

## **School Improvement Engagement Model - Suffolk Local Authority maintained schools**

This model has been developed with Suffolk school leaders– HTs and governors, to set out how we work together to support the leadership of school improvement and secure strong, self-improving schools. The model also fulfils the statutory roles and responsibilities of the Local Authority (LA).

The model was developed following consultation events in the summer term, feedback gathered on visits to LA maintained schools and conversations with Headteachers and Governors and analysis of the impact of current ways of working.

School leaders will be able to use the model on page 5 and 6 to select which entitlement best reflects their school's current position and best meets their school's current needs.

### **The principles underpinning the model are designed to ensure:**

- Clarity of the 'scale' of support.
- Clarity of the 'scope' of the support.
- Schools are able to access the support they need at any particular time with 'exit' or 'transition' periods.
- Explicit reference to future Ofsted; pupil outcomes and links with the school's aims / vision.
- The focus is on the future, forward looking and proactive.
- Transparency, clarity and collaboration.
- Consistency of school improvement support for all Suffolk children.

### **The Standards and Excellence Team**

The Standards and Excellence team are school improvement professionals who work with school leaders to support them in their leadership of their school's improvement and to fulfil their school's vision.

The Standards and Excellence team implement the School Improvement Engagement Model in our work with school leaders in individual schools. In our work, the team models that schools are led by autonomous school leaders, who make decisions and adapt provision to meet the school community's needs.

All members of the team are committed to working with school leaders to achieve our team vision -

*The highest standards, as good as the best, for all Suffolk Children and Young People today and for their futures.*

In our vision, 'Standards' refers to the practice and impact in all areas of school improvement – for example, school improvement support; learning; pupil outcomes; aspiration; provision; curriculum; teaching; professional development; leadership; governance.

### **Local Authority Roles and responsibilities**

The School Improvement Engagement Model is the vehicle through which the LA fulfils its statutory roles and responsibilities relating to LA maintained schools. Through work with school leaders, in their schools, we act as champions of high standards of education and:

- understand the performance of maintained schools in our area, using data as a starting point to identify any maintained school that is underperforming, while working with them to explore ways to support progress;  
[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/1168367/Schools\\_causing\\_concern\\_guidance.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1168367/Schools_causing_concern_guidance.pdf)
- promote educational excellence for all children and young people and are ambitious in tackling underperformance;
- [https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/271429/directors\\_of\\_child\\_services\\_-\\_stat\\_guidance.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/271429/directors_of_child_services_-_stat_guidance.pdf)
- promote high standards.  
<https://www.legislation.gov.uk/ukpga/1996/56/section/13A>

To do this, we work with school leaders in their settings and jointly use a wide range of first-hand evidence, linked with the Education Inspection Framework, to have an evidence-based view of the school's strengths, areas for development and where it is in its school improvement journey.

Being able to work with school leaders in their settings is a privilege and enables us to share learning between schools and signpost schools to each other to work together and share practice.

LAs do not have statutory duties for academies which are accountable to the Secretary of State and statutory powers of intervention for academies sits with the Regional Director. Academies are able to take advantage of the School Improvement Engagement Model through a traded offer.

**The School Improvement Engagement Model includes 2 strands to support improvement.**

Continuous conversation  
School improvement progress review

Purpose – to have a clear evidence based view of the school's performance and trajectory; school improvement priorities ; practice to share with other schools; progress being made; to identify and validate factors that are contributing to improvement; clarify and confirm next steps and timescales; to identify where additional support may be needed to address risks of low standards and inspection outcomes less than good / decline and to support the school to fulfil its vision.

To include the school's and Local Authority's view about the trajectory for next Ofsted; the next statutory assessments and which engagement entitlement meets the schools' current needs.

Progress review to the school's priorities at least once a term

Collaborative improvement support

Purpose – to support school leaders' work to improve their schools and achieve their school's vision.

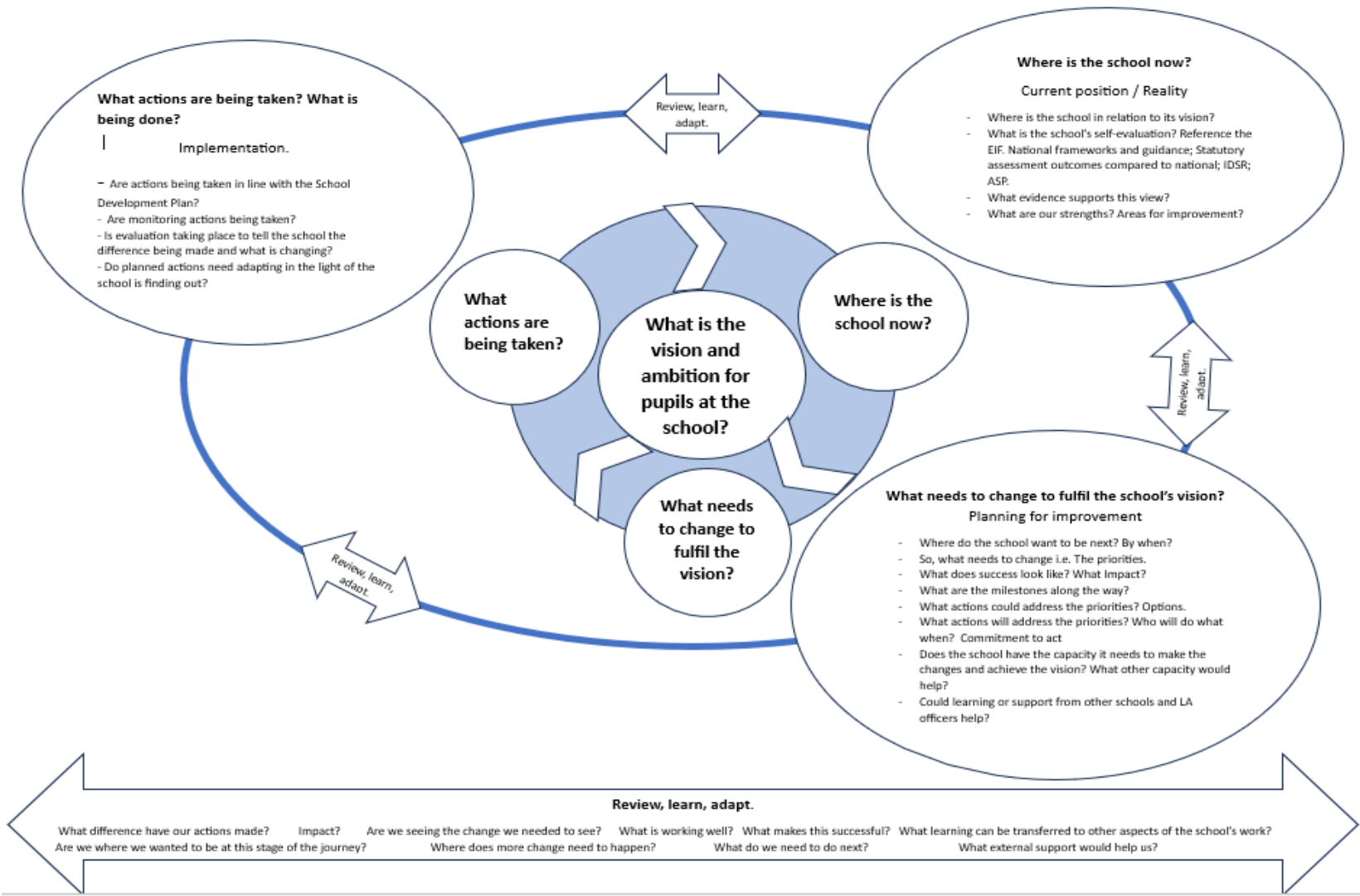
Support from the Standards and Excellence team, wider Education, Skills and Learning teams and from other schools to support the school's improvement.

Planned collaboratively, from a range of support activities.

Link to the School Development Plan priorities.

For schools with additional engagement a personalised plan is coproduced.

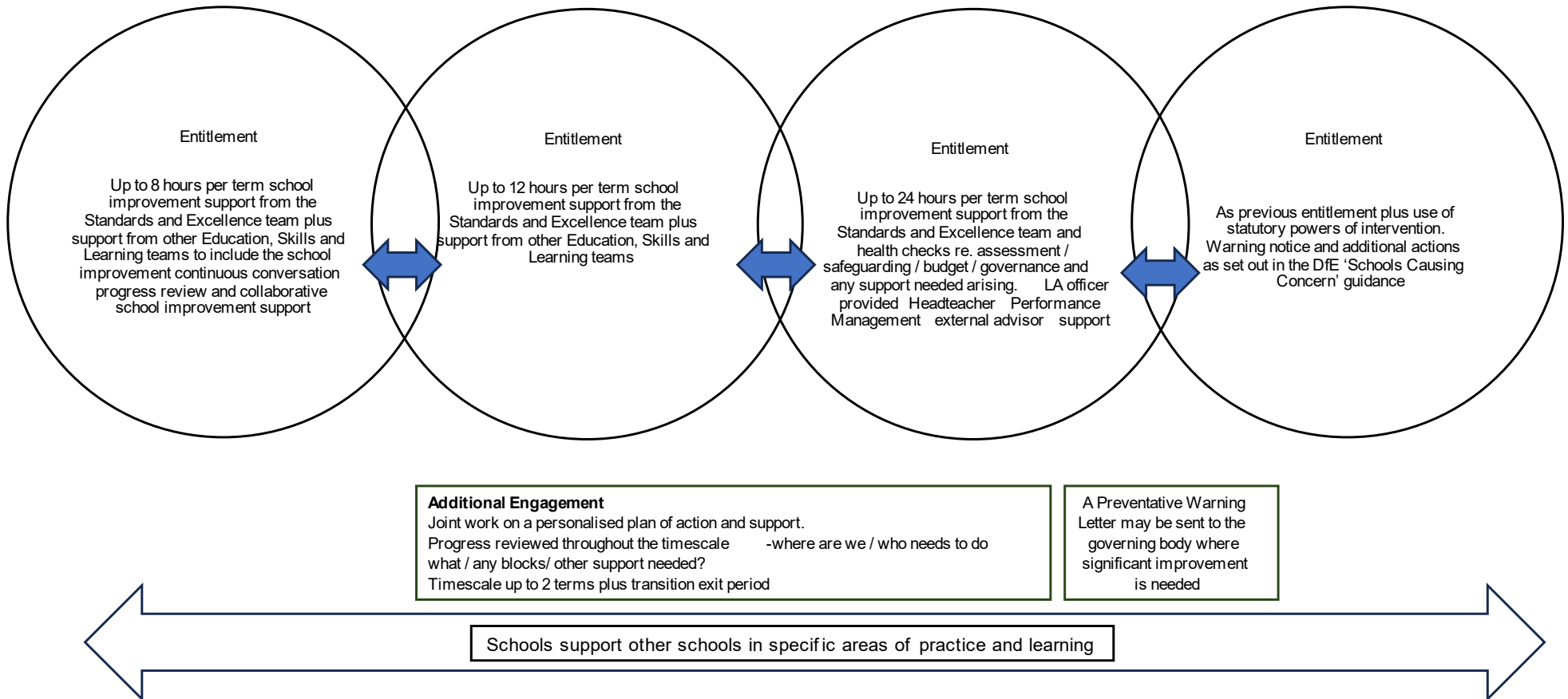
# The School Improvement Continuous Conversation



Every LA maintained school will have conversations each term modelling this cycle. This will be recorded on the rolling record. See Appendix 1

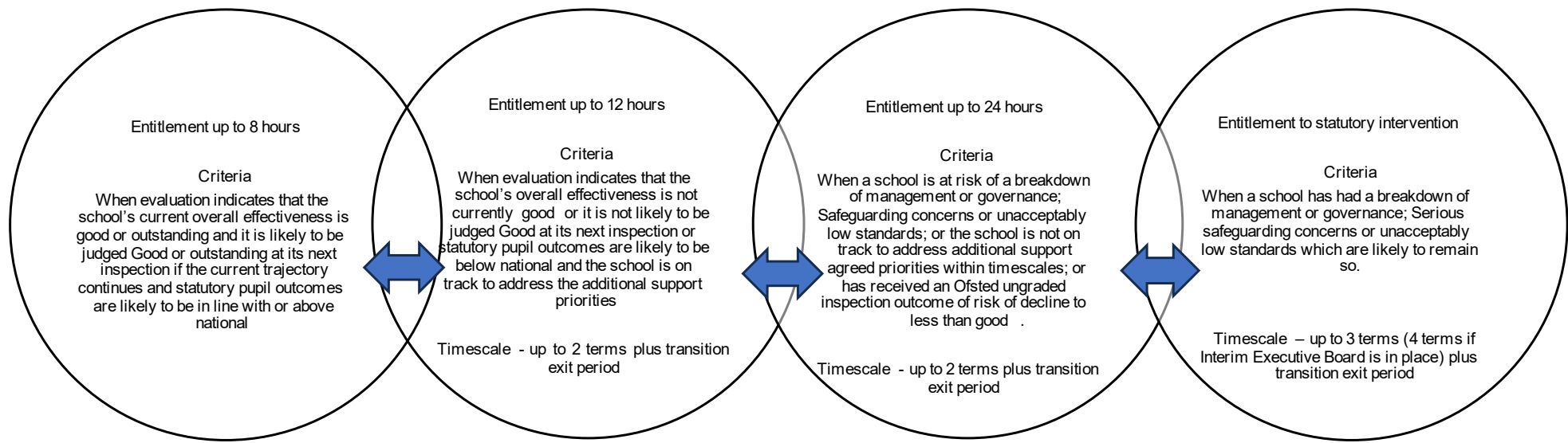
School Improvement Engagement Model - LA maintained schools and Education, skills and learning

Entitlement



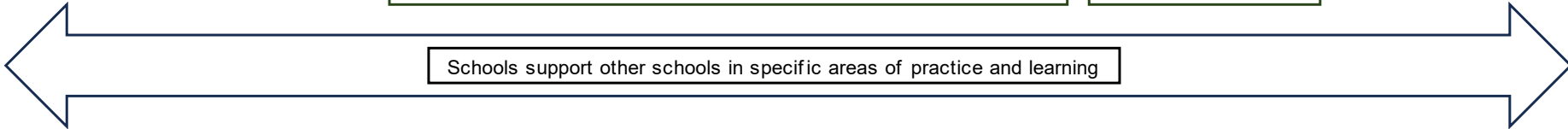
School Improvement Engagement Model - LA maintained schools and Education, skills and learning

Criteria



**Additional Engagement**  
 Joint work on a personalised plan of action and support.  
 Progress reviewed throughout the timescale -where are we / who needs to do what / any blocks/ other support needed?  
 Timescale up to 2 terms plus transition exit period

A Preventative Warning Letter may be sent to the governing body where significant improvement is needed



## **Menu of joint improvement support**

As part of the School Improvement Engagement Model, all LA maintained schools are entitled to Collaborative Improvement Support where LA colleagues and other schools, can be part of the team around the school, supporting each school to fulfil its vision and secure improvement.

The examples below detail some aspects of work we carry out jointly with school leaders. We hope this menu is helpful as you identify what would be helpful for you in your schools and to personalise support to meet your specific needs.

This is not an exhaustive list and can be used for school leaders to consider areas of support based on their school's individual and unique needs. As a menu, the activity can and should be adapted.

In all areas of work, we are also able to use our knowledge of the sector to support by sign posting and brokering school to school support – for schools to share learning in areas of priority.

If the support you have identified is not included below, please discuss this with your schools Standards and Excellence Partner; Regional Lead for Education or the lead of the team linked to the support you are requesting. Appendix 2 contains the contact details for leads of teams in Education, Skills and Learning.

### **School Improvement and Standards and Excellence Support**

#### **Supporting school leaders with:**

Evaluating provision, identifying strengths, validating the school's self-evaluation and identifying next steps, linking with the school improvement planning process. This may include reference to the Ofsted Inspection handbook.

Effective planning for improvement.

Reviewing pupil outcomes, what does it tell us and what questions does it raise? Planning and carrying out further analysis and evaluation to inform improvement plans.

Reviewing curriculum mapping with senior leaders and subject leaders to ensure appropriate subject coverage. For example, does the curriculum map show that all NC (National Curriculum) aspects are covered? Is there any repetition? Discussing sequencing of topics / skill development.

Evaluating how well provision is meeting pupils needs and sample pupils' learning journeys – all, and specific groups. Working with school leaders to identify strengths; areas where change would enable more children to reach expected standards and secure sustained, improvement to standards across the school.

How to strengthen provision and impact for groups vulnerable to disadvantage including pupil premium / SEND.

Auditing and reviewing provision across aspects of the school's work including to identify gaps in pupils' learning and make changes to curriculum provision or intervention.

How subject leaders carry out their roles and responsibilities, for example, monitoring and developing their subjects, shaping subject plans and support for writing action plans.

Securing strong and effective teaching pedagogy.

Book study / sampling children's work, learning walks, and pupil voice or pupil perceptions. Using the outcomes to inform improvement planning. This may be with a specific focus, for example, a specific school policy in practice; pupils' work compared to intended coverage as laid out in curriculum maps / plans; pupils' work and expected standards; evidence of high expectations.

Question Level Analysis to inform planning for improvement.

Evaluating and strengthening assessment systems.

How governors fulfil their core strategic roles. For example, how governors oversee the financial performance of the school; working with governors to plan the strategic direction of the school.

Supporting governors to know how the headlines of their school's performance including using the Suffolk School Improvement Summary sheet; IDSR and Analysing School Performance.

Developing the school's vision.

Supporting governors to strengthen their work as a cohesive team.

Carrying out a facilitated governance review.

Succession planning approaches and opportunities for leadership development.

### **Assessment Team Support:**

Individual support regarding statutory assessment (e.g., training around phonics and KS2 SATs).

Formative assessment- support with GAP analysis of QLA (y6) or phonics assessments or other systems such as PIRA/PUMA, optional KS1 SATs, etc. Support in identifying what does it show; exploring whether similar trends are seen elsewhere. Linking this to curriculum coverage and delivery.

Assessment and tracking systems; exploring what systems are used, how they are used- whether there is a comparison to national or broader data sets.



Looking at the accuracy and consistency of assessments – especially those inputted on central systems. For example, checking books/other evidence against assessments.

Looking at robustness and effectiveness of internal and external moderation processes.

Follow a child- looking at all the assessment information on one child through classes- what does it show about progress? What is coverage like? How consistent are assessments from one class to another?

Governor training on Analyse School Performance- enabling governors to understand what is being presented and how to use it to support them in their roles.

Assessment reporting to the governing body- supporting school leaders to present information to support governors in their role.

### **Early Years and Childcare support:**

Reviewing areas of the curriculum in EYFS.

Developing the use of the outdoor area.

Business planning and sustainability.

Meeting the needs of children with SEND in the nursery.

Communication and early reading skills.

Wrap around care (for all primary aged children.)

### **School Effectiveness and Organisation Support:**

Recruitment and retention strategies.

Strategies to increase parental engagement.

Support for managing HR issues.

Support for managing 'difficult conversations.

Finance support.

Budget recovery plan support.

Staff restructuring process.

Specific HR support for individual cases with access to legal advice when needed.

Safeguarding focused visit.

Parental complaint support.

**Virtual School Support:**

Designated Teacher induction or ongoing training.

Challenge and support the writing Personal Education Plans.

Joint Evaluation Reviews (For Children in Care, Children Previously Looked After and Children with a Social Worker.)

Specific support required to avoid exclusions/support transitions for children in care.

**Traded work.**

The work with LA maintained schools as detailed in this booklet is provided at no additional cost to LA maintained schools. It is funded by the County Council base budget and budget de delegated from LA maintained schools, as agreed by LA maintained representatives on Schools' Forum. We are developing a suite of traded work which is available for all schools including academies.

In addition, for all schools, current traded offers include professional external adviser advice for Headteacher Performance Management.

We are in the process of developing further traded offers including coaching for school leaders.

The School Improvement Engagement Model and Standards and Excellence Team support set out in this can be bought in by academies.

# Appendix 1 - Rolling Record

## Record of school improvement engagement model work

<b>School</b>		<b>Phase</b>	
<b>Headteacher and email</b>		<b>Deputy Headteacher and email</b>	
<b>Chair of Governors and email</b>		<b>SENDCo and email</b>	
<b>Standards and Excellence Partner (SEP)</b>		<b>Regional Lead for Education (RLE)</b>	
<b>Name of external adviser used for Headteacher Performance Management</b>		<b>Engaged in the Suffolk Learning and Improvement Network (SLIN) peer review</b>	
<b>Type of school</b>		<b>Current Ofsted judgement and date</b>	

<b>School's vision</b>	
<b>1. Continuous conversation - summary of the school's position and trajectory</b>	
<b>Trajectory to the next Ofsted inspection</b>	
<b>School's view</b>	<b>LA view</b>
<b>Autumn</b> Choose an item.	<b>Autumn</b> Choose an item.
<b>Spring</b> Choose an item.	<b>Spring</b> Choose an item.
<b>Summer</b> Choose an item.	<b>Summer</b> Choose an item.
<b>Trajectory for assessments at the end of the year</b>	
<b>Autumn</b> Choose an item.	
<b>Spring</b> Choose an item.	

<b>Summer</b> Choose an item.			
	<b>Autumn</b>	<b>Spring</b>	<b>Summer</b>
<b>EYFS</b>			
<b>PHONICS</b>			
<b>KS1 READING</b>			
<b>KS1 WRITING</b>			
<b>KS1 MATHEMATICS</b>			
<b>KS2 READING</b>			
<b>KS2 WRITING</b>			
<b>KS2 MATHEMATICS</b>			
<b>KS2 RWM Combined</b>			
<b>PROGRESS</b>			
<b>KS4 En/Ma (5-9)</b>			
<b>EBACC ENTRY</b>			
<b>ATTAINMENT 8</b>			
<b>PROGRESS 8</b>			
<b>KS5</b>			

**School Improvement Engagement Model**

**Autumn** Choose an item.

**Spring** Choose an item.

**Summer** Choose an item.

**School Improvement Priorities**

## 2. Plan for Collaborative Improvement Support

<b>How will the Standards and Excellence support entitlement be used?</b>	<b>Autumn</b>
<b>Support from other teams</b>	<b>Spring</b>
<b>School to school support</b>	<b>Summer</b>
<b>Support the school could offer other schools</b>	<b>Autumn</b>
	<b>Spring</b>
	<b>Summer</b>

## 3. Record of joint work

<b>Date:</b>	
<b>Present:</b>	<b>Visit Type:</b> Choose an item.

**Follow up actions from last visit:**

**Focus of this visit:**

**Summary evaluation/key points, including evidence, that supports this evaluation:**

<b>Next steps:</b>	<b>By Date:</b>	<b>Who?</b>

**Next visit date and time:**  
**Agenda items:**

**Documents linked to the visit that school leaders have chosen to share:**

## School Improvement Engagement Model – Additional Engagement Plan

<b>School:</b>	
<b>Present at meeting:</b>	
<b>Start date for additional engagement:</b>	
<b>Reasons for additional engagement:</b>	
<b>Entitlement of up to 12 hours</b>  Choose an item.  Choose an item.  Choose an item.	<b>Entitlement of up to 24 hours</b>  Choose an item.  Choose an item.  Choose an item.  Choose an item.
<b>Timescales for additional engagement (end date)</b>	
<b>Priorities</b>  ■	



<b>Team around the school</b>			
<b>Name</b>	<b>Job Title</b>	<b>Email</b>	<b>Phone Number</b>

<b>Progress reviews</b>							
Are we on track?							
Date							
Yes/No							
If not on track, summarise reasons:							

**Priority 1**

**The changes we will see (i.e. The difference that actions will make and the impact):**

**Summary progress review**

<b>Actions</b>	<b>Who</b>	<b>When</b>	<b>Progress review RAG</b>

**Priority 2**

**The changes we will see (i.e. The difference that actions will make and the impact):**

**Summary progress review**

<b>Actions</b>	<b>Who</b>	<b>When</b>	<b>Progress review RAG</b>
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**Priority 3**

**The changes we will see (i.e. The difference that actions will make and the impact):**

**Summary progress review**

<b>Actions</b>	<b>Who</b>	<b>When</b>	<b>Progress review RAG</b>

<b>Summary evaluation of progress at the end of the timescale</b>
Date
Present
<i>Completed with the school leaders and any officers involved in the last progress review meeting.</i>

## Glossary

New rows can be inserted, and new terms added.

<b>ADHD</b>	Attention Deficit Hyperactivity Disorder
<b>ADSL</b>	Alternate Designated Safeguarding Lead
<b>AHT/AP</b>	Assistant Headteacher/Assistant Principal
<b>AMO</b>	Assessment and Moderation Officer
<b>ASD</b>	Autistic Spectrum Disorder
<b>ASP</b>	Analysing School performance (government online platform)
<b>BTEC</b>	Business and Technology Education Council
<b>CEO</b>	Chief Executive Officer
<b>CLA/CiC/LAC</b>	Child (Looked After)/Child in Care/Looked After Child (These terms are currently interchangeable)
<b>CoG</b>	Chair of Governors
<b>CPD</b>	Continuing Professional Development
<b>DfE</b>	Department for Education
<b>DHT/VP</b>	Deputy Headteacher/Vice Principal
<b>DSL</b>	Designated Safeguarding Lead
<b>DT</b>	Design Technology
<b>EAL</b>	English as an Additional Language
<b>EBI</b>	Even Better If
<b>ECT</b>	Early Career Teacher
<b>EEF</b>	Education Endowment Foundation
<b>EHCP</b>	Education, Health and Care Plan
<b>EHT</b>	Executive Headteacher
<b>EIF</b>	Education Inspection Framework

<b>ELSA</b>	Emotional Literacy Support Assistant
<b>EWO</b>	Education Welfare Officer
<b>EXS</b>	Expected Standard
<b>EYFS</b>	Early Years Foundation Stage
<b>FFT</b>	Fischer Family Trust
<b>FGB</b>	Full Governing Body
<b>FTE</b>	Full-time equivalent
<b>GCSE</b>	General Certificate of Secondary Education
<b>GDS</b>	Greater Depth Standard
<b>GLD</b>	Good Level of Development
<b>GPS</b>	Grammar, punctuation and spelling
<b>HLTA</b>	Higher Level Teaching Assistant
<b>HoD</b>	Head of Department
<b>HoY</b>	Head of Year
<b>HoS</b>	Head of School
<b>HPA</b>	High Prior Attainment
<b>HT</b>	Headteacher
<b>HTN</b>	High Tariff Needs
<b>IDSR</b>	Inspection Data Summary Report
<b>KS1</b>	Key stage one
<b>KS2</b>	Key stage two
<b>KS3</b>	Key stage three
<b>KS4</b>	Key stage four
<b>KS5</b>	Key stage five
<b>LA</b>	Local Authority

<b>LPA</b>	Low Prior Attainment
<b>MAT</b>	Multi-Academy Trust
<b>MFL</b>	Modern Foreign Languages
<b>MPA</b>	Middle Prior Attainment
<b>MPS</b>	Main Pay Scale
<b>NFER</b>	National Foundation for Educational Research
<b>NGA</b>	National Governance Association
<b>NLE</b>	National Leader in Education
<b>NQT</b>	Newly Qualified Teacher
<b>NPQ</b>	National Professional Qualification
<b>NTP</b>	National Tutoring Programme
<b>PAN</b>	Pupil Admission Number
<b>PE</b>	Physical Education
<b>PEx</b>	Permanent Exclusion
<b>PUMA</b>	Progress in Reading Assessment
<b>PSA</b>	Primary School Accountability
<b>PUMA</b>	Progress in Understanding Mathematics Assessment
<b>PP</b>	Pupil Premium
<b>PSHEe</b>	Personal, Social, Health and Economic education
<b>QA</b>	Quality Assurance
<b>QLA</b>	Question-Level Analysis
<b>QTS</b>	Qualified Teacher Status
<b>RAG</b>	Red, Amber, Green
<b>RE</b>	Religious Education
<b>RLE</b>	Regional Lead for Education

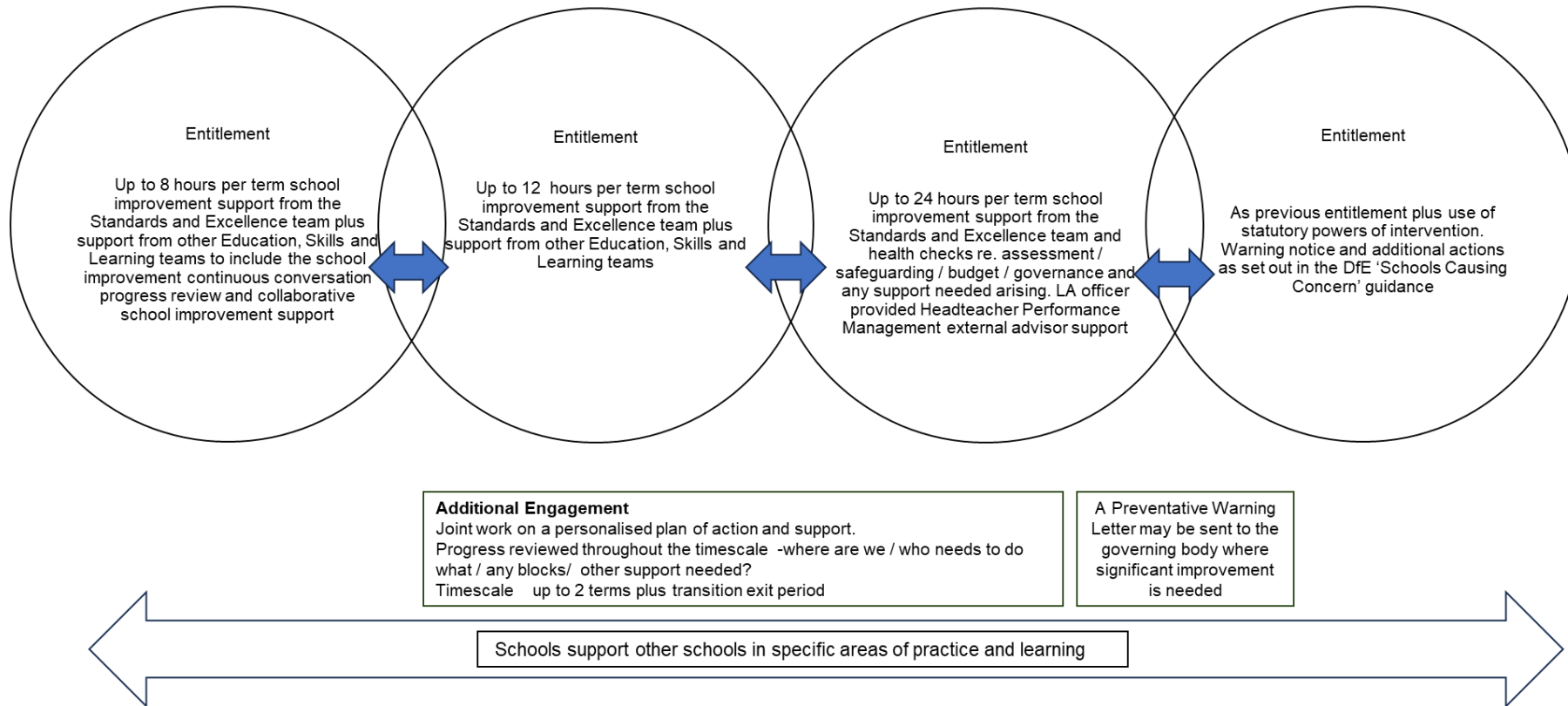
<b>RSE</b>	Relationships and Sex Education
<b>RWM</b>	Reading, Writing and Mathematics
<b>SDP</b>	School Development Plan
<b>SASH</b>	Suffolk Association of Secondary Headteachers
<b>SATs</b>	Statutory Assessment Tests
<b>NESTT</b>	Norfolk, Essex and Suffolk Teacher Training
<b>SCR</b>	Single Central Register
<b>SEF</b>	Self-Evaluation Form
<b>SEND</b>	Special Educational Needs and Disabilities
<b>SENDCo</b>	Special Educational Needs and Disabilities Coordinator
<b>SEP</b>	Standards and Excellence Partner
<b>SES</b>	Specialist Education Services
<b>SIAMS</b>	Statutory Inspection of Anglican and Methodist Schools
<b>SIMS</b>	School Information Management System
<b>SLE</b>	Senior Leader in Education
<b>SLIN</b>	Suffolk Learning and Improvement Network
<b>SLT</b>	Senior Leadership Team
<b>SPHA</b>	Suffolk Primary Headteachers Association
<b>STEM</b>	Science, Technology, Engineering and Mathematics
<b>TA/LSA</b>	Teaching Assistant/Learning Support Assistant
<b>TLR</b>	Teaching and Learning Responsibility
<b>TT</b>	Target Tracker
<b>UPS</b>	Upper Pay Scale
<b>VA</b>	Voluntary Aided
<b>VC</b>	Voluntary Controlled



<b>VCoG</b>	Vice Chair of Governors
<b>WTS</b>	Working Towards the Standard
<b>WWW</b>	What's Working Well

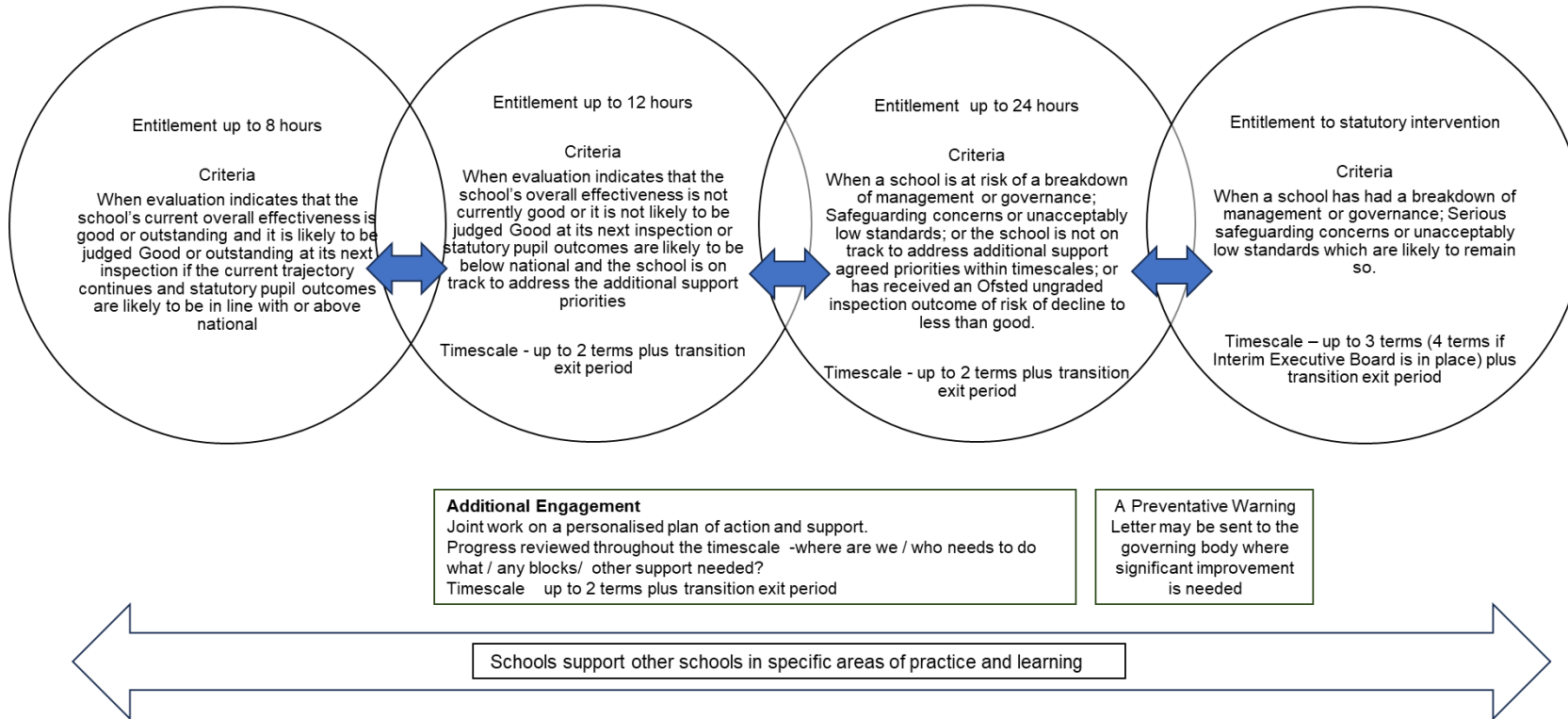
# School Improvement Engagement Model - LA maintained schools and Education, skills and learning

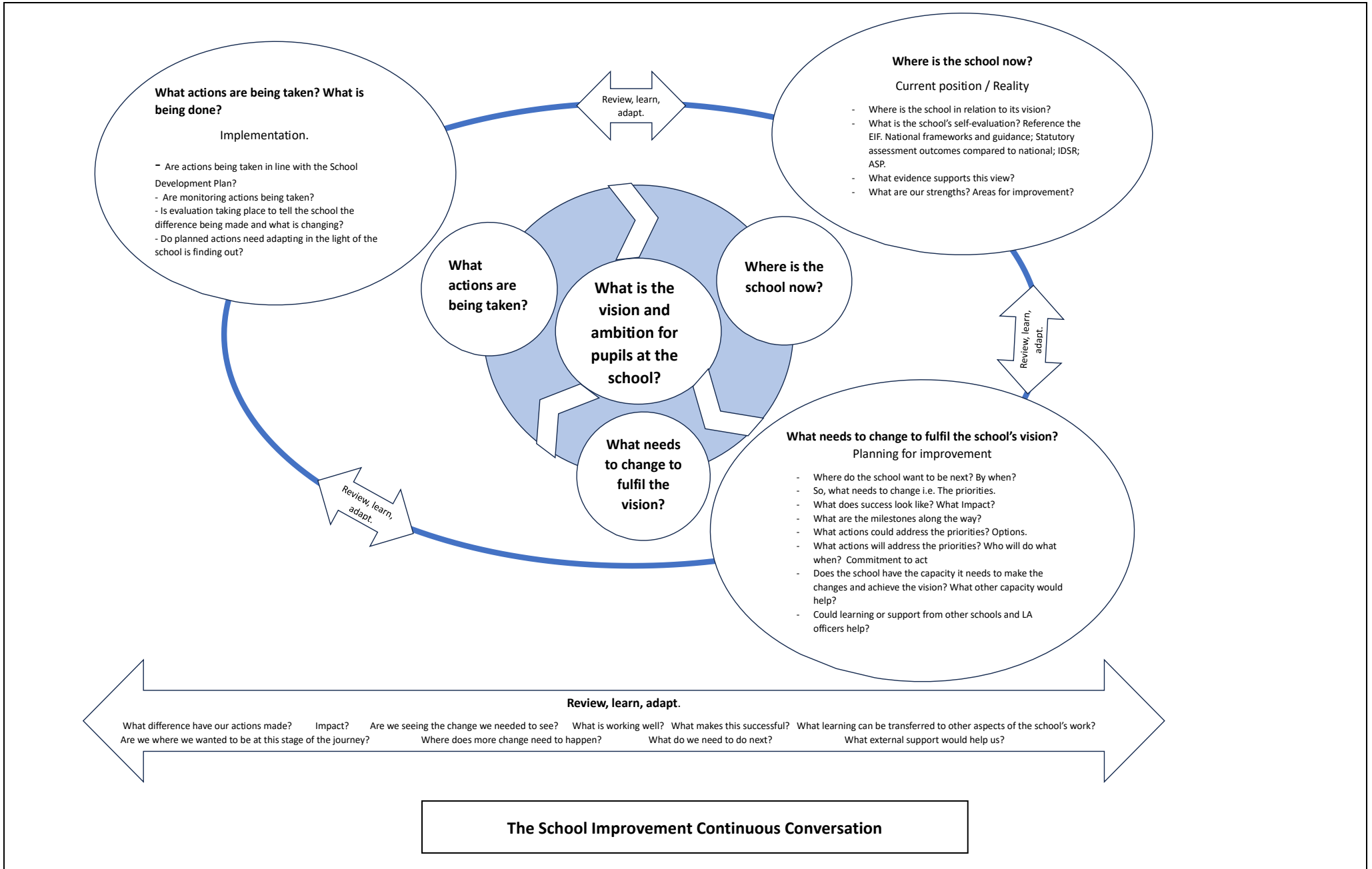
## Entitlement



School Improvement Engagement Model - LA maintained schools and Education, skills and learning

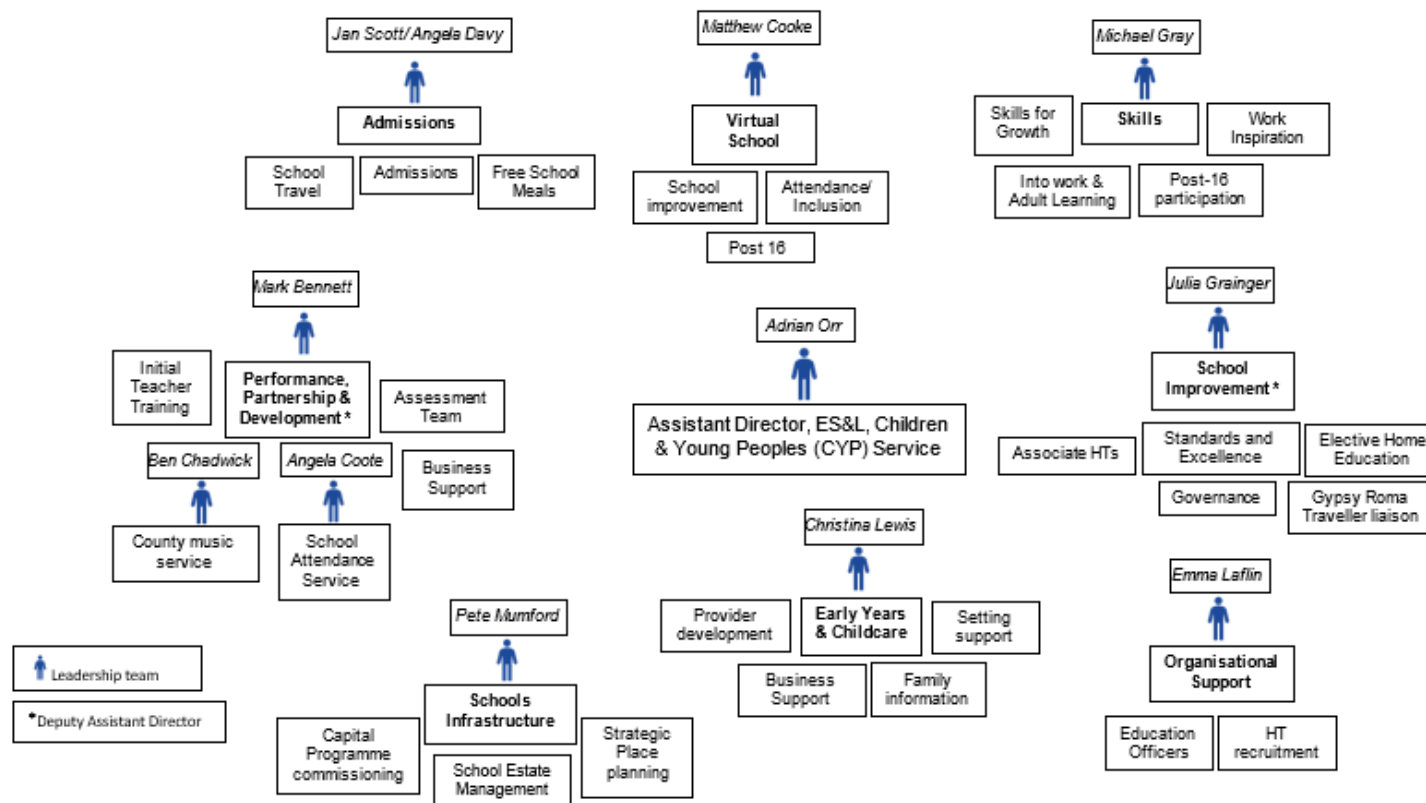
Criteria





# Appendix 2–‘Who’s Who’ and contact details

## Education, Skills & Learning (ES&L) Leadership and Team Structure (January 2024)



# The Standards and Excellence Team – Regional Leads for Education and Standards and Excellence Partners



Julia Grainger  
Head of School Improvement



Nymone DaCosta Jones  
Regional Lead  
for Education



Leigh Foster  
Regional Lead  
for Education



Simon Norddiffe  
Regional Lead  
for Education



Sally Swann  
Regional Lead  
for Education



Gill Larkin  
Regional Lead  
for Education



Russell Clark  
Standards and  
Excellence Partner



Tom Cooper  
Standards and  
Excellence Partner



Martin Laver  
Standards and  
Excellence Partner



Gema Emiabata  
Standards and  
Excellence Partner



Nicola Willis  
Standards and  
Excellence Partner



Ruth Symington  
Standards and  
Excellence Partner



Paula Groombridge  
Standards and  
Excellence Partner



Rebecca Jackson  
Standards and  
Excellence Partner



Alun Davies  
Standards and  
Excellence Partner



Stuart Wainwright  
Standards and  
Excellence Partner

Kim Cook  
Standards and  
Excellence Partner



**Suzy Joyner**  
Interim Executive Director  
of Childrens Services  
Suzy.Joyner@suffolk.gov.uk

## Key Contact Information For Suffolk School & Setting Leaders



### Education Skills and Learning (ES&L) Leadership Team

Adrian Orr 01473 264709 Assistant Director- Education Skills and Learning	Mark Bennett 07921494617 Head of Performance, Partnership and Development	Julia Grainger 07595 091173 Head of School Improvement	Jan Scott/Angela Davey 01473 264657/01473 260978 Senior Education Officer (Admission & School Travel)	Christina Lewis 01473 265360 Head of Service Early Years and Child Care
Pete Mumford 01473 260767 Head of School Infrastructure	Michael Gray 07740422921 Head of Skills	Emma Laffin 01473 263964 Head of Organisational Support	Matthew Cooke 01473 260729 Head of Virtual School	Ben Chadwick 01473 265197 Head of County Music Service

Worried that a child or young person is at immediate risk of abuse, harm or neglect? Call Customer First on **0808 800 4005** (24 hour service free from landlines and most mobiles) or contact the Multi-Agency Safeguarding Hub (MASH) on **0345 6061499**

**Academisation, infrastructure and school closures:**  
Pete Mumford 01473 260767  
**Admissions:** Jan Scott 01473 264657  
**Assessment:** Mark Bennett 01473 264192  
**Attendance and Welfare:** Sharon Everitt (West and North Suffolk) 01473 265348, or 07843344227  
Victoria Winter (Ipswich and South Suffolk) 01473 265722 or 07850882297  
**County Music Service:** Ben Chadwick 01473 265197  
**Elective Home Education (EHE):** Lindsay Last 01473 264177  
**Free School Meals:** Jan Scott 01473 264657

**Governance:** Veronica Mwendela 01473 265987  
**HR Enquiries:** 03456 066 046  
**IT Helpdesk:** 01473 265555  
**Moderation:** Kathryn Roper 07595091940  
**School complaints/critical incidents and well-being:** Emma Laffin 01473 263964  
**Safer in Schools Strategy:** Matthew Cooke 01473 260729  
**Skills Team:** 01473 263 969  
**Traveller Liaison:** Katie Magill 01473 264157  
**Virtual school for Children in Care:** Matthew Cooke 01473 260729

**Standards and Excellence Team**  
**Head of School Improvement:** Julia Grainger 07595091173  
**Regional Leads for Education:**  
Gill Larkin (Ips) 07850908586  
Leigh Foster (C&S) 07702624474  
Nymone DaCosta-Jones (N) 07920466309  
Sally Swann (W) 07874634479  
Simon Nortcliffe (C&MS) 07595091846  
**Ips- Ipswich; C&S- Central & South; N- North; W- West; C&MS- Coastal & Mid-Suffolk**

**Inclusion/SEND**  
**Assistant Director Inclusion:**  
Ros Somerville 01473 264817  
**Head of SEND Service:** Fran Alexander 01473 260753  
**Deputy Head of SEND:**  
Lucy Jacobs 01473 263643  
**Headteacher Specialist Education Services (SES):**  
Izzy Connell 01473 264937  
**Deputy Headteachers (SES):**  
Sally Blackman 01473 264821  
Maria Hough 01473 260394  
**Head of SEND Funding and Provider Services:** Gemma Morgan 01473 260519  
**Inclusion Support Line:**  
01473 265502  
[localoffer@suffolk.gov.uk](mailto:localoffer@suffolk.gov.uk)

**Early Help Team**  
To discuss submitting a CAF please contact the appropriate local Early Help team:  
Bury St Edmunds: **07702 517340/07793 658748**  
Forest Heath: **01284 758194**  
Haverhill: [CYPEarlyHelpHaverhill@suffolk.gov.uk](mailto:CYPEarlyHelpHaverhill@suffolk.gov.uk)  
Central: **01449 745155**  
South Suffolk: [CYPEarlyHelpSouthSuffolk@suffolk.gov.uk](mailto:CYPEarlyHelpSouthSuffolk@suffolk.gov.uk)  
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Ipswich West: **07872 424442**  
Ipswich North East:  
[CYPEarlyHelpIpswichNorthAndEast@suffolk.gov.uk](mailto:CYPEarlyHelpIpswichNorthAndEast@suffolk.gov.uk)

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Lowestoft and Waveney: **01502 674636**

**NB: If you have any Safeguarding concerns, please continue to use the MASH Consultation line (03456 061 499) and Customer First (0808 800 4005) as usual.**

Suffolk Learning Website: [suffolklearning.com](http://suffolklearning.com)

**Finance:** Mike Quinton 01473 265596  
**Health and Safety Advisor:** Nina Bickerton 01473 260399  
**Property:** Nadine Coleman 01473 265147  
**School Nursing Lead:** Tara Saunders 07415799474  
**School Travel:** Julie Mitchell 01473 265330  
**Safeguarding/MASH:** 0345 6061499  
**Suffolk Family Information Service:** 03456 080033/[childcare.planning@suffolk.gov.uk](mailto:childcare.planning@suffolk.gov.uk)  
**Teacher Recruitment:** 0300 123 1420

[Inclusion Support Line Advisers](#)

[SEND Family Services Contact Sheet 2023](#)

# Appendix 3- FAQs

- What has changed from the previous way of working?  
The new model sets out precise entitlements to school improvement support based on clear evidence-based criteria. The previous 'High Level Action' model is replaced with the 'School Improvement Engagement Model.'
- How will we 'decide' which entitlement meets our school's needs?  
School leaders will be able to use their evidence and have discussions with SEP/RLE based on the entitlement criteria.
- Will the model be flexible to respond to any changes in the Ofsted framework?  
Yes, the Engagement Model will be kept in line with the current Ofsted framework.
- What if I want additional time?  
School leaders can discuss the needs of the school with the SEP/RLE and the school's position and entitlement within the engagement model.
- How often would the entitlement be reviewed?  
As part of the continuous conversation this is an ongoing discussion based on evidence and can be reviewed at any time.
- What services / teams could school leaders work with as part of the 'Collaborative Improvement Support?'  
Some examples of support are set out in the 'menu' within the booklet.
- Does this model enable school leaders to make decisions about the support they need?  
This model reflects the autonomy of school leaders in leading their schools. It also enables the LA to fulfil its statutory responsibilities. School leaders and the officers working with the school will work in collaboration to ensure the school is able to access the support it needs.
- Could schools approaching Ofsted be offered additional support?  
The School Improvement Engagement Model is designed to provide a personalised service. Where the school is in terms of its next inspection, the trajectory for it and actions needed to secure an accurate and best outcome, would be part of the support. This and support coming out of that discussion, would be personalised to meet the needs of the school.
- Do schools have to 'use up' the whole entitlement of hours?  
No, the entitlement is 'up to' the number of hours. Support is discussed and agreed based on each school's requirements. This will be flexible.



- What will happen if I don't agree with the SEP which entitlement meets my school's needs?  
The SEP and the school leaders will look at the evidence together to achieve a shared understanding of which entitlement best meets the school's needs.
- What is a Preventative Warning letter (PWL)?  
A PWL is a letter written to the governing body where there is a risk of the school meeting the criteria for statutory intervention as set out in the DfE School's Causing Concern guidance. The PWL sets out evidence based concerns and asks the governing body to share their plan for addressing the concerns. The PWL is not shared beyond the school and the LA.
- How much time will be spent on the school improvement continuous conversation?  
All aspects of the work form part of the school improvement continuous conversation. The entitlement has been calculated to ensure all schools will be able to use part of the allocated time for joint work to address the school's priorities if they would like to. It will be reviewed termly.
- Can a school change circles termly based on internal data?  
Yes, whilst each entitlement level has a recommended length of time associated, there is no defined timescale for change; this will be regularly reviewed and changed based on all evidence available.