phonics, KS1, KS2, KS4, attendance data & OFSTED judgements. These will be colour banded based on either National or Devon quintiles so schools can see at a glance their comparative outcomes over a three year period.

Contact is made with school/setting to discuss SOAP

A member of the school effectiveness team will make contact with each school and setting to discuss the data. As part of our ongoing relationship with schools and settings of all categories, we shall ensure there is a personal interaction with our team and the leadership of the school; this gives a chance to ensure the IPB is representative.

“

It's always good to see you! Your help and support has been invaluable to us!

”

Executive Headteacher, maintained school

“

Thanks very much and for all your valuable support and advice. I hope we get the opportunity to work together again in the future.

”

Head of School, maintained school

Potential actions identified

Where discussion relating to performance identifies improvement activities, including rigorous self-evaluation, an action plan will be agreed. This could include;

School/Setting Visit

With area team lead, school or setting effectiveness team and/or learner services team.

Good practice identified

Review action plan

Document Review

External validation of school/setting documentation including self-evaluation and SDP, PP plan, SIR.

School / Peer Review

Evaluation Visit

Visit supported by team with relevant expertise to provide informed feedback of impact of school/setting improvement activity, update action plan and inform next steps for support.

ONE Devon Impact Review Meeting

Each half-term Babcock LDP Team Leads join together to evaluate the impact of the work carried out in highlighted schools and the future planning for the continuation or cessation of this activity. It allows all teams across both School & Setting Effectiveness and Learner Services to bring to the attention of others schools/settings with exemplary practice or areas of high demand. This is shared to ensure a holistic understanding of the landscape of schools within Devon and present a collegiate approach to school improvement.

ONE Devon Impact Review Meeting

As part of our commissioning framework we share information with DCC colleagues and receive feedback on other areas of education, e.g. place planning, transportation etc. We are then able to share the impact of our work, escalate any concerns, dovetail this with the work of DCC and highlight exceptional practice to ensure the best possible outcomes for the children of Devon.

Further potential actions

Our School & Setting Effectiveness Team

Simon Bissett – Strategic Lead for Performance and Standards

I achieved my first teaching post by stating 'I shall strain every sinew to ensure each pupil achieves their potential!'; this has been my mantra throughout the myriad of roles I have had in my career in education. I have held all the senior leadership roles within school including SENCO, subject leadership and Headship and have taught every year group from Nursery to Year 10. I have worked with all types of settings and groups of school from Local Authority responsibility in Oxfordshire.



Samantha Chapman – Strategic lead for Effective Learning

I have worked in education for over 20 years across a wide range of settings and roles. Recently I have led the Early Years team at LDP with a particular focus on Inclusion. My current role supports LDP's approach to the social mobility agenda and the delivery of high quality curriculum support. Improving the day to day experiences of teachers and pupils through supporting schools to be the best place they can be for children to thrive is what gets me up in the morning.



Alan Betts – Strategic Area Lead (Devon Central)

My career in education has spanned some 40 years across a variety of school settings and age ranges. My role over the last 12 years as an Education Adviser, School Improvement Officer and Area Team Lead has given me the enviable privilege of working alongside some of the most inspirational leaders in Devon and witnessing some of the most exciting developments in schools. Extensive leadership in schools, working for the National Strategies, and Local Authorities along with a period as an Ofsted Inspector, has added and complemented the knowledge, enthusiasm and expertise that I bring to my current role.



Debbie Clapshaw – Lead Professional Governance

I have more than 20 years' experience within the Governance Consultancy Team advising, training and supporting school governors/trustees across Devon, and as a governor myself. My team knows that strong governance can make a positive difference in any setting and we work hard to ensure that all those involved in governance have a good understanding of their role and responsibilities. My particular area of expertise is in advising governors and leaders in forming collaborations and formal partnerships.



Rebecca Cosgrave – Literacy Adviser Team Lead

I have been a teacher for over 30 years, working in schools in London and Devon. I am a specialist in English and Literacy and lead the team of English advisers for LDP. Helping teachers to open the doors to literacy through high quality texts and exciting writing opportunities is what drives me: literacy is the key to opening possibilities in life and I am determined that all children open that door.



Jo Dymond – Education Adviser (North Devon)

I have been working in education for 30 years across a range of settings and roles, including advisory roles across several authorities. Within this, I have taught and supported from EYFS to Y6 and led schools in challenging circumstances. Also, I participate within test development with the DfE and STA. I predominantly work closely with schools in the North of Devon, securing effective relationships with schools based upon mutual trust and an understanding of the particular challenges schools in the North can face. Championing the cause of our children and schools is very dear to me; I relish working alongside colleagues in a collaborative working partnership to achieve the best possible outcomes for all.



Helen Eversett – Education Adviser (Primary)

I have worked in a wide range of Primary Schools across Devon in a variety of roles over twenty five years, including SENCo and headteacher. I am passionate about the achievement of all pupils, but particularly the disadvantaged. Recently I have been a Curriculum Adviser for mathematics, involved in improving pupil outcomes in local, regional and nationally recognised projects. As an Education Adviser, I have had particular involvement in the review of the wider curriculum in Devon schools and in NQT induction. Supporting school self-improvement through a high quality professional dialogue is both exciting and rewarding, and like every school, it's always changing and evolving.



Alice McShane – Strategic Area Lead for School Performance & Standards (South and Central Devon)

I am a passionate educator with nearly 30 years of experience as a teacher, school leader, chair of governors, advisor and strategic lead. In my current role, I am committed to forging strong professional relationships with school leaders and governors in order to develop a shared understanding of the individual and collective strengths and challenges in our schools, and to providing support for the development of visionary leadership and strong collaborations which deliver excellent and sustainable opportunities for all our children.



Bradley Murray – Education Adviser & Strategic Area Team Lead for School Performance & Standards (East and North Devon)

Bradley has extensive experience having worked in education for 30 years. He has been the headteacher of two schools. In both schools his leadership was judged to be outstanding by Ofsted. As an adviser he has worked with a large range of schools to support their improvement. He is also an Ofsted inspector. He is committed to supporting teachers, leaders and governors in their desire to provide the best possible education for the children and young people they serve.



Julie Stevens – Primary Phase Adviser

I have been in education for 28 years and over this time I have never lost my passion for all children to receive the best education to enable them to have a choice of life opportunities. My commitment to this most recently has been in my role as a Primary Phase Adviser from which I have experience in school improvement at all levels of leadership; curriculum development; and teaching and learning. Prior to my work as an adviser, I have held leadership positions in Primary schools as well as being a primary school teacher for many years. I have worked across the counties of Devon, Essex and the London Borough of Enfield.



Anne Hudson – Early Years Team Lead

I have had a successful and fulfilling teaching and senior leadership career in Devon schools for over 20 years. This experience enabled me to take on the role of Early Years Adviser, supporting and challenging schools and settings in a variety of circumstances, enabling them to raise the quality of their EYFS provision and improve outcomes for all children. Recently I have taken on the role of Early Years Team Lead – I always enjoy a new challenge!



Ruth Trundley – Primary Maths Adviser Team Lead

I taught for many years in primary schools (including a year in Canada) before joining the advisory service. My work is underpinned by the belief that 'Thinking is at the heart of mathematics'. Research projects, focussed on developing understanding, form a part of our work every year as well as co-authoring publications. I am an accredited NCETM Standards Holder and PD lead, the Jurassic Maths Hub Primary Lead and a member of the collaborative lesson research strategy group working with leading Japanese professors.



David Lowes – School Effectiveness Adviser

After 35 years I still regard myself as a learner, working alongside and helping school leaders to excel within the ever changing landscape of education. As an outstanding classroom teacher, a Northern LA seconded me to its Advisory Service early in my career. I subsequently gained teaching and school Leadership experience at all levels. I hope above all that my contribution to Devon's schools and learners speaks for itself, especially through the wonderfully positive professional relationships I enjoy with school leaders throughout the county.

Paul Brown – School Effectiveness Adviser and Lead for Science

Areas of expertise: Supporting the virtual school to enable to ensure all children in care achieve their potential. Science Advisory subject leadership, leadership and school improvement including headteacher performance management.



Rachael Harris – Education Information Analyst

I joined ScoMIS data team in 2003 and subsequently transferred to Babcock LDP. My role has been to provide a range of data and assessment support for the school effectiveness teams. Currently I am managing the data and assessment team and supporting all aspects of developing School on a Page and further analysis and data information for all teams in LDP. We run the helpdesk for assessment and pride ourselves in being able to support schools in meeting their statutory duties.



Our School & Setting Effectiveness Team

Amanda Burrows – SEND Adviser

Amanda is the SEND Adviser for Babcock LDP and supports schools with the leadership and management of SEND. Before Babcock LDP, Amanda held school leadership roles in a wide variety of settings as a SENCo, deputy headteacher and most recently, headteacher. Additionally, her role as an Inclusion Consultant in a different county adds to her experience and ability in this field. Amanda is able to provide support and advice to school leaders and governors on the issues and challenges that SEND provision can present.



ONE Devon contact us

To find out more about ONE Devon or to discuss your requirements please contact the School & Setting Effectiveness Team;

email – LDP-SchoolImprovementTeam@babcockinternational.com

phone – 01392 287376

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I would like to thank Julie Stevens and Alice McShane for their ongoing support, which now feels highly collaborative as well as challenging.

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Headteacher, maintained school



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