Nottinghamshire County Council

Education Improvement Service

School Improvement Strategy

March 2014

Education Improvement Service

School Improvement Strategy for Schools Causing Concern

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Nottinghamshire School Improvement Strategy

Section 1 – Strategy Overview

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Introduction and Context

This document aims to:

- provide guidance for school leaders, education improvement advisers (EIAs) and other LA school improvement professionals on respective roles and responsibilities in engaging with or providing appropriate support and challenge for LA maintained schools requiring improvement or causing significant concern
- summarise Nottinghamshire local authority's (LA) response to the provisions relating to 'Schools Causing Concern' (SCC) in Part 4 of the Education and Inspections Act 2006, the Education and Adoptions Act 2016 and the DfE Statutory Guidance on 'Schools Causing Concern' last updated March 2016 and which came into force on 18 April 2016 and which can be found at: https://www.gov.uk/government/publications/schools-causing-concern--2

Schools are responsible for their own improvement. The LA has a responsibility to challenge underperformance in all schools and academies, to identify underperforming schools and schools causing concern at an early stage and to take appropriate action to bring about rapid improvement in LA maintained schools.

The Role of the Regional School Commissioner (RSC)

The RSC is responsible for addressing underperformance in academies but also has a role in respect of schools eligible for intervention under the terms of the DFE statutory guidance on schools causing concern, March 2016. These schools include those judged inadequate by Ofsted, those schools which fall within the definition of coasting and those schools which have failed to comply with a warning notice. RSCs can also issue a warning notice to LA maintained schools (see section 5 in the Nottinghamshire School Improvement Strategy Guidance for further information).

LAs are expected to:

- monitor the performance of all schools regardless of their form of governance
- challenge under-performance or other concerns about school effectiveness in LA maintained schools
- broker/commission support and intervene in cases of failure in LA maintained schools
- issue a warning notice to any LA maintained school which fails to respond to LA support and intervention
- raise any concerns regarding the performance of academies with the Regional Schools Commissioner
- facilitate the conversion of inadequate schools into academies

In discharging its responsibilities, the LA will:

- use all available data and local intelligence together with any Ofsted judgements to undertake its risk assessment, and keep this under review
- work in partnership with Teaching School Alliances and National Leaders of Education (NLEs) to consider a range of possible support solutions that include:
    - school-to-school partnerships, including NLEs, Local Leaders of Education (LLE) and the skills and expertise present in other effective and rapidly improving schools
    - networking opportunities
- directly provide or commission a sold service programme that responds to the identified improvement needs

- support governing bodies to consider a range of leadership and management/structural solutions as appropriate including executive head teachers, support for collaborations or federations and academy conversions

Overview

The Nottinghamshire Schools' Policy aims to ensure that every school in the county is at least a good school. At the heart of our school improvement strategy is a commitment to working with schools, Teaching Schools (TSAs), National Leaders of Education (NLEs), National Leaders of Governance (NLGs) Local Leaders of Education (LLEs), Partnership Leaders, Nottinghamshire Support Governors and other education providers to promote and secure:

- effective leadership and governance in all schools
- enhanced capacity to secure sustained and continued improvement
- effective collaborative working to support all children and families
- the development of self-improving schools
- the identification and dissemination of effective practice
- safe schools with fair access
- affordability and value for money
- good levels of attainment and achievement for all young people

Local Authority (LA) approach to securing school improvement

- Whilst the LA does not have day to day engagement with all of its schools it nevertheless maintains an overview of school effectiveness using the following risk assessment methods:
  - an annual review of data for all maintained schools
  - a termly meeting of key services to capture any additional concerns about all schools
  - the outcomes of recent Ofsted inspections or monitoring visits
  - any other field knowledge

- These activities are used to identify:
  - the degree of risk the school presents in failing to provide a good standard of education
  - where school to school partnership support is required, including from TSAs, NLEs or LLEs
  - other factors that significantly affect school leadership and management capacity, including governance, to lead improvement in the short or medium term
  - the areas for development within the sold service offer to all schools and academies

- Data from all schools causing concern, including academies, is used to challenge leaders, governing bodies and academy sponsors in order to bring about rapid improvement

The Universal support offer

All Nottinghamshire schools have access to LA support through a range of services including

- Education Improvement Service (EIS):
  - termly headteacher briefings
  - statutory Assessment support for Early Years, Key Stage 1 and Key Stage 2
  - access to a range of LA courses, networks and conferences including Early Years, Post 16, Assessment, Closing the Gap, Literacy and a range of other leadership support (See www.nottinghamshire.gov.uk/cpd).
- Governor Services:
  - a clerking service
  - a telephone helpline, giving specialist advice from experienced governance officers

- o an audit of governing body development needs/Governance reviews
- o a core training offer including Termly Headteacher/Chair Briefings and bespoke training packages
- o access to model documents, school policies, good practice guides and briefing papers, including twice termly newsletter and staff and parent governor model election procedures
- o leadership and governance solutions toolkit and facilitated briefings
- o complaints management service
- o a headteacher appointment service in conjunction with the EIS

- Human Resources:
  - o employment advice for headteachers and governing bodies supported by the LA legal services team
  - o specialist advice and support on conditions of service for all school based staff
  - o advice and support to restructure, including staffing reductions, TUPE, redundancies and evaluation of grades for school support staff

- Finance:
  - o a dedicated telephone helpline
  - o an integrated salary calculator and multi-year budget planning and modelling tool
  - o final accounts guidance and production of year end governor report
  - o regularly updated financial guidance and procedure notes

- SEND – Schools and Families Specialist Services focus on:
  - o supporting the inclusion of children and young people with complex special educational needs and/or disabilities in an appropriate mainstream setting and facilitating their academic and social development.

  The service comprises four teams:
  - o the early years team, supporting children with special educational needs and disabilities (SEND) from 0-7 years
  - o the communication & interaction team
  - o the cognition and learning team
  - o the sensory team

- Psychology Services, including the Educational Psychology Service (EPS), the Tackling Emerging Threats to Children service (TETC), and the Managing Actual and Potential Aggression service (MAPA), offer support to:
  - o enable improvements in the attainment and emotional health and well-being of the most vulnerable children through the application of psychology to education and child development.

Specific offer to LA maintained mainstream schools:

Schools requiring some or significant improvement

- LA maintained schools are allocated a named Education Improvement Adviser (EIA) where existing field knowledge and/or the risk assessment indicates that the school may require support to provide a good or better standard of effectiveness

- EIA time allocated is proportionate to the risk presented by the school.

- The allocation/change of named Education Improvement Adviser support will be confirmed by letter to the Headteacher and Chair of Governors for inclusion as correspondence at the next full governing body meeting.

The EIA will:

- support a range of improvement activities including termly evaluations of performance

- broker appropriate school to school partnership support and an LA contribution to the cost of this where appropriate (taking into account the size of the school and the resources it has)

- provide a report on activity and school effectiveness, at least termly, sent directly to the Executive Headteacher (EHT) /Headteacher (HT)/Head of School (HoS) (dependent on the school's leadership model) and Chair of Governors for discussion at the next full governing body meeting
- represent the LA in any discussions required with lead inspectors during Ofsted inspections. This will normally be by telephone
- meet with or speak on the telephone with the HMI leading any monitoring inspections of schools which require improvement or are inadequate
- attend inspection feedback meetings in schools which are inadequate or at risk of being so judged

Schools presenting With 'Low/Some Risk' i.e. a good/outstanding school where recent data indicates further field knowledge is needed to accurately categorise the school

- An EIA will be allocated to carry out a half day standards review in the autumn term (known as a Watching Brief visit). This visit is intended to:
  - support the school's self-evaluation and validate its accuracy
  - evaluate with the school whether further support is required (change of risk category) or whether the school can meet its own support needs over the coming year
- The EIA will provide a report which will be sent directly to the EHT/HT/HoS and Chair of Governors for discussion at the next full governing body meeting.

Schools presenting 'Low/No Risk' – a good/outstanding school where data indicates it has maintained/improved its performance

- These schools will be offered the opportunity to purchase a quality assurance (QA) visit from the EIS. Schools will be prioritised according to the likelihood of an inspection in the current or next academic year. The quality assurance process includes the following activities:
  - a briefing to advise the headteacher on the process and how to prepare for the quality assurance visit
  - access to the self-evaluation and report template in advance of the visit
  - a desk top analysis of a range of information then validation by an adviser of the school's self-evaluation through discussion and review activities with school leaders on site
  - if the school has some weaknesses, or the evidence base for it sustaining good or better effectiveness is not secure, the adviser will determine with the school whether further support is required (change of risk category) or whether the school can meet its own support needs
  - a report will be provided and sent directly to the Headteacher and Chair of Governors for discussion at the next full governing body meeting
  - signposting to relevant professional development opportunities

Specific offer to LA maintained special schools:

- All special schools will receive **an annual visit** to carry out a half day standards review and a review of the progress of current cohorts in the autumn/spring terms
- This visit is intended to:
  - support the school's self-evaluation and validate its accuracy
  - evaluate with the school whether further support is required (change of risk category) or whether the school can meet its own support needs over the coming year
  - A report will be provided and sent directly to the Headteacher and Chair of Governors for discussion at the next full governing body meeting.

LA engagement with the short OfSTED inspection of good (and non-exempt outstanding) LA maintained schools (Section 8 inspections)

Where there is no EIA attached to the school, because it is presenting low risk of being judged not to be providing a good standard of effectiveness, the most recent report from the EIS should be shared with the lead inspector in lieu of a conversation between him/her and the LA. The LA will not expect to have contact with the lead inspector unless the inspector considers the school is at risk of not maintaining at least good effectiveness, and is specifically requesting a conversation with the LA to explore the LA's assessment of the school and the support for improvement which it has provided OR a short inspection is converting to a 2 day inspection. The allocated EIA will be arrange a time to talk to the lead inspector where this is necessary.

Key contacts for schools without an allocated EIA

Where the lead inspector specifically requests a conversation with an adviser and the school does not have an allocated EIA, the headteacher should contact the education improvement service on:

01158 040129 and an adviser will be allocated to contact the school for this purpose.

Nottinghamshire School Improvement Strategy

Section 2 – Risk and Support Identification, Criteria and Response

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Risk Criteria

In order to facilitate school improvement and to provide an appropriate level of challenge, LAs need to effectively use the information about schools to evaluate the degree of risk. Currently, risk is defined in relation to Nottinghamshire schools as:

- the risk of being subject to an Ofsted category of Special Measures or Serious Weaknesses;

- the risk of an Ofsted judgement of Requiring Improvement;

- the risk of falling below floor standards;

- the risk of falling within the Coasting Schools definition

- the risk of cohorts (including vulnerable groups) failing to make adequate progress and/or failing to attain as well as their peers.

School risk/vulnerability is measured against a range of factors summarised at the end of this section

Roles and responsibilities for risk assessment, risk management and early intervention in LA maintained schools

School leadership, including governing bodies, should:

- self-evaluate regularly and robustly against appropriate national performance benchmarks, including those set by the DfE and Ofsted

- use this process to drive improvement

- build sustainable capacity to ensure that all pupils achieve their full potential

- identify where improvement requires external support

- engage with external support and challenge where school effectiveness is not securely good

Education Improvement Advisers (EIAs) will work with schools identified as at risk of not securing good at their next inspection to:

- challenge and support school self-evaluation and allied improvement planning in order to improve outcomes for learners. Specifically, they will act as critical professional friends, helping school leaders to:
  - evaluate the school's performance
  - identify priorities for improvement
  - plan effective change
  - review the impact and identify next steps

- discuss with the school any additional support needs and broker this support where appropriate

- set up and regularly review, monitor and evaluate the impact of partnership work

- provide reports to the school (including the governing body) and LA on:
  - the identification of key school improvement priorities
  - progress towards agreed targets and other areas for development
  - the school's need for external support
  - the impact of additional support accessed by the school

- work with schools in Ofsted categories of concern or Requiring Improvement, and those below the floor and/or falling within the Coasting School definition, to update the school improvement plan to reflect the areas for development

- regularly review, monitor and evaluate progress towards becoming a good school

- keep the risk classification of schools under review, to recommend where support needs to be enhanced or scaled back

Area Effectiveness Improvement Advisers will:

- use EIA feedback and a range of other information, including that from wider LA services, to ensure that they know the level of risk presented by schools within their area

- use risk analysis to identify schools which require an allocated Education Improvement Adviser and to recommend a level of support

- maintain up-to-date area records detailing key performance indicators including Ofsted outcomes for every school in the area

- share significant concerns with EIS team managers and the Support to Schools Service group manager at an early stage to agree the appropriate level of additional intervention

Team Managers and the Group Manager will:

- work with the Education Improvement Team, Teaching School Alliances, Diocesan Directors and other system leaders to agree and broker an appropriate support package with the school

Risk analysis and school classification processes

The Support to Schools Service group manager for schools causing concern and area effectiveness EIAs are responsible for undertaking the initial identification of schools that are potentially at risk. This risk meeting takes place termly. In the autumn term, the analysis is based on outcomes (including statutory assessments and external examinations), taking into account the school's risk profile in the previous year.

The following data sources will inform the decision about risk:

- latest end of key stage assessments, test and examination results (plus the KS1 Phonics Screening test) providing an indication of:
  - relative attainment compared to national averages;
  - progress made by pupils from the previous key stage, based on their starting points;
  - the performance of vulnerable groups of pupils, especially gaps in attainment for looked after children, disadvantaged pupils and pupils with special educational needs (SEND) or English as an additional language (EAL)
  - attendance/persistent absence data including for vulnerable groups
  - trends over time in any of the above indicators

- the outcomes of the last Ofsted inspection and any HMI monitoring inspections

- information from reports produced by EIAs

- information provided by other Children's, Families and Cultural Services at meetings of the Area School Improvement Teams (ASITs) including any issues with governance

- information received directly from schools or governors

- information received from other sources working with schools such as LLEs, NLEs, Executive Head teachers, Teaching School Alliances

- qualifying complaints from Ofsted

Following the initial analysis of the information, a judgement of the degree of risk will be made and schools will be provisionally placed into a risk and support category or will be offered the opportunity to purchase a Quality Assurance visit at an appropriate juncture if there are no obvious indicators of concern.

Roles and responsibilities for risk assessment, risk management and early intervention in academies and free schools

LAs are expected to champion a high quality education for all children, regardless of the type of school they attend. However, Regional School Commissioners (RSCs) are responsible for addressing underperformance in academies, taking action in line with the funding agreement for the academy in question. Consequently, where the LA has concerns about standards, management or governance, or safety in an academy, it will alert the relevant RSC.

	1. Self-sustaining improvement	2 – Sustaining Improvement	3. Requiring Improvement (3a Light touch: Leading own improvement; 3b requires additional monitoring and support)	4 - Requiring significant improvement
Risk	**None**	**Low**	**Medium**	**High**
End of key stage Attainment	• Above KS2/4 floor standards/KS5 interim standards • KS5 retention above average	• May be below national but rapidly improving • KS5 retention rates broadly average or better	• May be below national but improving (3a) or static (3b). Phonics may be low. • KS5 retention rates may be low for L3 courses	• Below floor standard (and/or likely to be below average) and/or not improving at end of KS1/2/4. • KS5 retention may be low for L3 courses
Progress (value added) KS1-2 KS2-4 KS4-5	Good or better based on high 2+ year value added/progress data in comparison to similar schools for all sizeable groups (incl. PP), core/key subjects and key stages	Good based on 2+ years value added/progress data which is at least broadly in line with similar schools for all sizeable groups (incl PP), core/key subjects/key stages	Close to national expectations and improving value added/progress (3a) or with a weak key stage or subject, or underachievement of key groups or indications of a declining trend in progress (3b)	Value added/progress is significantly below expectations for 2+ years either overall or for a key stage/subject/group with insufficiently rapid improvement.
Coasting Schools	Does not fall within the coasting school definition (3 years)	May fall within coasting school definition but does not require RSC/LA intervention	May fall within the coasting school definition but does not require additional intervention by the RSC beyond that provided/commissioned by the LA	May fall within the coasting definition and be identified for additional intervention by the RSC
NB: In junior/small schools, there may be a convincing case for progress being better than VA data indicates which requires professional judgement				
Current cohorts	• Assessment information shows good or better progress for all cohorts and key/sizeable groups	• Assessment information shows good or better progress for most cohorts and key/sizeable groups	• Assessment information shows variable progress for most cohorts and key/sizeable groups	• Attainment and/or progress is weak with insufficient signs of improvement • Assessment information is unreliable and/or incomplete at cohort and/or group level
Closing gaps: disadvantaged /vulnerable groups	Any attainment gaps for key groups (including PP eligible) with national are rare and closing rapidly. Progress is at least good	Groups of pupils (including PP) make sufficient progress to close any gaps with national. Progress is at least good	Progress for groups of pupils is showing some improvement but not enough to close gaps with all children nationally	Groups of pupils are underachieving and there are wide gaps in attainment against national for key groups which are not closing.
Teaching, Learning and assessment	• No inadequate teaching over time. Almost all teaching typically good and much is outstanding in its impact on progress	• No inadequate teaching and almost all teaching over time is consistently good resulting in good outcomes	• Insufficient levels of consistently good teaching to quicken rates of progress. May have a small minority of teaching over time which is inadequate • Provision for English/maths across the curriculum is not wholly effective/cohesive	• 10% or more inadequate teaching over time and insufficient good teaching to secure good achievement • Provision for English/maths across the curriculum is ineffective
Personal Development behaviour and	• Behaviour makes an exceptional contribution to learning	• Behaviour makes a positive contribution to learning	• Safe and orderly learning environment but pupils permanently excluded and/or with more than 1 FT exclusion may be above average	• Inadequate behaviour. • Pupils do not feel safe or are not safe

Local Authority Risk Classification

welfare	• No safeguarding, spiritual, moral, social or cultural (SMSC) or fundamental, British values (FBV) issues • Attendance in line with the top 10% and persistent absence at least average including for all sizeable groups. Improvements keeping pace with national unless attendance is high	• No safeguarding SMSC or FBV issues • Attendance in line with the top 10% and persistent absence broadly average or better, including for all sizeable groups. High attendance or improvements keeping pace with national	• No safeguarding, SMSC or FBV issues • Attendance broadly average or better at cohort level i.e. not in lowest 10% nationally • Attendance (including persistent absence) of sizeable groups is broadly average or better, or closing gap with national. Improvements keeping pace with national unless attendance is high	• Attendance consistently low and not improving sufficiently at cohort or key group level and/or high levels of persistent absence which are not improving quickly enough
Leadership & Management (L&M)	Outstanding governance, senior and middle leadership with strong capacity to improve at all levels. Self-sustaining	Good or better governance, senior and middle leadership. Sustaining improvement	• Pace of improvement is reasonable. • In 3a schools, leadership is good and requires limited support 3b: • The impact of governance, senior or middle leadership may be inconsistent • Appropriate improvement strategies in place but not yet sufficiently impacting on effectiveness • Assessment not consistently used well to promote good progress in all year groups • Requires external support to secure improvement	• Significant weaknesses in governance, senior and/or middle leadership. • Pace of improvement is too slow • Improvement strategies not making sufficient impact on effectiveness • Assessment is inaccurate/does not promote progress • Leadership not demonstrating the capacity to lead on own improvement • May be subject to a Warning Notice
System leadership	• Actively contributing to the improvement of other schools	• Has capacity and is/has potential to support other schools	• 3a has limited potential to support other schools in specific areas • 3b currently requires the support of other schools	• N/A – not expected to be supporting other schools until own weaknesses are remedied
OfSTED status/risk	Outstanding when last inspected and expected to be at least good when next inspected	• Good at last inspection and expected to be at least good when next inspected	• May be RI when last inspected 3b • May be judged as RI when reinspected • 3a – expected to be judged good at next inspection	• In Special Measures (SM) or Serious Weaknesses (SW) OR vulnerable to SM/SW when re-inspected • Two consecutive RI judgements since 09/2012 including for L&M
Additional support needs	None beyond TSA or other sold service offer		Requires EIA support in several areas to become good. 3b schools need partner school support	Requires significant support in several areas from a partner school and EIA
LA plan	No	No	Partnership or SLE plan	Yes
Progress Reviews	None		Termly, through EIA reports and possibly through Pupil Premium (PP)/governance review	Termly EIA and may require additional EIS capacity to undertake L&M/PP/governance reviews
Partnership Focus Group	None		Termly where significant other service support in place	

Commissioning and brokerage of support to schools at risk

The LA is committed to providing support and/or challenge for maintained schools placed in a LA risk and support category 3 or 4 based on:

- identification of prioritised need, taking into account local/community context;
- prioritisation of practitioner based support;
- the impact of previous support provided;
- learning taken from research findings on strategies which make the greatest difference;
- empowering and developing a professional learning community;
- a commitment to celebrating and sharing success/effective practice.

The LA works in partnership with Teaching Schools, NLEs/LLEs and EIAs/Team Managers in the brokerage, implementation, monitoring, evaluation and reporting of support to schools causing concern.

Sources of evidence for identifying and categorising risk include:

- Ofsted reports including of monitoring inspections

- RAISEonline/Inspection Dashboard/Performance tables/LA Performance Handbook

- school's own assessment information

- direct or reliably reported performance information of teaching over time

- school self-evaluation

- EIS reviews

- outcomes of external reviews by system leaders

- concerns raised by other LA services

- concerns raised by Diocesan Directors, the DFE or the RSC

- qualifying complaints or significant parental/community/other 3rd party concerns including those raised by or about governors

This list is not exhaustive

Leadership and Management – Key Indicators of concern:

- declining trend in standards and/or poor value added which is not being effectively tackled

- vacancies/long term absence or lack of experience in other key leadership posts (including governance) which is impacting on leadership ability to drive school improvement without significant external support beyond a mentor

- leadership of teaching and learning lacks rigour, focus or impact (for example, weak teaching is not being ameliorated)

- target setting processes lack rigour, challenge or realism

- insufficiently rigorous and/or unreliable assessment and tracking processes

- weak processes for identification of and/or support for vulnerable or disadvantaged pupils including looked after children, pupils eligible for the pupil premium grant, pupils with a SEN(D) or English as an additional language

- concerns regarding safeguarding procedures and/or child protection arrangements

- concerns about the Governing Body's strategic and/or monitoring role and/or relationships between governors and senior leaders which inhibit progress
- self-review processes/evidence based evaluation lack rigour or accurate interpretation and/or are not linked to the school improvement plan
- insufficient strategic direction in relation to tackling the school's key improvement priorities including any carried forward from the last Ofsted inspection
- lack of engagement with school improvement advice and/or brokered support

Monitoring the progress of schools at risk

The LA has a responsibility to rigorously monitor the progress being made by maintained schools at risk/causing concern and to ensure that they are appropriately challenged to bring about rapid and sustained improvements.

Throughout the year, EIAs will monitor and evaluate the progress being made by schools. EIA reports for schools at risk (categories 3 and 4) will include clear judgements about progress and will capture information about concerns and any allied support needs (including from other services/partnerships).

EIAs will share information with EIS team managers at least termly to identify those schools not on track to either make the improvements necessary or meet targets for attainment and progress. Reports on schools and outcomes of visits will be available to the EIS through its secure central server

On the basis of the on-going evidence gathered and conversations with schools, decisions will be taken about:

- the capacity of leaders, governors and their schools to make the necessary improvements;
- the level of challenge required;
- the commissioning of any further support needed;
- the need to take further action, including possible intervention and the issuing of Warning Notices (see section 5 of the Nottinghamshire SCC Strategy Guidance)

Nottinghamshire School Improvement Strategy Guidance

Section 3: Requires Improvement Strategy
Menu of Activity for Medium Risk Schools (Category 3a/3b)

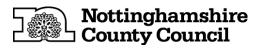Blank page

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EIAs should work with Head Teachers in RI /at risk of RI, chairs of Governors and other partners to choose activities from the menu below dependent on the particular barriers to the school becoming good

Key Improvement points	What actions should the school consider?	What should the Partner School/TSA consider?	What should the EIA do?
Where leadership is not yet good consider the need to:			
1. Establish the effectiveness of the Governing Body in supporting / challenging school leadership to secure the required improvement	• Commission an external review of Governance where required by Ofsted or undertake a self-audit of effectiveness • Use the findings from external review or self-audit to draw up a Governance Improvement Plan with clear roles, responsibilities, accountability, timelines and success criteria • Contact the EIA to discuss support needs • Improve knowledge of school through establishing an effective monitoring and evaluation calendar, linked to the school improvement plan (SIP) • Monitor the delivery and impact of the SIP	• Provide models of effective governance – systems and processes, chairing skills and buddying opportunities • Provide support on website development and content to ensure compliance with DfE requirements	• Provide advice to the Chair of Governors on commissioning an external review as necessary • Provide jargon free reports to governors on termly visits and invite governors to attend relevant meetings such as achievement reviews • Broker additional governance support if required including support for governors through a National Leader of Governance (NLG) or Nottinghamshire Support Governor • Signpost relevant courses to develop staff and/or governors' skills • Support governors to ask the right questions to hold leader to account • Ensure Governor Body Services provide support to ensure all statutory duties are met and policies are up to date and effective • Consider whether it is appropriate to issue a warning notice to the governing body • Offer above as a sold service to those schools who do not buy into LA governor support • Monitor the impact of partnership work
2. Review and further develop leadership roles and key strategic leads to secure effective distributed leadership	• Map current roles and job descriptions to school priorities for improvement and adjust accordingly • Audit capability and capacity against leadership roles • Ensure appraisal objectives reflect any new responsibility and accountability, and whole school improvement priorities • Provide appropriate mentoring, coaching or continuing professional development (CPD)	• Look at the robustness of job descriptions and support leaders to amend in line with required improvements • Provide coaching, support and/or mentoring or other professional development (PD)for leaders new to role • Signpost leaders to appropriate external training or support offers	• Quality assure (QA) proposed job descriptions/structures in the light of school priorities to ensure they are fit for purpose • Ensure school is accessing relevant leadership programmes through the TSAs • Signpost leaders to appropriate external training or support offers • Monitor the impact of partnership work

Key Improvement points	What actions should the school consider?	What should the Partner School/TSA consider?	What should the EIA do?
3. Review accountability processes	• Review line management arrangements including frequency and focus of meetings to deliver identified school improvement priorities • Evaluate the impact of leadership actions at all levels in addressing key improvement priorities	• Model effective accountability processes: - Systems - Delivery eg, attend SLT meetings and observe line management meeting and give feedback • Support leaders by coaching and mentoring individuals in evaluating the impact of action	• QA accountability processes and systems to ensure these are fit for purpose and have impact • Monitor the impact of partnership work
4. Identify and address leadership CPD needs:	• Use outcomes of leadership audit to inform SIP and individual/collective appraisal objectives plus allied CPD in line with the Professional Development Standard, July 2016 • Draw up a Leadership Improvement Plan action plan (LIP) for individuals as required • Provide access to training and coaching • Evaluate impact	• Support leaders to draw up LIPs • Offer coaching and mentoring support for leaders in moving forward and addressing areas for development – in groups and for individuals • Provide opportunities for good practice visits to address areas of weakness in leadership	• Broker support required to deliver appropriate CPD • Evaluate robustness of schools' self-evaluation of impact • Monitor the impact of partnership work
5. Establish effective QA programme	• Draw up monitoring and evaluation cycle linked to SIP - what/who/ when • Identify training issues • Use outcomes from monitoring to drive next steps and evaluate progress	• Provide models of good practice • Provide support with training needs • Provide support with evaluating impact of actions taken	• Evaluate robustness of monitoring and evaluation systems, processes and conclusions • Monitor the impact of partnership work
6. Establish a clear understanding of which are the school's vulnerable groups	• Ensure school tracking data (cohort/subject) clearly identifies vulnerable groups • Use the data to inform regular (at least termly) pupil progress meetings so that teachers are constantly aware of their impact on the progress of these pupils • Share data with TAs • Ensure individual staff can use data accurately and effectively to target key groups/individuals	• Share tracking methodology • Model how their tracking systems and effectiveness of use of information of vulnerable groups is used to inform pupil progress meetings • Support leaders to develop understanding of data	• Monitor school tracking data to ensure vulnerable groups are making at least expected progress from their starting points
	• Locate lead responsibility and	• Evaluate existing strategies	• Support leaders to accurate evaluate the

Key Improvement points	What actions should the school consider?	What should the Partner School/TSA consider?	What should the EIA do?

7. Strengthen support structures for vulnerable and/or disadvantaged groups	accountability for vulnerable/disadvantaged groups at leadership level
	• Benchmark the attainment and progress of vulnerable/disadvantaged groups against national comparators
	• Provide CPD and regular line management reviews for key leaders i.e. SENCO/PP champion
	• Use pupil progress meetings to identify which children need to make accelerated progress
	• Adjust teaching programmes and/or additional interventions and evaluate impact
	• Develop case study approaches at individual or group level
	• Make effective use of support from family SENCO where available
	• Ensure all staff differentiate learning to meet needs
	• Use pupil premium funding to enhance learning and progress for targeted groups/individuals
	• Track and evaluate impact of/ use of additional monies
	• Ensure SEND coordinator is trained and knowledgeable
	• Review individual case studies of pupils, particularly for non-statistically significant groups
	• Review partnership working for individual pupils
		against evidence including Sutton Trust Toolkit and suggest appropriate changes
		• Demonstrate and model effective practice in teaching vulnerable pupils
		• Provide additional expertise to SEND/PP leadership for specific needs as appropriate, such as:
		   o Support for leaders to evaluate the effectiveness of their pupil premium (PP)strategy and plans
		   o Models of good practice for the PP strategy and improvement plans
			performance of vulnerable groups
			• Signpost CPD/support re complex cases
			• Monitor the impact of partnership work

8. Ensure appropriate expectations of	• Review whole school policy/procedure for setting targets • Update targets if necessary to secure	• Share good practice in developing target setting and tracking processes	• Ensure that targets are sufficiently aspirational and challenge if necessary • Evaluate progress towards targets in conjunction

Key Improvement points	What actions should the school consider?	What should the Partner School/TSA consider?	What should the EIA do?
what children should achieve, taking account of starting points and where progress needs to accelerate	sufficient aspiration at cohort, subject and group level and to narrow gaps • Put in place an assessment system which regularly measures progress towards targets for individuals and key groups • Provide evaluative reports for leaders, governors and external monitors eg Ofsted and EIS		with the school
9. Improve the effectiveness and impact of appraisal	• Review effectiveness of school Appraisal Policy and procedures • Ensure appraisal objectives are linked to SIP priorities, individual teacher's assessment against the Teacher Standards and improvements needed to improve pupil progress • Arrange regular meetings to monitor progress with appraisal objectives	• Support HT in clarifying how the appraisal objectives link to School Improvement plan (SIP) priorities and the performance of individual teachers • Support appraisers where required	• Act as External Adviser on HT appraisal to support PM Governors in setting appropriate objectives and in interim reviews • Sample anonymised teacher appraisal objectives • Signpost the headteacher to relevant professional development opportunities for all members of staff
10. Address HR issues	• Identify HR issues which are barriers to improvement • Consider whether HR processes should begin such as absence management, disciplinary or use of appraisal processes	• Model challenging conversations at leadership level	• Signpost HTs to Human Resources (HR) support • Take the lead in advising governing bodies and liaising with HR regarding any HR issues at HT level
11. Effectiveness of School Improvement Planning (SIP) and self-evaluation (SEF)	• Review key school improvement priorities, including any arising from Ofsted inspection or school self-evaluation • Ensure SIP contains the following key elements: key priorities, key objectives, milestones success criteria, key actions (see LA exemplar) • Evaluate the SIP termly in respect of the impact of actions and identify next steps	• Model an effective SIP • Write a Partner School Plan aligned to the updated SIP which includes measurable milestones	• Provide a LA Improvement Plan template to ensure the school focuses development appropriately on key issues including identifying partner school and/or Teaching School Alliance support • Provide SIP and self-evaluation exemplars if required • Support effective improvement planning Evaluate the SIP to ensure it is fit for purpose: • Check success criteria are mile-stoned and sufficiently challenging and that monitoring and evaluation of impact are clearly identified including the role of governors in this
Where teaching is not yet good consider the need to:			
12. Establish an	• Use a range of performance information to identify strengths and weaknesses in the	• Support joint monitoring and evaluation of teaching over time	• QA the accuracy of the school's evaluation of teaching over time using a range of monitoring

Key Improvement points	What actions should the school consider?	What should the Partner School/TSA consider?	What should the EIA do?
accurate view of the typical quality of teaching and behaviour for learning	quality of teaching over time	with key leaders • Provide support for undertaking of work scrutiny dependent on identified areas • Provide support for capturing pupil voice • Support school leaders to use the combined outcomes of QA activities to plan next steps	activity • Monitor the impact of partnership work
13. Improve teachers' understanding and ability to secure good learning and sufficient progress over time for all key groups in the context of the Teacher Standards and the schools Teaching and Learning policy	• Agree non- negotiables in respect of the delivery of teaching and learning within the school • Identify CPD needs at whole school and individual level through the evaluation of the quality of teaching over time • Ensure access to appropriate improvement programmes and coaching where teaching over time is not consistently good • Draw up Teaching Improvement Plans (TIPs) • If any teaching is inadequate use the appraisal process and if necessary capability procedures to address underperformance quickly	• Provide coaching and mentoring to supplement what is available within the supported school • Signpost leaders to appropriate CPD including TSA programmes according to need • Host good practice visits • Support the debriefing of lesson observations • Support leaders to draw up TIPs	• Broker support to move teaching from requires improvement (RI) to good e.g. SLEs and other partner school staff • QA the accuracy of the school's evaluation of teaching over time at teacher level using a range of monitoring activities • Support HT to draw up/review support plan within appraisal for identified teacher(s) where the TIP has not had sufficient impact • If there is insufficient impact, support and challenge the school in implementing formal processes • Ensure school follows the capability procedures with advice from HR • Monitor the impact of partnership work
14. Ensure effective use of assessment information to inform planning for progress for all key groups	• Establish a common understanding of expectations for each cohort, within the programmes of study for the appropriate national curriculum year • Accurately assess children's understanding to evaluate progress from starting points and identify learning gaps • Support staff to use assessment information to plan an effective sequence of learning to meet the needs and potential of all learners • Evaluate impact to inform next sequence of learning	• Model assessment policy and practice • Ensure opportunities for collaborative moderation • Deliver CPD on planning for progression and use of assessment • Support individual teachers as appropriate to understand the requirements of the National Curriculum programmes of study • Support moderation of assessments	• Quality assure appropriate standards through joint work scrutiny • Ensure school has robust processes in place for internal and external moderation • Review cohort level progress termly

Key Improvement points	What actions should the school consider?	What should the Partner School/TSA consider?	What should the EIA do?
15. Ensure adult support promotes effective learning, building independent and resilience	• Review deployment of additional adults and role within the classroom /job descriptions • Identify appropriate training for support staff based on audit of need • Provide teachers with CPD on the effective use of additional adult support in lessons • Evaluate the impact of additional adult support on individual pupil progress	• Share best practice in the deployment of additional adults to support pupil achievement • Support school leaders to observe teaching by support staff in and outside lessons • Support the school to share best practice	• Support joint monitoring of effectiveness of support staff • Monitor the impact of partnership work
Where personal development, behaviour or well-being is less than good			

16. Improve the climate for learning	• Review consistent implementation of behaviour /attendance policies (using pupil voice)
	• Review behaviour/attendance data to identify patterns and trends at whole cohort and group level
	• Carry out pupil interviews about attitudes to learning
	• Review parent partnerships and transition arrangements
	• Audit a range of evidence to inform identification of improvement priorities
	Based on audit outcomes, identify key actions to improve:
	• Behaviour
	• Attitudes to learning
	• Attendance
	• Ethos
	• Environment for learning
	• Positive pupil and parent engagement
		• Review effectiveness of existing systems and practice
		• Share best practice in terms of
		  o Ethos
		  o Communication of school values
		  o Celebration of learning
		  o Recognising and rewarding achievement
		  o Positive attitudes/wider outcomes
		  o Parental and pupil engagement
		• Support the school to evaluate the impact of actions taken to improve PDWB
			• Support the school to evaluate the impact of action on behaviour, punctuality and attendance in school
			• Advise on CPD/signposting to schools/services that could help
			• Monitor the impact of partnership work

Nottinghamshire School Improvement Strategy Guidance

Section 4: Schools Causing Concern Strategy - Menu of Activity for High Risk Schools (Category 4)

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Nottinghamshire County Council

SCC Strategy Guidance for schools which are high risk (category 4) - *EIAs should work with head teachers, chairs of Governors and other partners to choose activities <u>from the menu in section 3</u> and the additional activities below, dependent on whether leadership is a barrier to the school becoming effective.*

Key points for improving leadership	What actions should the school consider?	What should the Partner School/TSA consider?	What should the EIA do?
1. Establish capacity of the head teacher to deliver the improvement agenda within the necessary timeframe.	Appraisal Governors should work with the EIA to carry out their responsibilities in supporting and challenging the head teacher to secure the required improvement within the necessary time frame: • Appraisal governors should work with the external adviser to set performance management objectives which secure improvement within a clearly identified time frame • If progress is too slow, appraisal governors need to work with the EIA and HR to develop and implement a support plan within appraisal • If the support plan does not bring about the necessary improvement within the timescale defined in the school's appraisal policy, appraisal governors should implement the agreed capability procedure	• Provide peer support from Headteacher (HT) to HT within the appraisal process	**Discussions with group manager** to include: • extent to which HT is responsible for the decline in standards, the level of support already in place and the effectiveness of the support already provided **Where additional support is required, EIA and group or team manager (TM):** • hold formal meeting with HT and CoG to discuss options including support **The EIA;** • supports Appraisal Governors to establish appropriate priorities, objectives and time-limited success criteria for developing HT skills within appraisal • ensures that Appraisal Governors establish clear timelines for the required improvements to take place and be effective • ensures governors access support for the HT within appraisal and ensures that governors understand that the school will need to pay for additional support / contribute to the cost of support if it is through a partner school • where appropriate, works with governors to draw up a support plan • supports Appraisal Governors to review the HT's progress against objectives and take appropriate action in line with the school appraisal policy **The Service Director:** • responds to any requests for information from the **DfE/RSC** drawing on the advice of the **EIA**
2. Challenge inadequate governance			• Initiate a governance review **Group Manager, Service Director and EIA** consider whether: • it is necessary to use formal powers of intervention, including the issuing of a Warning Notice • an IEB is required (in discussion with team/group manager) • to broker additional governors
3. Serious financial HR, buildings, safeguarding issues	Contact relevant local authority department for support to resolve issues	Support with financial planning including to meet SFVS standards	• Signpost school to relevant services and check that action is being taken with sufficient urgency

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Nottinghamshire School Improvement Strategy Guidance

Section 5 – Warning Notices and Powers of Intervention

Nottinghamshire County Council

Performance standards and safety warning notices in LA maintained schools

The DfE Schools Causing Concern guidance sets out clear expectations, grounds and processes with regard to the issuing of warning notices by the Regional Schools Commissioner (RSC) or the local authority. The guidance makes clear that:

- there may be schools which have not been judged by Ofsted to be inadequate or that have not met the coasting definition, but otherwise give cause for concern

- both local authorities and RSCs (acting on behalf of the Secretary of State) have powers to issue warning notices to maintained schools where there are concerns about performance standards and safety but the Secretary of State's power to issue a warning notice takes precedence over the local authority powers.

- LAs are expected to use warning notices to challenge schools they maintain to improve. If they do not do so, in circumstances where the RSC deems it appropriate, then the RSC has the power to issue the warning notice in place of the LA

- such a warning notice may be given by a local authority or an RSC in one of three circumstances:
  - *Standards of performance of pupils at the school are unacceptably low and likely to remain so;*
  - *there has been a serious breakdown in the way the school is managed or governed which is prejudicing, or likely to prejudice, such standards of performance; or,*
  - *safety of pupils or staff at the school is threatened (by a breakdown of discipline or otherwise).*

- LAs should work with RSCs to discuss where they judge that a performance standards or safety warning notice is necessary.

- where action is needed urgently, for example where the safety of pupils or staff is threatened, the LA may reasonably take action without having to wait to discuss the case with the RSC

- RSCs will be able to issue a warning notice where, in the RSC's opinion, it is appropriate to act – for example, where the LA has failed to act swiftly enough in a specific case or generally not acted swiftly or robustly enough in the past, or lacks capacity to act.

Low standards of performance

- "Low standards of performance" refers to any one or more of the following:
  - **standards that the pupils might in all the circumstances reasonably be expected to attain;**
  - **OR where relevant, the standards previously attained by them;**
  - **OR the standards compared to those attained by pupils at comparable schools.**

- In considering whether a warning notice should be issued to a maintained school, local authorities and RSCs should take into account the following objective indicators, any of which may suggest that the maintained school shows sufficiently "low standards of performance":
  - **performance data which show that standards are below the floor (including below the 16-19 minimum standards) - this in itself could demonstrate that a warning notice is necessary**
  - **an Ofsted judgement that the school is RI, where there are also additional factors to indicate that a warning notice is appropriate, including in types of schools where the coasting definition does not apply**
  - **an Ofsted judgement that the 6th form is inadequate, even though the school overall may not have been so judged, will usually demonstrate that a warning notice is necessary**
  - **performance data which show sustained historical underperformance, including where the coasting definition may not apply in particular circumstances, for example because two schools have recently merged to become one new school**

- LAs & RSCs will consider the school in the round, take account of context, and consider data/other evidence of the school's performance and capacity to improve. The following additional factors will help LAs and RSCs to decide in these circumstances whether to issue a warning notice or not:
  - **performance trends, such as a sudden drop in performance** or conversely signs that a school is on a sharp upward trajectory. (In 2016 only, if a school's performance at KS2 has dropped below the floor standard based on performance in writing alone, and in the absence of any other factors, the

LA or RSC should not issue a warning notice, except where the extent of the change in performance cannot be explained by the impact of the changes to primary assessment arrangements in this transitional year)

- o **recent Ofsted judgements or assessments of aspects of a school's performance and its capacity to improve, particularly judgements of Leadership and Management;**
- o **variations in performance data between pupils of different characteristics (including pupils of low, middle and high abilities); and/or**
- o **low standards achieved by disadvantaged pupils, including where the school's PP spending is not used effectively**

It is important for schools to accurately analyse and evaluate their performance in relation to groups, and to understand that under-performance in one or more of these could trigger a warning notice.

Breakdown in the way a maintained school is managed or governed

- Local authorities should identify additional support or consider issuing a warning notice, depending on the severity of the case, to maintained schools **where the governing body is failing to deliver one or more of its three core strategic roles** resulting in a serious breakdown in the way the school is managed or governed, that will or is likely to adversely affect standards' of pupils performance.
- The core strategic roles of a governing body are to:
  - o ensure clarity of vision, ethos and strategic direction
  - o hold the headteacher to account for the educational performance of the school and its pupils and the performance management of staff and
  - o oversee the financial performance of the school and make sure its money is well spent

- Evidence that governors may be failing to deliver on one or more of these strategic roles could include, but is not restricted to:
  - o **high governor turnover;**
  - o **a significant, unexplained change to their constitution; and/or**
  - o **the governing body having an excessive involvement in the day to day running of the school.**
- In the case of a school with a religious designation, the LA or RSC should raise concerns about governance with the appropriate religious body at the earliest opportunity,
- LAs should also consider issuing warning notices to maintained **schools that have not responded robustly or rapidly enough to a recommendation by Ofsted to commission a robust and objective external review of governance.**
- Schools do not need to wait for an Ofsted inspection recommendation to seek an external review of their governance arrangements. LAs may consider issuing such a recommendation where they have concerns about the quality of a maintained school's governance, before considering more formal intervention.

The safety of pupils or staff at a maintained school is threatened (whether by a breakdown of discipline or otherwise)

- Where LAs or RSCs are concerned that **the safety of pupils or staff at a maintained school is threatened**, they should issue a warning notice.

Issuing a warning notice to a maintained school

- Once it has been determined that a LA or RSC will issue a warning notice to a maintained school, they must give the notice in writing to the governing body of the school. The notice must set out:

  - o the matters on which their concerns are based
  - o the action which the GB is required to take in order to address the concerns raised
  - o the period within which the GB must comply or secure compliance with that action and
  - o the action which the LA or RSC is minded to take if the GB does not take the required action

- In addition to giving the governing body a warning notice, a copy must be given to the headteacher; and in the case of a Church of England school or a Roman Catholic Church school, the appropriate diocesan authority; and in the case of a foundation or voluntary school, the person who appoints the foundation governors

- All warning notices must be copied to the RSC and Ofsted. Warning notices issued to maintained schools by RSCs will also be published online

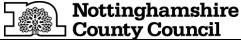## The Nottinghamshire approach to issuing warning notices

- Nottinghamshire Local Authority will take account of the DfE Schools Causing Concern policy and expectations in respect of the issuing of warning notices to LA maintained schools

- The decision to issue a warning notice should not come as a surprise to a school. Prior to this, the LA will have taken a number of steps including:
  - holding robust discussions where concerns are raised
  - indicating concerns in writing to the EHT/HT/HofS and governors through EIA reports and other written and oral communication

- Examples of circumstances in which the LA may consider issuing a warning notice in respect of leadership and management concerns include where:
  - a school's overall effectiveness and leadership have been judged by Ofsted as Requiring Improvement for the second consecutive time under the leadership of the same head teacher
  - leaders or governors are judged by HMI, during monitoring inspections, to be failing to take sufficiently effective action towards securing an Ofsted judgement of Good at the school's next inspection
  - leaders or governors are failing to engage with, or respond to, external advice, support and challenge which is designed to bring about school improvement
  - the governing body's arrangements for the head teacher's performance management are not securing the necessary scale and./or pace of improvement
  - leaders or governors are not making a sufficiently robust response to safeguarding concerns or failing to take appropriate steps to keep children safe

- The LA will ensure that leaders and governors are aware of any level of concern that might lead to the issuing of a warning notice

- In the case of a school with a religious designation, the local authority will raise concerns about the school with the appropriate religious body at the earliest opportunity, where this is appropriate.

- The decision to issue a warning notice will be made by the Service Director (Education, Standards and Inclusion) in consultation with the Corporate Director of Children's Services and the Lead Member for Education, drawing on the advice of the relevant EIA and the Support to Schools Service group manager.

Actions LA and RSCs may take in maintained schools that have failed to comply with a warning notice

When a governing body has failed to comply with a warning notice to the satisfaction of the RSC or local authority, within the compliance period, and the issuing local authority or RSC has given reasonable written notice that they propose to intervene, a school is eligible for intervention and further action may be taken. The local authority or RSC must have specified in the warning notice what action they were minded to take if the governing body failed to comply. This may be to use their intervention powers

Specific powers of LAs and the Secretary of State in maintained schools eligible for intervention

Power to…	Intervention powers of **local authorities**	Intervention powers of the **Secretary of State**:
Require the GB to enter into arrangements;	Yes	Yes
Appoint additional governors;	Yes	Yes
Appoint an interim executive board (IEB	Yes	Yes

Suspend the delegated budget.	Yes	X
Direct closure of a school;	X	Yes
Direct the LA on IEB membership or take over responsibility for an IEB;	X	Yes
Make an academy order*	X	Yes – duty rather than a power

Further guidance on warning notices and intervention powers can be found in chapters 4 and 5 of the DFE Schools Causing Concern guidance at https://www.gov.uk/government/publications/schools-causing-concern--2

Warning notice arrangements for academies

- The LA will raise any concerns about the performance of academies with the RSC and will expect any underperformance to be challenged as swiftly and robustly as is the case with LA maintained schools, in line with the DFE Schools Causing Concern guidance.

- RSCs will hold academies to account for underperformance just as robustly as they would for maintained schools. Where a local authority has concerns about standards, management or governance, or safety in an academy, it should alert the relevant RSC.

Nottinghamshire School Improvement Strategy Guidance

Section 6 – Procedures for supporting schools judged as inadequate by Ofsted

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Statutory Requirements - LA Maintained schools judged inadequate

The Secretary of State has a duty to make an academy order in respect of any maintained school that is judged inadequate by Ofsted. The RSC will take that responsibility for ensuring that the maintained school becomes a sponsored academy as swiftly as possible, including identifying the most suitable sponsor and brokering the new relationship between that sponsor and the maintained school.

In the case of a foundation or voluntary school with a foundation which is subject to an academy order, the RSC is required to consult about the identity of the person with whom academy arrangements are being entered into (called "the sponsor" in this guidance) before entering into academy arrangements.

The governing body and the LA will be under a duty to facilitate the maintained school's conversion into an academy by taking all reasonable steps towards that end. RSCs can also use the Secretary of State's power to give the governing body or LA a direction, or directions, to take. If the RSC has identified a sponsor to run that maintained school once it becomes an academy, and has notified the maintained school of this, then the governing body and the LA must take all reasonable steps to facilitate that sponsor taking responsibility for that school.

Roles and responsibilities for LA maintained schools entering Ofsted categories

Under the current Ofsted guidance, which pre-dates the Education and Adoption Act of 2016 placing a duty on the Secretary of State to issue an academy order for any LA maintained schools judged inadequate, the local authority must submit a statement and a plan of action[1] to HMCI within 10 working days of the school receiving the section 5 inspection report. An HMI will be allocated to review the statement of action before making the first monitoring inspection. HMI will provide initial feedback in writing on the fitness for purpose of the statement and the plan.

Section 15 of the Education Act 2005, as amended by Part 1 of Schedule 7 of the Education and Inspections Act 2006 indicates the following legal requirement:

Statement to be prepared by the LA following adverse report on maintained school.

The local education authority must:

(a) consider what action to take in the light of the report,

(b) consider what arrangements to make for the purpose of informing registered parents of the proposed action, ascertaining their views on the proposed action and taking account of those views,

(c) Consider whether those arrangements are to include the appointment of a specified person for that purpose,

(d) Prepare a written statement—

(i) of the action they propose to take, and the period within which they propose to take that action, or, if they do not propose to take such action, of their reasons for not doing so, and

(ii) of the arrangements they propose to make for the purpose mentioned in paragraph (b), and

(e) send a copy of the statement prepared under paragraph (d) to—

(i)the Chief Inspector,

(ii)in the case of a voluntary aided school, the person who appoints the foundation governors and (if different) the appropriate appointing authority, and

(iii) such other persons as the Secretary of State may specify.

In light of the Education and Adoption Act 2016, which requires a common course of action i.e swift conversion to academy status, the LA considers that its proposed action for any such schools will be:

- to support the school to update its improvement plan

- to co-operate with the RSC in facilitating the school's conversion to academy status

- to continue to support the school in the interim as it moves to academy status through

  o detailing whatever existing arrangements are in place (such as EIA, TSA, LLE, NLE, School to School support etc)

  o indicting any plans to supplement this in the short term pending academy conversion

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[1] Education Act 2005, schedule 7; www.legislation.gov.uk/ukpga/2006/40/schedule/7.

- to support governors to hold a parents meeting explaining what will happen as a consequence of the inspection judgement

- to continue to support the governing body, as required, as the school moves to academy status

The role of the Group Manager for Schools Causing Concern is to:

- be the main point of contact for the RSC and the identified sponsor in relation to the issuing of the academy order

- ensure submission of LA statements of action meet statutory timelines

- Approve any additional short term school support costs reflected in the LA Statement of Action

- Ensure that the Education Improvement Service plays its part in facilitating academy conversion through responding to requests for information from the RSC, as required, and taking all reasonable steps to facilitate the sponsor identified by the RSC taking responsibility for that school.

The role of the Education Improvement Adviser is to:

- draft the statement of action for schools in Ofsted categories of concern;

- identify and broker the additional support required to deliver the actions, which may include partnerships, associates and other specialist support such as SLEs

- liaise with other LA officers where the needs of the plan relate to their work

- support the Partnership School Leader and the school causing concern in aligning the partner school plan to the school improvement plan and the LA Statement of Action

- quality assure the Partnership Plan and sign it off for LA Targeted Support Funding where required;

- monitor the progress of the school and LA action plans and evaluate the impact of the work of the Partner School and other support provided against the priorities in the Action Plan through regular review until such time as the school becomes an academy;

- support the group manager in ensuring a smooth transition to the identified academy sponsor

- meet with HMI during the monitoring visits to represent the LA and provide the LA view of progress.