



Hampshire  
County Council

Improvement and  
Advisory Service

SERVICES FOR SCHOOLS

# Leadership and Learning Progress Review Programme 2024/2025

Primary

# Primary Leadership and Learning Progress Review (LLPR) Programme 2024/2025

## 1. Introduction context and purpose

The Local Authority (LA) is in a partnership with **all** schools to secure the very best education for every child. We have a shared vision for education in Hampshire:

- committed to providing a broad, relevant, and exciting curriculum
- focusing on performance in core subjects as enabling knowledge and understanding and as a passport to children's future lives
- fostering social skills
- building a fully inclusive culture in which all our children learn to be and to belong
- playing our part in making sure that children have an enjoyable and memorable childhood.

2. The LLPR process places at its core the lived experiences of all children in their educational setting. It seeks to enquire into the school's impact on the education of all children, and that must always include consideration of the experience of the more vulnerable, disadvantaged, children with special educational needs and disabilities (SEND), those known to social care and other priority groups within the school.

Underpinning the LLPR process are the following agreed principles of inclusion:

- the entitlement of every child and young person to receive a good education that enables them to maximise opportunity and success in learning and life, irrespective of need, prior attainment, background or circumstance
- strong pathways for every child and young person into further education, training, employment and independent living
- successful and fulfilling participation in society, economic prosperity, good physical and mental health
- access for every child and young person to suitable, high-quality provision, which meets diverse need and diminishes barriers to participation and engagement
- equity of access and onward life chances; those who need something more or something different in order to realise this ambition do receive something more or something different
- a rounded education for every child and young person; each having access to and benefiting from a breadth of experience and cultural capital
- a strong commitment to early intervention and prevention to tackle, diminish or avert potential barriers to success
- a strong commitment to partnership working which actively seeks and values the contributions of parents/carers and children and young people
- a happy and memorable childhood for all.

3. The relationship with schools is based on a shared vision of excellence in which we work together to help every school become highly effective, so that all pupils, including the more vulnerable and disadvantaged, achieve the opportunities, provision and outcomes they need to flourish and succeed – now, and in the future. The LA and schools have said that they value the annual LLPR visit in a range of ways, including the value that the

external support and challenge brings to school improvement. Our LA school improvement service is well regarded and accessed by schools in Hampshire and beyond. We strive to develop and maintain this relationship based on a number of key characteristics detailed below.

A **strong respect** for and belief in schools' self-determination and autonomy.

A **commitment** to support and challenge all schools to help them achieve their ambitions for the young people and communities that they serve.

A **duty** to prevent schools from failing and to intervene effectively to this end.

**Prioritising our work** so that schools rapidly secure improvements where they are in danger of low standards or not yet judged by Ofsted to be good or outstanding.

A **promise** of appropriate support if schools find themselves in difficulties.

An **understanding** of the power and importance of schools helping to improve other schools.

A **belief** that jointly developing good practice across the system can bring benefit to all, coupled with the knowledge that in our schools we have some of the very best leaders, teachers, practitioners and governors in the country.

A **conviction** that developing the thinking of leaders, teachers and practitioners can have a direct impact on the thinking and progress of the children that they work with, and that this is the way in which new and innovative ways of working emerge.

A **pledge** that we will act as champions of pupils, parents and the pursuit of excellence in all its forms.

An **unwavering focus** on the most vulnerable children and young people in our society, including children in care, children in receipt of Pupil Premium (PP), children open to social workers and children who have SEND.

The **harnessing** of leadership capacity for the improvement of the whole system.

4. These characteristics are based on the rich and successful track record of the partnership that has grown in Hampshire over many years. The LLPR is a process that is vital to the relationship with schools. Its key purposes can be summarised as:
  - a) to promote a culture that challenges and inspires thinking, recognises successes and encourages focused improvements and disciplined innovation
  - b) to ensure the LA and all schools are effective in meeting the changing needs of pupils in our society
  - c) to create strong and effective working partnerships that ensures the right action is taken at the right time for all our children, staff, schools and school communities to thrive and be successful
  - d) to identify schools who might be in need of extra support to secure standards or the quality of provision so that LA support is allocated effectively to develop capacity
  - e) to 'hold up a mirror' to the school to encourage reflection and support robust school self-evaluation.
  
5. The 2024/2025 LLPR programme for primary schools builds on previous iterations. This year it is focused on the teaching and its impact on the learning, including of vulnerable groups. It will include a follow up discussion from the vulnerable pupil visit last year.

## 6. Key features and outcomes of the LLPR

The LLPR process has the following main elements:

- a) **a Leadership and Learning Partner (LLP)** for every school – that will be a suitably qualified and experienced school improvement professional
- b) **an annual visit or programme of LLP activities**
- c) **a key area for enquiry based on teaching and learning** capturing aspects that may be examples of strong practice or where there is potential risk to the school's success
- d) **a succinct and accessible LLPR report** that clearly identifies whether the school needs further LA support and includes agreed priorities for action
- e) an agreed evaluation of capacity - this will be considered in relation to the circumstances and challenges that the school faces at the time of the LLPR
- f) **support and intervention** for those schools that need it most, fulfilling the LA's statutory obligation.

## 7. Differentiation of LLPR programme

The annual programme of LLPR visits will reflect the differing school improvement contexts of schools. The LLP and headteacher will consider this in agreeing the focus of the LLPR and the activities that are planned. In broad terms, there are three main contexts that will shape the visit:

- in schools where there is **a likely need for significant LA support**, for example recently judged by Ofsted to require improvement (RI) or in a second year of LA support, the LLPR visit will be part of an overall LA strategy to support rapid improvement; the LLPR process will be used to summarise the school's improvement journey to date and review the impact and focus of the LA support
- in schools where there has been **a successful programme of LA support**, for a period of at least two years, and the school is no longer requiring this support, the school will be allocated two visits to embed the impact of support. One of these days will be an LLPR visit
- in all other schools, **not currently or recently supported**, the LLPR will typically be a single focused visit.

## 8. The outcomes from the LLPR process include:

- a) an evaluative visit that **adds value to school leaders' thinking and clarity of purpose and action**
- b) **a view of the school's capacity for sustainable improvement**, set in the context of the particular circumstances and challenges it faces, for school leaders, the school's governors and the LA.
- c) **a summative, evaluative, clear, short and accessible report** that highlights particular features of the school's provision and its impact on the education of all children
- d) **identification of the level of resource to be deployed by the LA, and complemented by the school's own resources**, differentiated according to the school's challenges in relation to the prevailing Ofsted judgement, the performance of current pupils, the school's capacity to address its most important priorities and the current trajectory of improvement.

## 9. Annual LLPR process

There are three main elements to the process:

- a) an annual **risk analysis** conducted for all schools within a district by the school improvement manager (SIM), including a review of end of key stage attainment data and other sources of specific school or district level information available to the SIM
- b) the **core element** of the programme delivered through the annual LLPR leading to a concise report
- c) **reference to additional activities or support** to be commissioned by schools and/or the LA, to support, extend and enrich through further visits by the LLP or other LA staff.

## 10. Annual risk analysis

Each SIM will review the overall performance of the district and the performance of individual schools. Whilst the vast majority of schools will not be *at risk*, it is important that the LA resource is prioritised to support the schools whose needs are greatest.

11. The **review of overall district performance** uses the most recent and available data, for all schools (including academies), particularly focusing on reading, writing and mathematics (RWM) combined at Key Stage 2 (KS2) and considering vulnerable groups. This will include consideration of attendance, suspension / exclusion data and reduced hours provision. The analysis will be used to identify specific strengths and improvement priorities across the district. It will be shared with the County Education Manager (CEM) Early Years and Primary and will be used to inform wider county or district strategies when appropriate.

12. The district review of performance will be used to identify schools where there appears to be a need for accelerated improvement. The results of this review will be communicated to the CEM (Early Years and Primary) and the relevant LLP. In some cases there may be an urgent need for improvement in order to arrest decline or tackle concerns to children's well-being, inclusion or outcomes or where there is the threat of an adverse Ofsted evaluation at the next inspection. A school will be identified *at risk* if one or more of the following is in evidence:

- a) there is significant underperformance in pupil outcomes either currently or over time using the key measure of RWM combined at KS2 and phonics outcomes at Key Stage 1 (KS1)
- b) there is significant underperformance for vulnerable and disadvantaged pupil groups, including children known to social care, those in receipt of PP, those with SEND, that raises concerns about the quality or consistency of provision in the school
- c) there are concerns about inclusion as evidenced by high levels of suspension or exclusion, low attendance, high persistent absence and high numbers of pupils receiving reduced hours provision for long periods
- d) there is perceived to be a risk of an adverse Ofsted outcome within the next year or the school is showing insufficient impact against priorities identified by Ofsted or the LA
- e) there are indications of a culture or other risk that may adversely affect pupils' inclusion, safety or well-being
- f) there is evidence of significant issues affecting the leadership and management capacity of the school
- g) the school has been in receipt of LA support and has shown little sustained improvement
- h) the curriculum is not embedded or consistently applied and children's knowledge is therefore weak in some areas

- i) there are issues in the school's self-evaluation or school improvement processes that could lead to an inaccurate view of the school's position
  - j) the school is evaluated by Ofsted to RI or be inadequate
  - k) the school's professional development programme is insufficiently targeted and failing to impact on practice.
13. As a result of the LA risk assessment, which is both an annual and an ongoing process, the SIM or LLP may contact a number of specific schools to discuss any issues that have been highlighted. The purpose of the discussion is to agree what actions might be taken to address any unresolved issues or where the school's current capacity for improvement may need further support from the LA. This may include:
- a) a visit to the school by the SIM or LLP
  - b) an early LLPR visit by the LLP or other relevant professionals
  - c) an appropriate bespoke package of support that will secure rapid improvement
  - d) a visit to the full governing body to ensure that the school's context is understood fully, and any urgent action is taken collectively
  - e) where there are concerns about the performance of academies, the LA will contact the school to discuss them and also contact academy trusts, sponsors and the Regional Director.
- 14. Core elements of the LLPR programme**
- The LLPR will take the form of at least one visit per year. This LLPR programme will be funded for schools maintained by the LA, although schools may wish to commission time for further activities. For other schools (eg academies and schools in other LAs) this, or an adapted, LLPR programme can be purchased.
15. Prior to any discussions with the school, the LLP should be well informed about the school's previous performance and context. This includes the findings in the previous Ofsted report, findings raised in reports of visit by Hampshire Improvement and Advisory Service (HIAS) inspectors, the school's overall performance and areas of significant strength and/or weakness, the performance of vulnerable pupils over time, any information relating to suspension or exclusion, and any concerns raised by the SIM through their risk assessment process.
16. The overwhelming majority of Hampshire schools are judged by Ofsted to be good or better. The LLPR visit should help the school, at the very least, remain good and secure planned improvements. Some schools might face risks which if not addressed will cause the quality of provision to decline (as detailed in paragraph 12). Engaging with schools about these risks will help them to address them in a timely manner.
17. Data will be used as a starting point for discussions with schools, particularly the key measure of RWM combined at KS2 and phonics at Year 1. Headteachers will be evaluating their performance and implications going forward for 2025, the LLP will engage in this discussion and explore lessons learnt and next steps. LLPs will work with the school to understand the expectations of performance in statutory assessments in 2025.
18. When evaluating standards, it is important to link them to classroom processes, the curriculum and their oversight. This should form a key part of the LLPR as it is in these areas that the developments that will lead to improvement are most likely to be found. In some cases, helping schools to read any early warning signs will be an important component of the process. By balancing risks, capacity and the school's current performance it will be possible to identify whether the school a priority for LA support.



19. Currently, not enough children in vulnerable groups perform as well as they might across Hampshire. As this is an LA wide issue, this area needs to be a central thread in the LLPR for all schools. We need a system that is good for all children.
20. In large schools, it may well be beneficial for the LLP to work with another inspector in undertaking the visit. This will enable a wider evidence base to support school improvement. It also provides the opportunity to use an inspector with specialist knowledge that links to a school improvement priority. Any such arrangements will be agreed between the SIM and the headteacher well in advance of the visit.
21. To further inform the visit it is helpful if the school shares with the LLP its self-evaluation judgements, an overview of the evidence that has been used to reach those judgements, the school's predictions of future outcomes for all pupils, including the vulnerable pupil groups and the school improvement plan.
22. **Focused enquiries are key to the LLPR.** These are often posed as questions. This will create a bespoke visit that reflects the teaching and learning enquiry focus through a lens that is agreed with the school in advance of the visit. **In 2024/25 the LA focus is:**  
  
**How strong is teaching as evidenced by its impact on the learning, including vulnerable groups?**
23. The following areas will be woven throughout the process:
  - a) consistency of curriculum impact (as experienced by all children) as evidence of the quality of teaching and other features of implementation of the curriculum
  - b) consistency of standards of attainment (previous and expected trajectory) for all children
  - c) inclusion - prevailing culture and specific impact on most vulnerable children
  - d) leadership of improvement priorities and maintaining/developing sustainable capacity
  - e) self-evaluation and strategy including governance.
24. Each LLPR visit will include a brief 'look' at safeguarding. This is not intended to be a safeguarding review or exhaustive evaluation, more a dip into an element of safeguarding. This will help shape a discussion with the leadership about safeguarding in the school in general.

## LLPR Day Planning

25. Not less than a week before the visit, the headteacher and the LLP should negotiate and agree the format, timings and the nature and order of activities planned for the visit. It is anticipated that the LLPR day will be on site for no less than five hours and maybe more depending on the size of the school and the agreed areas to be covered.

### **Activity 1: Discussion with the leadership of the school about standards, teaching and learning and the curriculum.**

26. The starting point for this conversation is how well do the leaders know the school. This should include a discussion about teaching and learning, standards and the curriculum. This should include areas for development and the plans in place to address these improvement areas.

The purpose of this discussion is to:

- gain an understanding of the headteacher's views about the strengths and areas for development in teaching and learning
- discuss the school strategy for improving teaching and learning
- explore pupil outcomes particularly RWM combined at KS2 and phonics at Year 1, the headteacher's analysis and planned future actions including vulnerable groups
- explore expected outcomes in 2025, particularly at KS2 in RWM, in phonics and for vulnerable groups
- discuss the school's curriculum, how it has been developed and any particular areas of strength or for further development
- identify any risks to continued improvement
- discuss progress against the LLPR actions of the previous year and Ofsted areas for improvement if the inspection was in the last three years
- Explore the school's professional development programme and the impact of this programme on practice.

This discussion will also be an opportunity to follow up on progress since the vulnerable pupils visit.

This conversation should be held with the headteacher and any members of the senior team who might provide helpful information.

### **Activity 2: Practical evaluation of teaching and learning**

27. The learning walk is at the heart of the process. The visit is focused on teaching and learning. Activities must include visits to classrooms but may also include discussions with children, adults and/or work samples. The focus is on the learning of all pupils. The learning walk may hone in on a particular year group or a cross section or may be across the whole school. The learning of the vulnerable groups will always be part of this process. The delivered curriculum will be explored as part of the learning walk.

The negotiated school focus comes into play as part of the learning walk. An effective learning walk will provide evidence to deepen and enhance the discussions held in Activity 1. It may also be helpful to hold discussions with teachers as part of this activity, depending on the agreed focus and the school's ability to release staff.



### Activity 3: Governance

28. Governors are a key part of the LLPR process, they are the key body challenging and holding the school to account and it is essential they have an accurate view of their school. This activity should be a discussion with at least one, but hopefully several governors.

- How well do governors know the school?
- What evidence do they use?
- How do governors offer challenge around pupil outcomes?
- How do the governors know safeguarding is effective?

If governors are unable to attend, this area will be evaluated through a review of governing body minutes and headteacher reports to governors.

### Activity 4: Safeguarding

29. It is schools' statutory responsibility to manage safeguarding effectively. The LLPR will include a brief look at an agreed element of safeguarding to dip into the school's practices that will inform a wider discussion with the leadership about safeguarding.

### Activity 5: Summary Discussion

30. This should summarise the findings of the visit, explore any risks to continued progress, agree key actions for improvement and determine if the school is a priority for LA support in the next year. The summary discussion should include at least one representative of the governing body.

The discussion should explore how the findings from the morning fit with the school's self-evaluation document and improvement plan priorities.

The findings must include the school's strengths and areas for further development. If there is a risk to the school maintaining a good or better judgement at their next inspection this should be made clear.

### Priority for Support

The list in paragraph 12 can be used as a guide alongside evidence from the visit to determine if the school will require additional LA support. If this is the case it needs to be made clear in the report and the reasons why the school needs LA support should also be detailed. In making this decision the capacity in the school should be weighed against the risks and challenges facing the school.

### 31. Reporting and identification of additional/follow-up actions

Shortly after the LLPR visit, the LLP will draft a report that will include reference to:

- **Context:** Activities that were undertaken during the visit and any relevant contextual information
- **Commentary:** The main body of the report will be in succinct prose with clear **summative, evaluative** statements, **selectively** referencing the evidence that exemplifies the impact of education on all children and any particular strengths or risks.
  - i. specifically highlight any areas of provision that, represent significant risks (including to maintaining the current Ofsted inspection grade)
  - ii. aspects of the school's provision that are particular and evidenced strengths

- iii. the quality of teaching and learning and the impact of this on all learners
  - iv. consistency of standards of attainment including groups and any risk this presents, capture expected outcomes for 2025 in RWM at KS2 and in phonics and be clear if standards need to improve
  - v. the prevailing culture of inclusion as relevant
  - vi. the impact of leadership (including governance) and the capacity for future improvement including the robustness of plans and the quality of self-evaluation
- **Summary of main findings:** This paragraph should briefly summarise any particular strengths or risks and include a clear statement about whether or not the school is a priority for LA support. The priority judgement weighs the capacity against the risks. If the school is a priority for LA support the areas of concern need to be laid out clearly in this section.
  - **Actions:** These will be drawn from the commentary and will identify the key areas of children's educational experience and achievements that are priorities for improvement, the degree of urgency and the most important steps that the school plans/needs to take first.
32. **The report will be made available** to the headteacher, governing body, SIM and other HIAS staff supporting schools and is intended to provide a prompt for appropriately focused further evaluations, actions and improvements to benefit the children of the school. **We expect that governing bodies will arrange for an agenda item based on the LLPR at a meeting of the full governing body at an appropriate time at least annually.**