

Education Improvement Service

School Improvement Strategy for Schools Causing Concern

June 2019



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Nottinghamshire School Improvement Strategy

Section 1 – Strategy Overview

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Introduction and Context – Statutory responsibilities

This document aims to:

- provide updated 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 Adoption Act 2016, Children and Families Act 2014, School Governance Regulations 2010 and the DfE Statutory Guidance on 'Schools Causing Concern' last updated November 2018 and which came into force on 8 November 2018 and which can be found at:
<https://www.gov.uk/government/publications/schools-causing-concern--2>

The Role of the Regional School Commissioner (RSC)

The RSC is responsible for acting as champion of education excellence and 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, November 2018. 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 act as champions of high standards of education across their schools, and in doing so should:

- Understand the performance of maintained schools in their area, using data as a starting point to identify any that are underperforming, while working with them to explore ways to support progress;
- Work closely with the relevant Regional Schools Commissioner (RSC) and other local partners to ensure schools receive the support they need to improve
- Where underperformance has been recognised in a maintained school, broker and commission appropriate support and proactively work with the relevant RSC to combine local and regional expertise to ensure the right approach, including sending warning notices and using intervention powers where this will improve leadership and standards;
- Encourage good and outstanding maintained schools to:
 - take responsibility for their own improvement;
 - support other schools;
 - enable other schools to access the support they need to improve;
- Facilitate the conversion of inadequate schools into academies.

The School Improvement Monitoring and Brokering Grant is provided to the LA to assist it to fulfil these responsibilities

Where the LA has concerns about an academy's standards, leadership or governance they should raise this directly with the relevant RSC



Special Educational needs (SEN)

The Children and Families Act 2014 outlines the LA's duties with regard to children and young people. Local authorities, their health and social care partners, and the educational providers that they expect to use, are under extensive statutory duties to work together to plan and keep under review the services and provision available to support those with SEN in their area.

Safeguarding

The LA has overarching responsibility for safeguarding and promoting the welfare of all children and young people in their area, regardless of the types of educational settings they attend.

Additional non-statutory responsibilities relating to LA oversight of governance in maintained schools

The LA should promote and support high standards of governance, recognising where a school could improve and encouraging governing bodies to do so.

The LA should be a champion for high quality governance; help ensure that governors have the necessary skills; and have in place appropriate monitoring arrangements to identify signs of failure in relation to governing bodies' oversight of finance, safety or performance standards.

Maintained schools should have a code of conduct setting high standards of the role, conduct and professionalism of their governors, including an expectation that they undertake training to fill any skills gaps to contribute to effective governance of the school.

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,
 - developing and coordinating bespoke packages of work from a range of sources to meet the specific needs of individual schools,
 - networking opportunities;
- directly provide or commission a traded service programme that responds to the identified improvement needs across all Nottinghamshire schools;
- support governing bodies to consider a range of leadership and management/structural solutions as appropriate, including; executive head teachers, associate headteachers to provide additional strategic support, collaborations or federations and academy conversions.
- work in partnership with school leaders and governors, LA SEND services and other partners to support and challenge all Nottinghamshire schools to include children and young people with special educational needs (SEND) in mainstream settings, close to where they live, wherever possible
- support and challenge school leaders and governing bodies to make appropriate, tailored and bespoke provision for CYP with SEND, accessing support for relevant partners and agencies as appropriate

- provide guidance on appropriate safeguarding arrangements to leaders and governors across all Nottinghamshire educational settings in line with the latest DfE guidance in 'Keeping Children Safe in Education' and Working Together to Safeguard Children (2015)
- report any concerns about an academy's safeguarding arrangements to the Education and Skills Funding Agency (ESFA) and Ofsted
- report any concerns about an independent school's safeguarding arrangements to the Independent Education division at the DfE and Ofsted
- broker support for any maintained school, whose safeguarding arrangements cause concern and consider whether there is a need issue a Warning Notice to the school's governing body
- offer all governing bodies access to relevant training, information, advice and guidance to support them to fulfil their statutory duties as governing bodies, working in partnership with relevant Dioceses
- maintain up to date records of governors in maintained schools; encourage governing bodies to keep school websites up to date in line with statutory guidance
- raise concerns about governance in Nottinghamshire academies with the relevant RSC and/or the ESFA

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 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
 - analysis of the outcomes of recent Ofsted inspections or monitoring visits
 - analysis of 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 a tailored programme of support is required to enable a school to become or remain good, including school to school partnership support or actions from TSAs, NLEs, NLGs 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 traded service offer to all maintained schools and academies
- Data from all schools causing concern, including academies, is used to challenge leaders, governing bodies and academy sponsors to support them 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 senior leaders' 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, Improving Educational Opportunities for All, Literacy and a range of other leadership support through the East Midland Education Support Service, go to: www.em-edsupport.org.uk).
- Governor Services:
 - a clerking service
 - a cloud-based support and information service: www.governorhub.co.uk
 - a telephone helpline, giving specialist advice from experienced governance officers
 - an audit of governing body development needs/Governance reviews
 - a core training offer including Termly Headteacher/Chair Briefings and bespoke training packages, go to: www.em-edsupport.org.uk
 - access to model documents, school policies, good practice guides and briefing papers, including twice termly newsletter and staff and parent governor model election procedures
 - leadership and governance solutions toolkit and facilitated briefings
 - complaints management service
 - a headteacher appointment service in conjunction with the EIS
- Human Resources:
 - employment advice for headteachers and governing bodies supported by the LA legal services team
 - specialist advice and support on conditions of service for all school based staff
 - advice and support to restructure, including staffing reductions, TUPE, redundancies and evaluation of grades for school support staff
- Finance:
 - a dedicated telephone helpline
 - an integrated salary calculator and multi-year budget planning and modelling tool
 - final accounts guidance and production of year end governor report
 - regularly updated financial guidance and procedure notes
- SEND – Schools and Families Specialist Services focus on:
 - 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:

- the early years team, supporting children with special educational needs and disabilities (SEND) from 0-7 years
 - the communication & interaction team
 - the cognition and learning team
 - the sensory team
- Psychology Services, including the Educational Psychology Service (EPS), the Tackling Emerging Threats to Children service (TETC), and the Coping with Risky Behaviours Service (CRB) offer support to:
 - 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 a bespoke support package tailored to the specific needs of the school in a detailed support plan which may include appropriate school to school partnership support. The LA will contribute to the cost of the support plan where appropriate (taking into account the size of the school and the resources it has available)
- 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 (normally by telephone conversation with the Lead Inspector)
- 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/intelligence 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 a Quality Assurance visit in the year preceding their next inspection to support and challenge school leaders and governors to take any necessary additional actions to ensure that the school remains at least good at its next inspection.
- 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.

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 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.

If the Section 8 inspection converts to Section 5 inspection, the Area Effectiveness Adviser (AEA) will represent the LA in any discussions required with the lead inspector (normally by telephone).

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 AEA 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 (RI);
- [the risk of pupil outcomes falling well below national expectations.](#)
- the risk of cohorts and/or vulnerable groups failing to make adequate progress and/or failing to attain as well as their peers.
- the risk of becoming RI or Inadequate because the school has been identified as good by Ofsted but standards are declining

School risk/vulnerability is measured against a range of factors summarised using the risk classification on page 16.

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, and Nottinghamshire Dashboard including those set by the DfE and Ofsted (IDSR, ASP)
- 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 maintained schools identified 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 liaise with area lead
- set up and regularly review, monitor and evaluate the impact of support/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, schools judged to be good but 'declining' and those [where standards have fallen well below national expectations](#), to update the school improvement plan to reflect the areas for development

- regularly review, monitor and evaluate progress towards becoming a securely good school
- keep the risk classification of schools under review, to recommend where support needs to be enhanced or scaled back

Area Effectiveness Advisers will:

- use EIA feedback and a range of other information, including that from wider LA services (including SEND), to ensure that they know the level of risk presented by schools within their area
- liaise with EIAs to signpost and or broker external support
- use risk analysis to identify schools which require an allocated Education Improvement Adviser, support from wider LA services and partners and to recommend a level of support
- respond as appropriate to reports written by EIAs
- maintain up-to-date area records detailing key performance indicators including Ofsted outcomes for every school in the area
- share significant concerns with the EIS team manager and the Education, Standards and Inclusion group manager at an early stage to agree the appropriate level of additional intervention

Team Manager and Group Manager will:

- work with the Education Improvement Team, relevant LA service team managers, Diocesan Directors and other system leaders to agree and broker appropriate support packages for schools

Risk analysis and school classification processes

The EIS Team Manager 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 historic outcomes (including statutory assessments and external examinations), taking into account the school's risk profile from the previous year.

The following data sources will inform the decision about risk:

- latest end of key stage assessments, test and examination results (including the KS1 Phonics Screening test) providing an indication of:
 - relative attainment compared to national averages;
 - relative 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 and data in Notts. Dashboard, IDSR and ASP.
- information from reports produced by EIAs
- information provided by other Children and Families Service teams 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.



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.

Where schools have been judged RI or those judged as inadequate and will become an Academy, the LA will continue to support and challenge the school during the transitional period.

Local Authority Risk Classification (highlight as a 'best-fit' guide of current risk level)				
	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	<ul style="list-style-type: none"> Above KS2/4 floor standards/KS5 interim standards KS5 retention above average 	<ul style="list-style-type: none"> May be below national but rapidly improving KS5 retention rates broadly average or better 	<ul style="list-style-type: none"> May be below national but improving (3a) or static (3b). Phonics may be low. KS5 retention rates may be low for L3 courses 	<ul style="list-style-type: none"> Well below national expectations 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.
Under Performing Schools	Attainment and progress are at or above the expected standards.	Attainment or progress may be just below expected standards but leadership is judged to be good and taking appropriate action.	3a – schools vulnerable to an RI judgement at their next inspection but improving. 3b – schools vulnerable to an RI judgement and not making sufficient progress.	Under performance has resulted in the school being judged RI by OFSTED or at risk of an inadequate judgement at its next inspection.
NB: In junior/small schools, there may be a convincing case for progress being better than VA/Progress data indicates which requires professional judgement				
Current cohorts	<ul style="list-style-type: none"> Assessment information shows good or better progress for all cohorts and key/sizeable groups 	<ul style="list-style-type: none"> Assessment information shows good or better progress for most cohorts and key/sizeable groups 	<ul style="list-style-type: none"> Assessment information shows variable progress for most cohorts and key/sizeable groups 	<ul style="list-style-type: none"> 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 progress 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	<ul style="list-style-type: none"> No inadequate teaching over time. Almost all teaching typically good and much is outstanding in its impact on progress 	<ul style="list-style-type: none"> No inadequate teaching and almost all teaching over time is consistently good resulting in good outcomes 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 10% or more inadequate teaching over time and insufficient good teaching to secure good achievement Provision for English/maths across the curriculum is ineffective

Curriculum	<ul style="list-style-type: none"> The curriculum effectively and creatively takes into account the context and specific needs of the children attending the school. There is a sustainable curriculum, supported through distributed leadership, which has clear progression and transition and is effectively reviewed and appropriately adjusted to maximise impact. 	<ul style="list-style-type: none"> The curriculum is well matched to the school's context. Leaders are effectively supporting the delivery of a curriculum which ensures progression and is regularly reviewed to inform adjustments and secure impact. 	<ul style="list-style-type: none"> The curriculum is increasingly well matched to the school context, but it does not yet take full account of the needs of some learners within school. Leaders have devised a curriculum to support progression, but this is not always consistently delivered in classrooms or effectively reviewed. 	<ul style="list-style-type: none"> The curriculum fails to address the needs of a significant proportion of learners in school. The current curriculum does not adequately support progression. Leaders are not holding regular, effective reviews and adjustments of the curriculum are not being made.
Personal Development behaviour and welfare	<ul style="list-style-type: none"> Behaviour makes an exceptional contribution to learning 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. 	<ul style="list-style-type: none"> Behaviour makes a positive contribution to learning 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 	<ul style="list-style-type: none"> Safe and orderly learning environment but pupils permanently excluded and/or with more than 1 FT exclusion may be above average 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 	<ul style="list-style-type: none"> Inadequate behaviour. Pupils do not feel safe or are not safe 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	<ul style="list-style-type: none"> Pace of improvement is reasonable. In 3a schools, leadership is good and requires limited support 3b: <ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> Actively contributing to the improvement of other schools 	<ul style="list-style-type: none"> Has capacity and is/has potential to support other schools 	<ul style="list-style-type: none"> 3a has limited potential to support other schools in specific areas 3b currently requires the support of other schools 	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> Good at last inspection and expected to be at 	3b <ul style="list-style-type: none"> Judged as RI (including leadership) May be judged as RI when re-inspected 	<ul style="list-style-type: none"> In Special Measures (SM) or Serious Weaknesses (SW) OR vulnerable to SM/SW when re-inspected

	Or if short inspection, next one to be section 5 to check if outstanding.	least good when next inspected	3a <ul style="list-style-type: none"> • Judged as RI but with good leadership • Judged as Good but 'Declining' at last inspection • Expected to be judged good at next inspection 	<ul style="list-style-type: none"> • 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 or LA bespoke support plan	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 of not providing an adequate education for pupils and young adults

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 the RSC, Teaching Schools, NLEs/LLEs and EIAs/Team Manager/a range of LA services 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
- Analysing School Performance (ASP)/Inspection Dashboard Summary Report (IDSR)/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 at whole school/group levels
- 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 Area Effectiveness Advisers 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)



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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	<ul style="list-style-type: none"> • Commission an external review of Governance 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 	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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. Establish the effectiveness of the school's arrangements for safeguarding, anti-bullying and health and safety	<ul style="list-style-type: none"> • Commission an external review of safeguarding/anti bullying/health & safety or undertake a self-audit of effectiveness. • Use the findings from external review or self-audit to draw up a safeguarding Improvement Plan with clear roles, responsibilities, accountability, timelines and success criteria • Contact the EIA to discuss support needs and to broker school to school support. 	<ul style="list-style-type: none"> • Provide models of effective safeguarding – systems and processes, and monitoring processes and reports to governors. 	<ul style="list-style-type: none"> • Provide advice to the Headteacher/Chair of Governors on commissioning an external review as necessary, advice on the SCR from HR and a review and advice from the NCC health and safety team. • Broker additional safeguarding support if required including support for governors through a National Leader of Governance (NLG) or Nottinghamshire Support Governor • Signpost statutory and non-statutory courses to develop staff and/or governors' skills

Key Improvement points	What actions should the school consider?	What should the Partner School/TSA consider?	What should the EIA do?
	<ul style="list-style-type: none"> • Monitor the delivery and impact of safe guarding arrangements termly. • Report to the governing body termly. 		<ul style="list-style-type: none"> • Support governors to ask the right questions to hold leaders to account. • Ensure all statutory duties are met and policies are up to date and effective through the appraisal process. • Consider whether it is appropriate to issue a warning notice to the governing body • Monitor the impact of partnership work
<p>3. Review and further develop leadership roles and key strategic leads to secure effective distributed leadership</p>	<ul style="list-style-type: none"> • 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) 	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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 and LA traded offer • Signpost leaders to appropriate external training or support offers • Monitor the impact of partnership work
<p>4. Review accountability processes</p>	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • Model effective accountability processes: <ul style="list-style-type: none"> - 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 	<ul style="list-style-type: none"> • QA accountability processes and systems to ensure these are fit for purpose and have impact • Monitor the impact of partnership work
<p>5. Identify and address leadership CPD needs:</p>	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • Broker support required to deliver appropriate CPD • Evaluate robustness of schools' self-evaluation of impact • 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?
	<ul style="list-style-type: none"> Evaluate impact 	<ul style="list-style-type: none"> Provide opportunities for good practice visits to address areas of weakness in leadership 	
6. Establish effective QA programme	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> Provide models of good practice Provide support with training needs Provide support with evaluating impact of actions taken 	<ul style="list-style-type: none"> Evaluate robustness of monitoring and evaluation systems, processes and conclusions Monitor the impact of partnership work
7. Establish a clear understanding of which are the school's vulnerable groups	<ul style="list-style-type: none"> Ensure school data systems (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 	<ul style="list-style-type: none"> Share progress monitoring 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 	<ul style="list-style-type: none"> Monitor school tracking data to ensure vulnerable groups are making at least expected progress from their starting points
8. Strengthen support structures for vulnerable and/or disadvantaged groups	<ul style="list-style-type: none"> Locate lead responsibility and 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 	<ul style="list-style-type: none"> Evaluate existing strategies 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: <ul style="list-style-type: none"> Support for leaders to evaluate the effectiveness of 	<ul style="list-style-type: none"> Support leaders to accurately evaluate the performance of vulnerable groups Signpost CPD/support re complex cases Monitor the impact of partnership work Arrange a bespoke pupil premium review for those schools with substantial funding for disadvantaged children to support an improved pupil premium strategy for the school. Arrange a bespoke SEND review for those schools with significant numbers of children with high level need.

Key Improvement points	What actions should the school consider?	What should the Partner School/TSA consider?	What should the EIA do?
	<ul style="list-style-type: none"> • 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 	<p>their pupil premium (PP) strategy and plans</p> <ul style="list-style-type: none"> ○ Models of good practice for the PP strategy and improvement plans 	
<p>9. Ensure appropriate expectations of what children should achieve, taking account of starting points and where progress needs to accelerate</p>	<ul style="list-style-type: none"> • Review whole school policy/procedure for setting targets • Update targets if necessary to secure 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 	<ul style="list-style-type: none"> • Share good practice in developing target setting and tracking processes 	<ul style="list-style-type: none"> • Ensure that targets are sufficiently aspirational and challenge if necessary • Evaluate progress towards targets in conjunction with the school
<p>10. Improve the effectiveness and impact of appraisal</p>	<ul style="list-style-type: none"> • Review effectiveness of school Appraisal Policy and procedures • Ensure appraisal objectives are linked to SIP priorities, individual teacher's 	<ul style="list-style-type: none"> • Support HT in clarifying how the appraisal objectives link to School Improvement plan (SIP) 	<ul style="list-style-type: none"> • Act as External Adviser on HT appraisal to support PM Governors in setting appropriate objectives and in interim reviews • Sample anonymised teacher appraisal objectives

Key Improvement points	What actions should the school consider?	What should the Partner School/TSA consider?	What should the EIA do?
	assessment against the Teacher Standards and improvements needed to improve pupil progress <ul style="list-style-type: none"> • Arrange regular meetings to monitor progress with appraisal objectives 	priorities and the performance of individual teachers <ul style="list-style-type: none"> • Support appraisers where required 	<ul style="list-style-type: none"> • Signpost the headteacher to relevant professional development opportunities for all members of staff
11. Address HR issues	<ul style="list-style-type: none"> • Identify HR issues which are barriers to improvement • Consider whether HR processes should begin such as absence management, disciplinary or use of appraisal processes 	<ul style="list-style-type: none"> • Model challenging conversations at leadership level 	<ul style="list-style-type: none"> • 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
12. Effectiveness of School Improvement Planning (SIP) and self-evaluation (SEF)	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • Model an effective SIP • Write a Partner School Plan aligned to the updated SIP which includes measurable milestones 	<ul style="list-style-type: none"> • 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 and mile-stones are sufficiently challenging and that monitoring and evaluation of impact are clearly identified including the role of governors in this • Signpost the school to appropriate training and workshops.
Where teaching/curriculum is not yet good consider the need to:			
13. Establish an accurate view of the typical quality of teaching and behaviour for learning	<ul style="list-style-type: none"> • Use a range of performance information to identify strengths and weaknesses in the quality of teaching over time 	<ul style="list-style-type: none"> • Support joint monitoring and evaluation 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 	<ul style="list-style-type: none"> • QA the accuracy of the school's evaluation of teaching over time using a range of monitoring activity • Monitor the impact of partnership work • Signpost schools to appropriate LA traded service offer/TSA training.

Key Improvement points	What actions should the school consider?	What should the Partner School/TSA consider?	What should the EIA do?
14. 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	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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
15. Ensure effective use of assessment information to inform planning for progress for all key groups	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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
16. Ensure adult support promotes effective learning, building independent and resilience	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • Support joint monitoring of effectiveness of support staff • 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?
17. Ensure that the curriculum is broad, balanced and tailored to meet the needs of all children attending the school	<ul style="list-style-type: none"> • Ensure there is a shared and agreed vision for the curriculum and that this intent is informed by the context and needs of the children attending the school. • Develop a "thinking" approach to the curriculum by staying abreast of the latest developments and approaches and exploring these with the wider school community. • Ensure that the curriculum framework offers strong support to teachers and support staff in terms of classroom delivery and by providing clear progression across all curriculum areas. (implementation) • Include key milestones to support effective review and evaluation of the curriculum and its impact on learning. 	<ul style="list-style-type: none"> • Share best practice and model professional discussions about the curriculum. • Cascade views and approaches from innovative CPD and support the school leaders to devise a CPD programme to develop their own curriculum "thinking". • Carry out joint book scrutinies to evaluate the effectiveness of the curriculum. • Support curriculum planning and delivery with less confident staff. 	<ul style="list-style-type: none"> • Support monitoring and evaluation of the curriculum through learning walks, book scrutinies and professional dialogue with curriculum leaders. • Review the CPD plans alongside leaders to ensure thinking is challenged and that curriculum leaders are cascading and effectively progressing curriculum development as a result. • Signpost to training opportunities. • Broker additional LA support where reading is a concern and this key skill is preventing effective access to a wide curriculum and the opportunities this offers.
Where behaviour and attitudes are not yet good, consider the need to;			
18. Improve the climate for learning	<ul style="list-style-type: none"> • Review consistent implementation of behaviour /attendance policies (using pupil voice) • Review behaviour/attendance/punctuality 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 <p>Based on audit outcomes, identify key actions to improve:</p> <ul style="list-style-type: none"> • Behaviour • Attitudes to learning • Attendance • Ethos • Environment for learning 	<ul style="list-style-type: none"> • Review effectiveness of existing systems and practice • Share best practice in terms of <ul style="list-style-type: none"> ○ Ethos ○ Communication of school values ○ Celebration of learning ○ Recognising and rewarding achievement ○ Positive attitudes/wider outcomes ○ Parental and pupil engagement • Support the school to evaluate the impact of actions taken to improve PDWB 	<ul style="list-style-type: none"> • 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

Key Improvement points	What actions should the school consider?	What should the Partner School/TSA consider?	What should the EIA do?
	<ul style="list-style-type: none"> Positive pupil and parent engagement 		
Where personal development is not yet good, consider the need to;			
<p>19. Evaluate the effectiveness of the school's provision for personal development of all pupils with a focus on intent and implementation.</p>	<ul style="list-style-type: none"> Review the curriculum to ensure that there are opportunities to build pupils' confidence and resilience and develop their ability to engage with society. Ensure that the curriculum draws upon and offers opportunities from high quality agencies and providers such as The Duke of Edinburgh Scheme, Cadet Forces etc. Provide opportunities for pupils to develop their understanding of fundamental British values. Ensure there is a clear promotion of an inclusive environment. (consider protected characteristics.) Support children to recognise and protect themselves from risks/threats online and offline. Ensure an understanding of how to stay physically healthy. Develop an age appropriate understanding of healthy relationships. Provide an effective careers programme and contact with employers including experience of work. Ensure the curriculum supports effective transition to the next stage. Ensure the curriculum meets the requirements for spiritual, moral and social development. 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> QA the accuracy of the school's evaluation of provision using a range of monitoring activities and relate to curriculum intent. Monitor the impact of partnership work Signpost schools to appropriate LA traded service offer/TSA training.



Nottinghamshire School Improvement Strategy Guidance

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

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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 from the menu in section 3 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?
<p>1. Establish capacity of the head teacher to deliver the improvement agenda within the necessary timeframe.</p>	<p>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:</p> <ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • Provide peer support from Headteacher (HT) to HT within the appraisal process 	<p>Discussions with group manager to include:</p> <ul style="list-style-type: none"> • 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 <p>Where additional support is required, EIA and group or team manager (TM):</p> <ul style="list-style-type: none"> • hold formal meeting with HT and CoG to discuss options including support <p>The EIA;</p> <ul style="list-style-type: none"> • 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 <p>The Service Director:</p> <ul style="list-style-type: none"> • responds to any requests for information from the DfE/RSC drawing on the advice of the EIA
<p>2. Challenge inadequate governance</p>			<ul style="list-style-type: none"> • Initiate a governance review <p>Group Manager, Service Director and EIA consider whether:</p> <ul style="list-style-type: none"> • it is necessary to issue a formal warning to the governing body and use formal powers of intervention, including: <ul style="list-style-type: none"> ○ establishing an IEB (in discussion with team/group manager/RSC) ○ to broker/appoint additional governors



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 from the menu in section 3 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?
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	<ul style="list-style-type: none"> • 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

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Warning notices in LA maintained schools

There are four types of warning notice that can be issued to maintained schools by Local Authorities;

- The standards and performance of pupils at the school are unacceptably low and are 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.
- The safety of pupils or staff at the school is threatened (whether by a breakdown of discipline or otherwise)
- The governing body has failed to comply with a provision of an order under section 122 of the Education Act 2002 (teachers' pay and conditions) that applies to a teacher in the school; or the governing body has failed to secure that the Headteacher at the school complies with such a provision.

RSCs will only issue a warning notice to academies or maintained schools under the following circumstances;

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

Failure to comply with a warning notice will make a maintained school eligible for intervention under sections 60 and 60A of the Education and Inspections Act 2006. The Local Authority will work with the RSC where it considers that a warning notice is necessary and together they will determine whether the use of formal powers is necessary.

Low standards of performance

The detail of what constitutes "low standards of performance" is set out in section 60(3) of the 2006 Act, specifying that this refers to any one or more of the following:

- I. the standards that the pupils might in all the circumstances reasonably be expected to attain; or
- II. where relevant, the standards previously attained by them; or
- III. the standards attained by pupils at comparable schools.

In considering whether a warning notice should be issued to a maintained school, local authorities should take into account the following objective indicators, any of which may suggest that the school shows sufficiently "low standards of performance":

- The most recent performance data shows that standards are well below national expectations (including standards below the 16-19 minimum standards).
- The most recent Ofsted inspection judgement shows the school requires improvement because the standards of education are low and local authorities determine that it is likely to remain so, and/or
- In a school with a sixth form, the most recent Ofsted inspection judgement shows that the 16-19 study programme is inadequate, even though the school overall may not have been judged inadequate; and/or
- Performance data showing sustained historical underperformance.

No single piece of performance data or inspection outcome will determine any decision on intervention. Before deciding whether a warning notice is necessary, local authorities and RSCs will consider the school in the round and consider a range of data and other evidence of the school's performance and capacity to improve.

Breakdown in the way a maintained school is managed or governed

Another ground for issuing a warning notice is that there has been a serious breakdown in the way the school is managed or governed which is prejudicing, or likely to prejudice, pupils' standards of performance.

Local authorities should identify additional support or consider issuing a warning notice to a maintained school, depending on the severity of the case, 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.

The core strategic roles of a governing body are to:

1. Ensure clarity of vision, ethos and strategic direction;
2. Hold the headteacher to account for the educational performance of the school and its pupils, and the performance management of staff; and
3. 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:

- high governor turnover;
- a significant, unexplained change to their constitution;
- the governing body having an excessive involvement in the day to day running of the school;
- lack of appropriate engagement with data. This might include, but is not limited to, data on pupil learning and progress or staff recruitment;
- not sufficiently managing risks associated with strategic priorities and school improvement plans; and/or
- evidence of poor financial management and oversight, such as through consistent overspending the school's budget beyond agreed thresholds.

These situations could all indicate a serious breakdown of management or governance that may prejudice standards. In such circumstances, the local authority may want to investigate and, where appropriate, take early action by issuing a warning notice.

In the case of a school with a religious designation, the local authority should raise concerns about governance with the appropriate religious body at the earliest opportunity.

Local authorities should also consider issuing warning notices to their maintained schools that have not responded robustly or rapidly enough to a recommendation by Ofsted to commission an objective external review of their governance arrangements. Such recommendations are normally made in the Ofsted report of an inspection, if a school is judged as requiring improvement where governance is judged to be weak.

Schools do not need to wait for an Ofsted inspection recommendation to seek an external review of their governance arrangements. Local authorities 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 local authorities are concerned that the safety of pupils or staff at a maintained school is threatened, whether by a breakdown of discipline or otherwise, they should issue a warning notice.

The DfE would expect local authorities to issue warning notices in these circumstances for schools they maintain, but RSCs can act where local authorities fail to act swiftly or lack the capacity to do so.

Local authorities should have regard to the statutory guidance on roles and responsibilities for safeguarding: 'Keeping Children Safe in Education' and 'Working Together to Safeguard Children'. The guidance makes clear what all education institutions (including academies and free schools) should do to safeguard children in their care.

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, Learning & Skills) 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 local authority, within the compliance period, and the issuing local authority 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 (It should be noted that some intervention powers must be exercised within a period of two months following the end of the compliance period – those are the

powers in sections 63, 64, 66 and 66A of the Education and Inspections Act 2006. If the local authority fails to exercise these powers within this time, these powers can no longer be exercised and a new warning notice must be given in order to do so). 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 3 and 4 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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Roles and responsibilities for LA maintained schools entering Ofsted categories

Schools that have been judged inadequate are:

1. any school Ofsted judges as requiring significant improvement (as addressed in section 61 of the Education and Inspections Act 2006); and
2. any school Ofsted judges as requiring special measures (as addressed in section 62 of the 2006 Act).

Maintained schools judged inadequate

The Secretary of State has a duty to make an academy order in respect of any maintained school that has been judged inadequate by Ofsted, to enable it to become an academy and receive additional support from a sponsor.

The RSC, acting on behalf of the Secretary of State, will take responsibility for ensuring that the maintained school becomes a sponsored academy as swiftly as possible, including identifying the most suitable academy trust and brokering the new relationship between that trust and the maintained school.

In the case of a foundation or voluntary school with a foundation that is eligible for intervention and 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 academy trust” in this guidance) before entering into such arrangements. The RSC will consult with the trustees of the maintained school, the person or persons who appoint the foundation governors, and in the case of a school that has a religious character the appropriate religious body. RSCs will ensure that any arrangements will safeguard the religious character and ethos of these maintained schools.

If a maintained school is the subject of an academy order made under section 4(A1) or (1)(b) of the Academies Act 2010, the governing body and the local authority will be under a duty to facilitate the maintained school’s conversion into an academy by taking all reasonable steps towards that end. The RSC is able to set a date by which these steps must be taken

RSCs can also use the Secretary of State’s power to give the governing body or local authority a direction, or directions, to take specified steps for this purpose. This can include requiring the governing body or local authority to prepare a draft of a scheme for the transfer of local authority owned land that is no longer, or about to be no longer, used for the purposes of the school, or for the transfer of other assets from the local authority or governing body. The RSC is able to set a date by which these steps must be taken. If the RSC has identified an academy trust to run that maintained school once it becomes an academy, and has notified the school of this, then the governing body and the local authority must take all reasonable steps to facilitate that academy trust taking responsibility for that school.

Once the RSC has identified the academy trust for a maintained school that was rated inadequate, that trust will be under a duty to communicate to parents, information about their plans for improving that school, before it is converted into an academy.

Local Authority actions once a school is judged as inadequate by Ofsted

The ‘Inspecting Schools Handbook’ (updated September 2018) identified the following requirement for Local Authorities:

Where schools are judged inadequate there is a requirement for the local authority to prepare a statement of action, even though these [the schools] will become new sponsored academies once the new funding agreements are in place. However, with the exception of any safeguarding concerns, which the statement of action must address, the purpose of the statement should be to set out how the relevant authority and the school will facilitate the transition to the new academy.

In the case of schools where serious safeguarding concerns have been identified, it is essential that early action is taken to ensure that pupils are safe. Ofsted may, in some cases, conduct a section 8 inspection within three to six months after the publication of the section 5 report to ensure that the actions relating to safeguarding that were specified in the statement of action have been implemented. These inspections will not include checks on the extent to which the school and the relevant authority is facilitating the transition to sponsored academy status.

Note:

Maintained schools that have been issued with an academy order will not normally receive monitoring inspections. Newly-academised schools will subsequently be inspected as new schools within three years of operation, and normally in the third year.

The Nottinghamshire approach to supporting schools in an Ofsted category

The local education authority will:

- 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) Prepare a written statement—
 1. 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
 2. of the arrangements they propose to make for the purpose mentioned in paragraph (b), and
- d) send a copy of the statement prepared under paragraph (c) to—
 1. the Chief Inspector,
 2. in the case of a voluntary aided school, the person who appoints the foundation governors and (if different) the appropriate appointing authority, and
 3. 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
 1. detailing whatever existing arrangements are in place (such as EIA, TSA, LLE, NLE, School to School support etc)
 2. implementing any plans to supplement this in the short term pending academy conversion
- 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

The role of the Team Manager for schools causing concern is to:

- 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.
- Ensure that all relevant LA services are providing coherent, appropriate and timely support and advice to school leaders and governors to ensure rapid improvement.

The role of the Area Effectiveness 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 alongside the allocated EIA
- liaise with other LA officers where the needs of the plan relate to their work
- support the Partnership Schools 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 school improvement grant funding where required;
- monitor alongside the allocated EIA, the progress of the school and LA action plan. Evaluate the impact of the work of the Partner School and other support provided against the priorities in the Action Plan through termly review until such time as the school becomes an academy;
- support the team manager in ensuring a smooth transition to the identified academy sponsor
- meet with HMI during any subsequent monitoring visits to represent the LA and provide the LA view of progress. (See Note above).