



## People Services

# Framework for School Improvement 2016 to 2017



Following changes in Ofsted Frameworks, Guidance for local authorities, Government strategy and funding this **revised** document outlines the changing role of School Improvement and the Redcar and Cleveland response to statutory functions.

*"Inspire excellence in learning for all through open partnership built on equality, integrity, respect and ambition"*



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## 1. The local authority Statutory Function

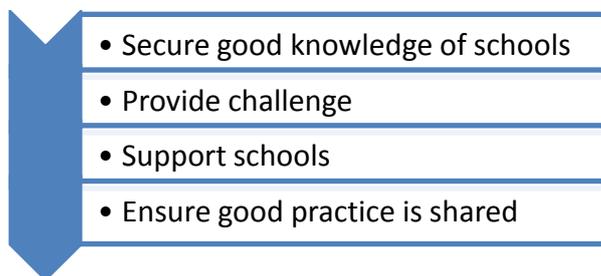
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The local authority continues to have a statutory function in law under the Education Act 1996. Section 72 of the Education and Inspections Act 2006 places a statutory duty on all local authorities in England, in exercising their functions in respect of maintained schools causing concern as set out in Part 4 of the 2006 Act, to have regard to any guidance given from time to time by the Secretary of State. Local authorities must have regard to this guidance.

Ofsted have acknowledged that “the most successful local authorities are those that engage with all the schools in their areas, regardless of whether they are fully maintained, academies or free schools. They typically view themselves as the 'commissioner of education for the children and young people in their area'. If the local authority believes that provision isn't good enough for the children and young people then it challenges schools to do better, irrespective of status.” The priority for the local authority, stated in [Our Plan](#), is to promote high standards of education and ensure that all children and young people attend a school,

which is judged by Ofsted to be at least 'good'. We will "inspire excellence in learning for all through open partnership built on equality, integrity, respect and ambition".

To achieve this we will:



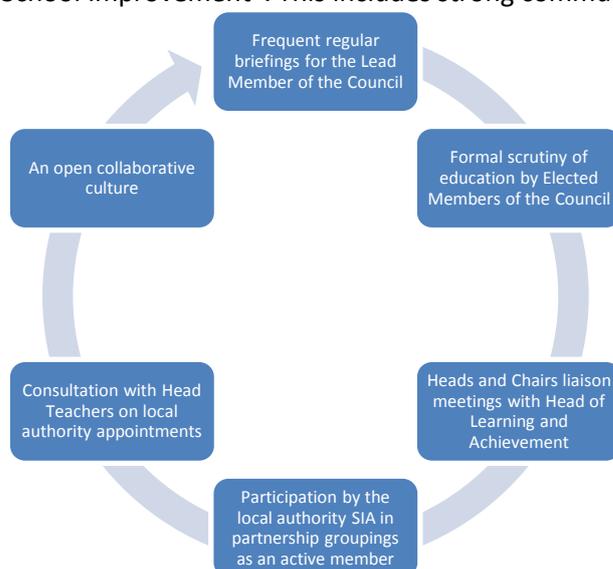
## 2. School Improvement Strategy

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The local authority will encourage and support self-improving school systems across the Borough, which will include maintained schools, partnerships, alliances, trusts, teaching schools, academies and co-operatives. Each school will have a named link Local Authority School Improvement Adviser (SIA) who will work with schools and partnerships to secure good knowledge of schools, robustly challenge performance, broker relevant support, support partnerships and ensure good practice is shared.

The School Monitoring Group (SMG) will categorise schools based on intelligence from the School Improvement Adviser, other sources provided by the school or partnership and additional data including the school website. This monitoring role will ensure there is an accurate judgement of school performance. Working in partnership we will help the school arrive at an accurate assessment of how well it is serving its pupils and identify what needs to be done to improve. The local authority will ensure that schools are able to broker independent challenge, appropriate intervention and effective support.

Our open partnerships with all in education will ensure a clarity and transparency in our "Framework for School Improvement". This includes strong communication facilitated by:



### 3. School Monitoring Group

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The *School Monitoring Group* (SMG) currently consists of the Head of Education; Senior School Improvement Advisers, Finance Officer, Governor Support, Principal Manager Services to Schools and the Intelligence Hub Manager. The SMG's role is to gather and interpret evidence, which correctly identifies underperforming schools, provide effective challenge and be aware of plans developed by schools to improve standards. The SMG systematically and rigorously uses national and local data and local intelligence to ensure schools are improving. The SMG meets termly - or as needed. The SMG links with Ofsted HMI, Regional Schools Commissioner, School Partnerships and Alliances.

Serious concerns are shared with the Director of People Services and Chief Executive. Additionally, the Head of Education meets termly with Her Majesty's Senior Inspector for Schools (HMI) to discuss the improvements in schools and will raise concerns of the performance in Academies with the Regional Schools Commissioner for Academies. The SMG can broker support (e.g. through Teaching Schools; Alliances and Partnerships; National College; HMI; Ofsted) and monitor the success of strategies to support highly effective leadership. The SMG ensures that support available is focused on areas of greatest need. The SMG may liaise, as appropriate, with partnerships to coordinate funding and support in common areas of underperformance.



### 4. School Improvement Adviser

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Each school/partnership is designated with School Improvement Adviser who will represent the local authority in discussions regarding standards and will offer support, guidance and challenge to the Leaders..

Subject to the outcome of School Categorisation schools have visits from the SIA to discuss;

- the categorisation
- standards

- emerging priorities
- impact of brokered support
- an action plan may be agreed
- further support brokered as appropriate

For some schools through discussion there may be follow up meetings or regular reviews with Senior Leaders. The SIA will provide termly letters of categorisation for Governors.

## **5. Local authority “Intelligence Hub”**

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The local authority Intelligence Hub manages the local authority Data Dashboard system and the collation of the school data at key census points which is vital in ensuring appropriate school funding. The data provides focused, up to date information, about the end of Key Stage performance, the performance of key groups and standards of all schools. Schools are requested to provide key data which highlights progress made compared to national trends and shows rates of progress over a three-year period. The LA uses a wide range of data, including the Educational Performance Analysis System (from the National Consortium for Examination Results); the Key Stage Performance Analysis System for Early Years Foundation Stage Profile and Key Stages 1, 2 and 3. (Keypas); Raise Online; Income Deprivation Affecting Children Index (IDACI); Fisher Family Trust, DfE Statistical Releases; local benchmarking; performance of different groups such as those eligible for Pupil Premium; looked after children; SEND; the more able and disadvantaged pupils.

The local authority Intelligence Hub Manager liaises with Head Teachers and Data Managers to agree protocols for sharing data. This consultation ensures that the data provided for schools, colleges and Advisers has the comprehensive data which can effectively inform school improvement. Joint planning meetings and school networking groups such as the Education Improvement Partnership Raising Standards Leaders ensure that schools support each other in the effective use of this data.

The work of the Intelligence Hub provides School Improvement Advisers with national comparative data. This complements data which schools themselves produce including tracking and evaluative data. It further supports the improvement of those schools where alternative data services are traded by the school or partnership.



## 6. School Categorisation

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The categorisation of schools ensures that the local authority reviews school performance regularly. Early identification of issues through this categorisation and discussions with the Head and Governing Body will challenge schools to improve.

The local authority has established three categories for schools based upon LEADERSHIP; OUTCOMES and PROVISION:



Schools will be categorised three times a year - in autumn, spring and summer. The results of this categorisation and an analysis of performance against national benchmarks will be shared with Heads and Chairs of Governing Bodies for discussion by the Full Governing Body or appropriate committee. This evaluation will be reported to relevant Senior Officers and Elected Members. The key questions asked by the School Monitoring Group include:

- What capacity exists for securing improvement or maintaining?
- Are all leaders (including governors) doing enough to tackle underperformance in leadership, teaching, learning and assessment?
- Does Performance Management and Continuous Professional Development secure professional growth and improved outcomes for pupils?
- What culture, ethos and relationships exist within the school?
- Does evidence show that parents are happy with the school?
- Are leaders taking effective action to close the gap for disadvantaged groups?
- Does the curriculum meet the needs of all pupils?
- Do leaders secure good behaviour and discipline throughout the school?
- Is there evidence of impact of strategies to improve attendance?
- What evidence is there of the impact of strong governance through the systematic challenge of leaders?
- Do Governors systematically challenge senior leaders so that effective deployment of staff and resources, including the pupil premium and Special Educational Needs funding?
- Are financial resources used to secure best outcomes for all children?
- Are fundamental British values and pupils' spiritual, moral, social and cultural development promoted successfully?
- Do leaders promote equality of opportunity?
- Is safeguarding effective?

This is not an exhaustive list, there may be further evidence required as a result of the context of the school.

## 7. Category definition

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The category is the professional judgement of the School Monitoring Group based on qualitative and quantitative evidence.

### Category 1

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**Evidence held by the LA suggests that all aspects of the school; education of children and young people; governance; leadership; financial management; meeting statutory obligations; are effective in all areas leading to high quality education for children and young people.**



Schools in this category will have some of the following characteristics:

- Almost all groups of children and students make and are making progress in line or above national expectations.
- The standards of attainment of almost all groups of pupils are likely to be at least in line with national averages with many pupils attaining above this. Trends in pupil achievement are above DfE floor standards. The school's actions have secured improvement in achievement for disadvantaged pupils. The gap in achievement is closing rapidly.
- The school self-evaluation, external monitoring, Ofsted Reports and current data indicates that the school will be judged outstanding or good in overall effectiveness.
- All leaders within the school and through partnerships play an effective role in promoting high expectations and aspiration of all children and young people.
- All leaders have a comprehensive and accurate understanding of the quality of teaching throughout the school.
- CPD accurately reflects the needs of the school and individual and staff openly debate and discuss performance.
- The school's curriculum provides a broad and stimulating experience for the children and young people to learn.

- The school looks after its staff and promotes well-being within a happy, enjoyable and supportive environment.
- Safeguarding is highly effective including all aspects of the Prevent Strategy and digital safety.
- Best practice is spread effectively in a drive for continuous improvement across the partnership, alliance or cluster.
- Governors ensure the efficient management of financial resources. This includes effective and efficient management of Pupil Premium Funding.
- Governors, parents, staff and pupils are positive about behaviour and safety.
- The impact of the school's strategies to improve attendance show figures above national data.

## Category 2

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**Evidence held by the LA suggests one or more aspects of the school's work; education of children and young people; governance; leadership; financial management; meeting statutory obligations; is not yet effective and could lead to education that is less than effective for children**



Schools in this category will normally have some of the following characteristics:

- Leadership and management require improvement because they are not yet effective but are demonstrating the capacity to secure improvement in the school.
- There has been a recent significant change in the leadership structure which needs time to demonstrate effectiveness.
- School self-evaluation, external monitoring, Ofsted Reports and current data indicate that teaching in all Key Stages and individual subjects are not yet consistently effective.
- From each different starting point, the proportions of pupils making expected progress and the proportions exceeding expected progress are below national figures.
- Trends in pupil achievement are in line with or below DfE floor standards.
- The schools actions have not sufficiently secured improvement for disadvantaged pupils and the gap in achievement remains wide.
- There are concerns about the Governor's efficient and effective management of financial resources including Pupil Premium Funding.
- Sharing of best practice and the support from partnerships is beginning to have a positive impact upon school improvement.
- There are concerns about behaviour and safety.

- The school's strategies to improve attendance show outcomes in line with national figures for all pupils.
- Relevant support has been brokered which is likely to have an impact and secure better outcomes for children and young people.
- Promotion of pupils' spiritual, moral, social and cultural development and their physical and emotional well-being enables them to develop in a supportive learning community.

### Category 3

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**Evidence held by the LA suggests several aspects of the school's work is not yet effective. This may include the education of children and young people; governance; leadership; financial management; meeting statutory obligations. There are concerns it could become or is a school failing in its duty to provide an effective education for children and young people.**



Schools in this category will be considered **'School Causing Concern'** and will require intervention, they will normally be characterised by some of the following:

- The school has Ofsted grades for overall effectiveness, quality of leadership and management, the behaviour and safety of pupils, the quality of teaching, and the achievement of pupils which are less than good.
- Leadership and management have not yet demonstrated the capacity to secure improvement at the school.
- The school has an Ofsted notice to improve or is in special measures with inadequate overall effectiveness.
- Teaching in all Key Stages and individual subjects is not consistently 'good or better' as evidenced by the School self-evaluation, external monitoring, Ofsted Reports and current data. The standards of attainment of almost all groups of pupils are consistently below national figures and show little or no improvement over time.
- From each different starting point, the proportions of pupils making expected progress and the proportions exceeding expected progress including in English and in mathematics are consistently below national figures.
- Pupil achievement is below DfE floor standard or in decline and shows fragile, little or inconsistent improvement.
- The school has yet to address the wide gaps in the achievement of disadvantaged groups.

- Governors are not sufficiently diligent in holding the school to account for pupils' achievement, the quality of teaching and the effective and efficient deployment of resources.
- The school's collaboration within the partnership or cluster lacks the rigour and focus to make an effective contribution to wider school improvement.
- Governors, parents, staff and pupils reflect concerns about behaviour and safety.
- Attendance is consistently low for all pupils and shows little or no sign of improvement.
- There are significant weaknesses in the overall promotion of pupils' spiritual, moral, social and cultural development and their physical and emotional well-being.
- Leaders and governors, through their words, actions or influence, undermine the promotion of tolerance of and respect for people of other faiths, cultures and lifestyles, and so do not support and help prepare pupils positively for life in modern Britain.

In line with current legislation the local authority will issue a warning notice to maintained schools, or an alert to the Department for Education, indicating that there are concerns about standards or leadership in an academy. A warning notice will be used as an "early form of intervention, particularly where standards are unacceptably low and other tools and strategies have not secured improvement."

## **8. Local authority statutory Powers of Intervention**

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The local authority has specific powers of intervention in local authority maintained schools. The process for invoking these powers is outlined below.

### **a. Warning Notice**

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If the School Monitoring Group determines that a local authority maintained school, on the register of schools, causing concern is unable to address concerns rapidly and successfully, a warning notice will be issued.

A school receiving a warning notice will normally have some of the following;

- Standards of performance of pupils at the school are unacceptably low and are likely to remain so unless the authority exercises its powers under Part 4 of the 2006 Act.
- 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 at the school is threatened (whether by a breakdown of discipline or otherwise).

A warning notice from the local authority to the governing body sets out the:

- Detail of matters on which the local authority concerns are based.
- action which the governing body is required to take in order to address the concerns

- Initial compliance period, beginning with the day when the warning notice is given and ending 15 days later.
- Process for making representations to Ofsted against the warning notice.
- Steps the local authority will take if the governing body does not or is unable to take the required actions.

As well as issuing the warning notice to the governing body, the local authority sends copies to:

- the headteacher
- the appropriate diocesan authority in the case of Church of England or Roman Catholic schools
- the person who appoints the foundation governors in a foundation or voluntary school
- Ofsted

The Secretary of State also has the power to direct a local authority to give a warning notice, or to request Ofsted to inspect and report on a school where there are serious concerns.

The local authority statutory powers to issue warning notices do not currently extend to academies, free schools or other schools not maintained by the local authority. However, where there are concerns about the performance of an Academy the local authority will alert the Department for Education.

If a school has failed to comply with a warning notice and the local authority has given a further written notice, it is then eligible for intervention.

#### b. Eligible for Intervention

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If a school has not complied with a warning notice to the satisfaction of the local authority and/or within the compliance period, the local authority will give the school notice in writing that it proposes to exercise one or more of their powers under Part 4 of the 2006 Act. These will only be used in circumstances as defined in part 4 of the Education and Inspections Act 2006

<http://www.legislation.gov.uk/ukpga/2006/40/contents>

The powers available to the local authority in schools in receipt of a further written notice or in an Ofsted category are:

- the appointment of additional governors
- the suspension of the delegated budget
- proposing to the Secretary of State the appointment of an Interim Executive Board to replace the governing body
- requirement for schools to collaborate with another school or FE college or to federate (Education and Inspections Act 2006, Section 63)

<http://www.legislation.gov.uk/ukpga/2006/40/part/4/crossheading/intervention-by-local-education-authority>

Before the local authority exercises these powers it will consult the governing body of the school, the appropriate diocesan authority and, in the case of any other foundation or voluntary school, the person who appoints the foundation governors.

### c. Removal of Formal Powers of Intervention

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Once the required improvements have been made, any relevant powers will be reinstated to the school as soon as possible. This will be confirmed in writing by the local authority.

### d. Schools in Ofsted categories of Special Measures or Serious Weaknesses

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When a school is judged by Ofsted to be inadequate (special measures or serious weaknesses), it is not necessary for the local authority to give a warning notice before it intervenes. If the school had previously been given a warning notice, the Ofsted category will override any warning notice conditions.

Statutory powers of intervention are based on the Department for Education's (DfE's) guidance which can be found on the DfE website at:

<https://www.gov.uk/government/publications/schools-causing-concern--2>

## 9. Appeals process

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All schools will have the right to appeal against a proposed category using secure evidence to the contrary. In the first instance, this will be a discussion between the School Improvement Adviser, the Headteacher and Chair of Governors to ascertain the evidence base for the category. If the matter is not resolved through this meeting, the appeal will be addressed to Head of Education. Failing this the Director of People Services will make the final decision, taking into account both the school's and the local authority's evidence.

## 10. What legislation does this guidance relate to?

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- School Standards and Framework Act 1998
- Education and Inspections Act 2006 ("the 2006 Act")
- Apprenticeships, Skills, Children and Learning Act, 2009 (ASCL Act) (amended the 2006 Act)
- The School Governance (Transition from an Interim Executive Board)(England) Regulations 2010 (Transition Regulations)
- Academies Act 2010
- Education Act 2011 (amended the 2006 Act)
- Schools causing concern guidance for Local Authorities  
<https://www.gov.uk/government/publications/schools-causing-concern--2>
- Intervening in coasting schools guidance  
[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/510644/Intervening-in-failing-underperforming-and-coasting-schools-government-response.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/510644/Intervening-in-failing-underperforming-and-coasting-schools-government-response.pdf)

*Thank you to Newcomen Primary School for the use of their images.*