



*Leeds for Learning*  
**A Strategy for Learning Improvement**  
**June 2013**



**For heads, by heads, with heads**



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# Foreword

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The Leeds strategy for learning improvement lies at the heart of our work which is based on trust, partnership and teamwork. It is a key element of the Leeds Education Challenge and will help to ensure Leeds develops further as a Child Friendly City. Together with schools and our partners we are building strong, dynamic and creative provision which has high expectations of learners and learning teams. We want all our provision to be good, improving and inclusive. We want to ensure that every child and young person is happy, succeeds and flourishes. It is intended that the strategy will make a major contribution to tackling our 'obsessions', in particular improving attendance and reducing the number of young people not in education, employment or training.

This strategy continues to support schools in their search for excellence. It is built on self-evaluation and the need for all schools, all leadership teams and all colleagues to be reflective and self-critical. It aims to celebrate, network, collaborate and share practice. It aims to develop a culture to support everyone on their journey to excellent practice.

Learning Improvement is about making sure that pupils' consistent experience is high quality learning. Schools are responsible for school improvement; Leeds Learning Improvement Service, in partnership with other teams across Children's Services, is the team that fulfils the Council's statutory school improvement duties. These include:

- promoting early action to tackle school underperformance so that it does not become entrenched and lead to formal school failure;
- ensuring that effective support and challenge is provided when an unacceptable standard of education is identified, so that improvements can be made quickly;
- decisive action if a school in special measures fails to make sufficient improvements, so that the education and life chances of pupils are protected.

This strategy is aligned with the current OfSTED framework and Department for Education agenda and designed to draw on the best practice in order to secure continuous improvement and strong partnerships for all schools in Leeds. We hope you find this strategy helpful and constructive. We welcome your comments and feedback on this work in progress.



**Nigel Richardson**  
Director of Children's  
Services



**Councillor Judith Blake**  
Executive Member for  
Children's Services

# Introduction

Effective leadership and governance are critical to securing successful settings and schools. This strategy recognises settings and schools as autonomous and self-governing and also reinforces the role of the Local Authority in knowing their settings and schools well enabling it to monitor the provision of education; to challenge settings and schools to be the best they can be in all aspects of their work for children; to support settings and schools to improve and intervening in settings and schools where there are exceptional concerns.

Our vision is based on the belief that improving schools and an improved education for all will ensure that Leeds has a successful future. Reducing inequalities and narrowing the gap between vulnerable and disadvantaged children and young people and their peers is key to the success of the local authority's strategy and the success of settings and schools and academies.

This strategy promotes strong partnerships and collaborative working and commits Leeds to work with its schools and partners on a transformational agenda. This will involve agreeing collaborative projects that draw on the creativity and expertise of all partners to create professional learning communities. The Learning Improvement Service has the key responsibility within the LSUS Directorate for monitoring, evaluating and reporting on the quality of education and standards of attainment for all children and young people in Leeds.

The Learning Improvement Service's ability to work with a wide range of school data and contextual information at every level from across the school year will support early identification of a school's strength and vulnerability. The structure of this strategy enables greater clarity in identifying areas for concern, coordinating and monitoring the impact of LA interventions, enabling the Headteacher and School Improvement Advisor to broker support from internal partners such as HR and Finance, as well as external providers.

For those schools requiring the most intensive support, the Learning Improvement Service is committed to using Teaching Schools, system leaders, such as interim or executive Headteachers, Local and National Leaders in Education (LLEs and NLEs) associate leaders and consultants to work in partnership with identified schools. These arrangements will be brokered using various forms of collaboration and federation available from within the authority and beyond.



**Paul Brennan**  
Deputy Director  
Learning, Skills and Universal Services



**Gail Webb**  
Head of Learning Improvement

## Section A1: National Context

The strategic role of the local authority was redefined by the Education and Inspections Act in 2006. It clearly defined the school improvement process and the new relationship between the local authority and its schools. The Act sets out the LA's strategic role:

- as 'champion' of the needs of children and young people and their families; in the planning, commissioning and quality assurance of educational services; and in challenging schools and where appropriate, to commission support and if necessary, to intervene in the management and governance of the school.

The Act requires local authorities to respond to parental concerns about the quality of local schools and grants new powers to intervene earlier where performance is poor. Part 4 of the Act sets out measures for tackling school underperformance. It does this by:

- enabling early action to tackle school underperformance so that it does not become entrenched and lead to formal school failure;
- ensuring that effective support and challenge is provided immediately when unacceptable standards are identified, so that improvements can be made quickly; and
- securing decisive action if a school in Special Measures fails to make sufficient progress, so that the education and life chances of pupils are safeguarded.

The Act differentiates between absolute low attainment (below floor targets) and relative under-performance where there may be declining or static performance by children and young people, under-performance by specific groups, or in specific subject areas. In all cases, early intervention is seen as important to prevent formal school failure. To this end, the Act gives revised powers to the local authority to intervene in low attaining or under performing schools.

- In September 2011, the DCSF published amended guidance on Schools Causing Concern. This guidance relates to Part 4 of the Education and Inspections Act 2006 and builds on existing statutory powers and good practice, such as the Code of Practice on LEA-School Relations (2001), to ensure that every child is provided with the education and opportunities they deserve.
- From May 2013 the OFSTED inspection is to be introduced and will use this power to inspect how well the local authority is fulfilling its general duty to promote high standards and fulfilment by every child of their educational potential as set in in section 13A of the Education Act 1996.

## Section A2: Learning Improvement Service

Settings and schools in Leeds will be categorised (See Appendix 1) according to identified strengths and the level of support and challenge required in order to bring about improvements in outcomes. This process is led by the school's own self-evaluation (See Appendix B2) which will be discussed and ratified by a quality assurance conversation with the school's allocated School Improvement Advisor, under the learning improvement entitlement. The level of this core entitlement (free to all schools) will be determined by the outcomes of this discussion.

### Learning Improvement Core Entitlement

To clarify and supplement the Ofsted 2012 categorisation criteria, the Learning Improvement Service have identified the following LA categories to frame the learning improvement core entitlement:

- 'Good/Outstanding' schools will receive a 1 x ½ day visit
- 'Good/Outstanding schools that are vulnerable' will receive 3 x ½ day visits
- 'At risk' schools will receive at least 4 x ½ day visits
- 'Schools causing concern' will receive up to 6 x ½ day visits
- 'Schools in category' will receive a maximum of 12 x ½ day visits

## Section A3: Shared Principles

The LA also has a strategic leadership role in challenging and intervening in schools to raise standards; the responsibility for school improvement ultimately rests with schools as self managing institutions. It is the school's responsibility for making the best use of the challenge and support available to them.

The Leeds Learning Improvement Strategy has the outcomes of children and young people as its driving force using an evidence-based approach which will be used to determine the level and nature of support for each school.

School to school support and the development of system leadership will be at the heart of this strategy. There will be no surprises: improvement strategies will be planned in partnership with Headteachers and Chairs of Governors, securing schools' influence over LA implementation by Headteacher representation in decision-making fora.

The starting point is self evaluation (based on the 2012 OfSTED framework) by those who work with children and young people. Schools will be asked to share their self evaluation with key officers and colleagues within the Learning Improvement Service who will quality assure as part of the annual core entitlement of school visits.

In order to identify which schools and settings are performing well, which are underperforming and which are vulnerable, a range of performance and qualitative data will be used to determine appropriate categorisation. (See Appendix B3 and B4)

Area based Primary Review Groups (PRGs) and Secondary Review Groups (SRGs) will oversee the above at half-termly meetings and setting and schools will be informed, ensuring the principles of transparency and influence. Key officers and colleagues within the Learning Improvement Service will work alongside leaders of settings/schools. A particular focus will be the work to secure progress of schools causing concern.

Raising Achievement/Support Plans linked to school development/improvement plans will record expectations of improvement for schools identified by these processes, with a common template recording milestones to be achieved within appropriate timescales.

All settings/schools will be re-evaluated annually and the half-termly Area PRG and SRG process will ensure that good practice is shared and that no school is left unsupported, or categorised inappropriately and improvements are acknowledged and celebrated.

# SECTION A4: Working in partnership

## Roles and Responsibilities – Different but Complementary

Working in partnership is critical to the success of this strategy and there needs to be clear expectations (See Appendix 5), an overview of the roles and responsibilities are detailed below.

### School to School Support

- School to school support and the development of system leadership will be at the heart of the strategy
- Schools will continue to celebrate, network, collaborate and share good practice
- Headteachers will work alongside key officers and colleagues within the Learning Improvement Service in brokering effective partnerships

### Learning Improvement Service

Responsible for:

- Annual categorisation of all schools in order to monitor and challenge the work of schools effectively;
- Reports to Governors, the Head of Learning Improvement and the Deputy Director of Learning Skills and Universal Services;
- Accurate assessment of the performance of all schools;
- In-depth assessment of the performance of vulnerable and underperforming schools with reference to their school improvement plans leading to appropriate challenge and intervention
- Planning appropriate actions to support learning improvement;
- Brokering relevant school-to-school partnership and support;
- School Review through Area PRGs and SRG;
- OfSTED inspection support;
- Delivery of the 0-19 improvement plans.

### Seconded Headteachers

The Local Authority currently works with 8 seconded Leeds headteachers on a part-time basis to enable them to work in partnership with the Local Authority Learning Improvement Service to help accelerate the rate of improvement across the city. They are a key element in the LA's keenness to promote the further development of school led improvement systems. There are currently four primary headteachers (working within the 0-11 phase), two secondary headteachers (working within the 11-19 phase) and two SILC principals (cross-phase). These are on a fixed term basis so personnel within the team will gradually change over time. Key objectives of their work across the LA are to enhance communications between schools across the city and the LA, to promote the sharing of good practice in many different ways, inform on the appropriate actions in relation to challenge and intervention as well as facilitating collaborative working.



## Teaching Schools

Teaching Schools are part of the government's drive to give schools more freedom and take increasing responsibility for school improvement at a local level. Any outstanding school (with a grade 1 for teaching and learning) can apply to become a Teaching School and work with a group of other schools in a Teaching School Alliance. As well as offering training and support within their alliance, teaching schools will identify and co-ordinate expertise from their alliance, using the best leaders and teachers to:

- play a greater role in the recruitment and training of new entrants to the profession;
- lead peer-to-peer professional and leadership development;
- identify and develop leadership potential;
- provide support for other schools leading the steering group in partnership with the LA;
- designate and broker Specialist Leaders of Education (SLEs);
- engage in research and development.

## National/Local/Specialist Leaders of Education (NLEs/LLEs/SLEs)

### National/Local Leaders of Education:

- provide support and challenge for Headteachers to assist in securing improvement or in developing a fresh perspective on issues presenting considerable challenge;
- contribute to the support and challenge for the Headteachers of vulnerable and underperforming schools in relation to school improvement plans with a particular focus on raising achievement;
- act as professional partners (mentors) for new Headteachers to assist during the transition period.

They are accountable to:

- their governing bodies;
- partner schools;
- Leeds City Council; Head of Learning Improvement Service.
- The National College

**Specialist Leaders of Education (SLEs)** are outstanding middle and senior leaders who have the skills to support individuals or teams in similar positions in other schools. They understand what outstanding leadership practice in their area of expertise looks like and are skilled in helping other leaders to achieve it in their own context.

### National Leaders of Governance (NLGs)

National leaders of governance are highly effective chairs of governors, who use their skills and experience to support chairs of governors in other schools and academies. Examples of circumstances where National Leaders of Governance might be deployed are where:

- a school has an Ofsted or Local Authority category, or is at risk of going into one;
  - schools are in a newly formed federation or trust;
  - attainment is below floor standards;
  - a school is in its transition to academy status;
  - two schools face amalgamation;
  - the Chair of Governors is new in a school in challenging circumstances;
- working practices for a chair, Headteacher or leadership group need developing

# SECTION 5: Support, advice and guidance

## School to School Support

Over the next few years the aim of the Leeds Learning Improvement Service will be to build on existing models of partnership working and strengthen, extend and formalise current arrangements. The intention in doing so will be to improve the performance of low achieving schools and to support good and improving schools to become great. Our National and Local Leaders are our outstanding and good Headteachers and they already add significant capacity to the improvement work in our schools across the city. The NLE/LLE programmes are being further developed in Leeds and all good and outstanding Headteachers will be encouraged to participate. They will be regularly alerted to the recent recruitment round for NLEs/LLEs and encouraged to apply. The LA will also broker in NLEs, if necessary, from across the country to support vulnerable schools, particularly those where progress has halted.

A school to school support network is starting to be developed through the work of the seconded headteachers.

The LA is building a strong partnership with Teaching Schools in the brokering of support for vulnerable schools, for example where the support of Specialist Leaders of Education (SLEs) is needed. Partnerships with our Teaching Schools are developing well across the city, providing professional development programmes and opportunities. Schools will also be encouraged to identify staff to participate in the range of CPD programmes that will be provided by Teaching Schools and other leading schools. These will include the Improving and Outstanding Teaching Programmes (ITP and OTP) and middle and senior leadership development programmes (for example NPQH). Partnership working with other LAs will also be developed, particularly those with schools in similar contexts.

# SECTION A6: Differentiated Monitoring, Challenge and Review

As stated previously, the Local Authority will undertake the school review process through the annual discussion, PRG and SRG meetings, to assess in a timely manner whether or not the appropriate level of support and challenge is being provided for a school. The review process is to be supported by data on each school. This is complemented by discussion and evaluation informed by a set of criteria, outlined below, which may indicate that a school requires greater than normal levels of support and challenge.

Criteria to inform the level of challenge or concern include:

- i. Ofsted or HMI have identified the school as a school requiring Special Measures or have given the school a Notice to Improve;
- ii. Ofsted have identified the school as requiring improvement.

Ofsted have identified the school as being satisfactory and highlighted aspects of the school as requiring improvement.

- iii. An Ofsted monitoring visit has identified 'inadequate progress';
- iv. The governing body of the school is subject to a formal warning notice or has had delegated powers removed;
- v. The school fails to meet national floor standards for attainment and/or progress;
- vi. The school's attainment levels are considerably lower than might be expected compared with similar schools nationally and/or there is a significantly declining attainment trend;
- vii. The value-added/pupil progress scores for the school are below average, particularly with reference to:
  - Foundation Stage to KS1, or
  - KS1 to KS2, or
  - KS2 to GCSE or equivalent
- viii. The School Improvement Adviser or other senior officer(s) report major concerns, particularly in relation to:
  - the quality of teaching and learning;
  - the behaviour of pupils;
  - leadership and management in the school;
  - safeguarding issues
  - financial management;
  - personnel issues.
- ix. Major concerns are expressed about the effectiveness of the governing body; minutes of meetings;

- x. There is a significant number of parental complaints about the school;
- xi. The exclusion rate in the school is considerably higher than for similar schools;
- xii. The pupil attendance rate in the school is considerably lower than for similar schools;
- xiii. There is a high staff sickness absence rate in the school or significant recruitment and retention issues;
- xiv. There is a significant decline in the numbers on roll and consequent negative impact on financial situation and/or ability to maintain appropriate quality or range of teaching and learning;
- xv. Vulnerable pupils are over-represented in terms of poor attainment, progress or attendance, or among those at risk of, or being, excluded.

In some instances the fragility around identified areas of concern will mean that more frequent tracking of issues and the impact of strategies to address them will be appropriate.

In assessing the level of support and challenge needed by each school, consideration will be given to the likelihood of an Ofsted/HMI inspection or monitoring visit in the near future and the school's vulnerability based on the previous judgements and current performance.

The Learning Improvement Service will continue to consider the quantitative data provided by e.g. end of Key Stage attainment and progress outcomes (Appendix B3), however it recognises that these reflect historic, rather than present trends. Recent changes in school performance often do not show up on these measures for some time, perhaps years. It is vital therefore for Learning Improvement Service to work in partnership with schools to look at current school context and information regarding school performance. This will include a discussion around term-by-term assessment of pupil progress and attainment. In addition the discussion might focus on information which may be more qualitative in nature, linked to indicators which can indicate concerns more quickly than achievement outcomes (examples might include attendance rates, data on behavioural issues etc. – see also Appendix B4).

The collation of this data and information will be used to form a firm view on any school's performance. It will provide an indicative assessment and help to provide early warning of possible emerging concerns that can be explored further to support the school's overall practice and provision.

# Section A7: Learning Improvement Core Entitlement

## Primary schools

The process of the core entitlement visits for Primary Schools will be a visit/number of visits to review successful practice and identify area for further development. The visit/s will also provide the opportunity to review the effectiveness of self-evaluation, this information will support other external and internal data which will lead to overall school categorisation. The categories are outlined in Appendix B4.

This cycle of visits will link closely to the new Ofsted framework and will focus on:

- Autumn term – Attainment and achievement;
- Spring and summer terms – ongoing discussions about achievement, including discussions on RAISE and other aspects of the Ofsted framework: Teaching and Learning; Behaviour and Safeguarding; Leadership and Management; Overall Effectiveness.

A school's category will determine how many further visits they may expect across the year. This work will complement any partnership working through clusters and school to school support. Each subsequent visit will focus on the support the school has brokered around school improvement priorities, progress and provision for all pupils, particularly vulnerable pupils and the impact of support received in the school.

## Secondary and Special Schools (Shared Review)

The Secondary and Special Schools (SILCs) Shared Review Programme will focus on school to school partnership working which is in line with the aims and objectives outlined within current education legislation.

During the academic year, LA maintained schools, academies and SILCs will participate in a cycle of partnership meetings and visits, either as a pair of schools or, ideally, as a 'triad'. These will usually involve the Headteacher but other leaders will be invited to participate as appropriate. The process will be facilitated by an adviser, either an internal SIA or one of the team of external advisers who will also be responsible for compiling the cumulative school review documentation.

The shared review process will aim to assist schools in building on successful practice and bringing about further improvements in your schools. The joint visits will also provide the opportunity to review the effectiveness of your self evaluation built up on each visit through an agreed focus built up over the yearly cycle. This information will support other external and internal data which will lead to your overall school categorisation. The categories are outlined in Appendix B1 and support the new Ofsted Framework (2012). A school's category may determine the number of termly visits as part of the core offer although this will also partly depend on the make-up of some of the partnerships.

In addition to the shared review, schools in a categories 2,3 and 4 will receive additional review visits from an adviser.

## **Cycle of visits and reporting**

This cycle of visits will link closely to the new Ofsted framework and will focus on:

- Autumn term – Achievement;
- Spring and summer terms – ongoing discussions about achievement, including discussions on RAISE and other aspects of the Ofsted framework: Teaching and Learning; Behaviour and Safeguarding; Leadership and Management; Overall Effectiveness.

Each visit will also support discussion around school improvement priorities, progress and provision for vulnerable pupils and a review of support received in the school.

Reports will be sent to the Headteacher and Chair of Governors who will then have an opportunity to check for factual accuracy. The report should then be tabled as an agenda item at appropriate governors' meetings. For schools in category 2,3 and 4 the school's adviser will attend a meeting of the governing body at an agreed point in the academic year.

## **Primary and Secondary Academies**

Leeds Children's Services takes the view that all local schools are part of the learning community in Leeds, irrespective of their governance arrangements. All schools educate our children and young people, and as such will be supported and challenged to raise achievement and eradicate the achievement gap for the most deprived children and young people. The Local Authority will promote high standards in all schools through helping to establish collaborative networks between schools, monitoring and analysing performance data and trends. To reinforce this and in line with its responsibilities towards all children and young people in the area, the authority will actively seek to work with academies in order to seek to ensure governing bodies are well-informed and advised.

The Local Authority is committed to supporting and maintaining strong working relationships with and between all schools and academies, using the Leeds Education Challenge (LEC) as a central programme to improve school standards and meet the needs of all young people educated in Leeds. The LEC academies opportunity to collaborate with neighbouring schools to share practice, hold one another to account and support the improvement of outcomes.

The Local Authority directly and in partnership with the Leeds Children's Trust Board (CTB) and the Leeds Safeguarding Children Board (LSCB) will act decisively to ensure that all children and young people are appropriately cared for, and safeguarded to secure their well-being. This will include academies to ensure that their systems recognise those vulnerable and in need of care and protection, as well as those whose wellbeing is potentially compromised. The Local Authority therefore anticipates that all academies within the area will continue to collaborate to secure the wellbeing of all children and young people.

At the beginning of each academic year a meeting with the sponsor and the principal will be offered to discuss the academies priorities for the coming year, explore any identified areas for development and agree any joint working.

## Section A8: Review Groups

The purpose of the review groups is to take responsibility for monitoring and evaluating the impact of the learning improvement strategy through

- Ensuring that there is a regular, rigorous and transparent process of monitoring
- Identification of good practice that can be shared throughout the LA
- Close monitoring of schools that are causing concern so that intervention is timely and appropriate
- Monitoring the outcomes of vulnerable groups
- Coordinating strategies that target children and young people
- Ensuring that effective strategies are in place to address issues of under performance by schools, pupils or groups
- Commission reports for debate and policy formation that address underperformance or barriers to success

The memberships of the groups will be members of the Learning Improvement Service, officers from other services, seconded headteachers and key partners according to phase. The Head of Learning Improvement will chair the meetings.

### Early Years Review Group

The remit of the group is:

- To focus early years provider's efforts to improve the quality of their EYFS provision and practice
- To provide a perspective around responsible early years pedagogy
- To provide a link between the LA, key stakeholders and early years providers
- To oversee the local categorisation of early years settings
- To evaluate the impact of support, intervention and funding on attainment and progress outcomes to ensure children have the skills to enable them to make the best start in school

### Primary Review Group (area based)

The remit of the group is:

- To provide a link between the LA, key stakeholders and seconded headteachers
- To oversee the categorisation of schools
- To evaluate the impact of support, intervention and funding on attainment and progress outcomes
- To provide a headteacher/LA perspective around interventions

## Secondary Review Group

The remit of the group is:

- To provide a link between the LA, key stakeholders and seconded headteachers
- To oversee the categorisation of schools
- To evaluate the impact of support, intervention and funding on attainment and progress outcomes
- To provide a headteacher/LA perspective around interventions

## Joint Review Groups

### Remit of the JRG

A JRG is a subgroup of the governing body which is established if it felt to be an appropriate cause of action. It takes responsibility for monitoring and evaluating the impact of the senior leadership team of the school. It monitors actions identified in the School Improvement Plan or Post Ofsted Action Plan, and evaluates the impact of those actions on learner achievement and school improvement. Governors have a valuable opportunity within a JRG to develop the skills needed to be a critical friend in partnership with staff and officers jointly reviewing the effectiveness of the plan.

There are no legal requirements regarding the constitution of JRGs. The membership will normally comprise of: some members of the governing body, including the Headteacher, and additional governors as appointed by the Local Authority; other members of the school leadership team as appropriate.

The SIA will chair the meeting working with the governors to provide a model of robust challenge to the school which will inform the future work of the governing body.



## Section A9: Statutory Intervention

The Education and Inspections Act 2006 state that Local Authorities should consider using Statutory Intervention Powers in one of two circumstances:

1. The school has been placed in an OFSTED category;
2. The school has not complied with a valid warning notice (issued by the LA).

Under Section 60 (2) of the Act, a Local Authority warning notice can be triggered by any of the following circumstances:

- (a) The standards of performance (which should be understood to include the progress pupils are making at the school) are unacceptably low, and are likely to remain so unless the Local Authority exercises its statutory intervention powers;
- (b) There has been a serious breakdown in management or governance which is prejudicing, or likely to prejudice, standards of performance;
- (c) The safety of pupils or staff at the school is threatened (whether by a breakdown in discipline or otherwise).

Statutory intervention powers include:

- Requiring the school to enter into a partnership arrangement;
- Suspending the school's right to a delegated budget;
- Replacing the governing body with an Interim Executive Board (IEB).

Each of these options is both significant and radical. The need to invoke any such action would represent an enormous failure for the school and may cause significant damage to its reputation. The fact that Local Authorities are also asked to consider school closure in these circumstances highlights the enormity of the issue.

The importance of early intervention, when schools are showing the signs of underperformance, is therefore critical. The Local Authority will work with schools to accurately evaluate school performance, identify priorities for improvement and plan effective change. We will continue to further develop strategies, structures and systems which will enable us to identify and provide/commission the support schools require at an early stage. We will also work with school leaders and governing bodies to address areas of underperformance and, where necessary, take decisive action.

Whilst the Local Authority may be required to use its powers of intervention from time to time, we remain committed to local self-governance and school autonomy. We want all schools in Leeds to be self-improving and recognise that successful schools are best placed to make decisions about how to improve.

We have many good and outstanding schools in the city. We want to build on this success through a partnership which is based on honesty, integrity and a commitment to making the best possible school system for our children and young people.

Further details on LA guidance relating to schools causing concern can be found on the DfE website.

## Formal warning notices

The key principle for any intervention by the local authority is that the level and depth of intervention is in inverse proportion to a school's success and capacity to improve.

The local authority wishes to engage fully in a professional dialogue when a school is causing concern in order to address the issues of concern. However, if a school is refusing to engage constructively with the challenge provided by the SIA or the local authority commissioned support, the issuing of a warning notice will be considered. This will be done to ensure that the necessary support is brought to bear before the issues of concern result in school failure.

The Education and Inspections Act 2006 sets out the warning notice system as:

- providing local authorities with a lever to bring in support at an earlier stage, and more quickly, to a school that is not engaging constructively with the local authority under the New Relationship with Schools guidance;
- enabling local authorities to address persistent and severe underperformance; and
- ensuring that schools which fail to comply with a valid warning notice become eligible for local authority intervention.

The DCSF 'Statutory Guidance on Schools Causing Concern (2008)' sets out fully the formal provisions and legal duties in relation to the issuing of formal warning notices, including when and how they can be issued, what the school should do to respond and how the school may appeal.

In accordance with the regulations, the local authority will send any warning notice to the governing body of the school and copy the notice to the Headteacher, Her Majesty's Chief Inspector (HMCI) at OFSTED and the appropriate appointing authority for any church, foundation or voluntary schools. The notice will also be sent to the school's SIA.

A warning notice can be triggered by any of the following circumstances:

- A performance standards and safety warning notice may be given by a local authority in one of three circumstances. Where:
  - 1. the standards of performance of pupils at the school are unacceptably low and are likely to remain so unless the authority exercise their powers under Part 4 of the 2006 Act; or
  - 2. there has been a serious breakdown in the way the school is managed or governed which is prejudicing, or likely to prejudice, such standards of performance; or
  - 3. the safety of pupils or staff at the school is threatened (whether by a breakdown of discipline or otherwise).

A warning notice will generally only be used where there is evidence to justify the local authority's concerns and the school's reluctance to address them through professional dialogue within a reasonable timeframe.

The local authority will draw on suitable quantitative and qualitative data before deciding to issue a warning notice. A warning notice can be issued if pupil performance is persistently below levels expected when their prior achievement and the school's context is taken into account, even if the absolute level of attainment is apparently satisfactory.

If the notice is issued on the grounds of the relative under performance of a particular group of pupils, the minimum expectation is that the school amends its improvement plan to identify what support is needed for this group of pupils, how it will be delivered and how its impact will be measured. The local authority will then work with the school or the SIA to ensure that the plan is sufficient and to agree timescales for monitoring the effectiveness and impact.

The quantitative evidence to be used may be based on one or some of the following forms:

- the school's data set, as agreed by the school, the local authority and the SIA, if it indicates there are problems in relation to pupil progress;
- the school is in the bottom quartile nationally in one or more of the key performance indicators (i.e. CVA data, low attainment data, aggregate point scores or exclusion and absence data);
- significant underachievement by groups of pupils (usually 5% or more of the school population), or significant weakness in core subjects.

The SIA's report, particularly the commentary on the quality of the school's self evaluation and target setting, and OFSTED inspection reports are key sources of information that may be used to justify the issuing of a warning notice. In addition, some data trends may indicate a breakdown in leadership and management. For example:

- high or increasing absence or truancy rates
- high rates of staff turnover, or numbers of staff grievances
- declining school popularity, usually revealed through falling school rolls
- significant or increasing numbers of parental complaints

Once the grounds for issuing a warning notice have been established, the local authority will set out its concerns in writing to the governing body. This written notice will include:

- the reasons for issuing the warning notice including references to any evidence used in the local authority's decision;
- the action the governing body needs to take to address the concerns;
- the action being considered if the governing body does not comply satisfactorily with the warning notice, including, if appropriate which intervention power(s) the LA is considering using. Such action will be proportionate to the issues faced by the school;
- the date when the 15 working day compliance period will come to an end;

a reminder that the governing body may appeal to OFSTED within 15 working days if it is felt that the grounds for issuing the notice are not valid or that the action proposed should the school fail to comply, is disproportionate.

# Appendix B1: Local authority school categorisation and differentiated monitoring cycle

## A brief overview/summary:

<p><b>Category 1 Outstanding/Good Schools</b></p> <p>will receive a 1 x ½ day monitoring visit per year</p>	<p>Are:</p> <ul style="list-style-type: none"> <li>• Schools with a Good or Outstanding Ofsted judgement</li> <li>• All aspects of the school (leadership and management, behaviour and safety, quality of teaching, pupil achievement and overall effectiveness) are judged to be at least good, based on 2012 Ofsted criteria</li> <li>• Attainment at the end of each key stage is above the national average/national expectation and has been for at least 2 years</li> <li>• Progress rates exceed national benchmarks, taking into account pupils' starting points eg.value-added outcomes.</li> <li>• Gaps between outcomes for different, particularly vulnerable groups are significantly narrower than national and are narrowing</li> <li>• Teaching quality is judged to be 80% or above good or better and a significant amount is judged to be outstanding, with no inadequate teaching</li> <li>• Attendance is consistently above national average</li> <li>• The school works highly effectively in collaboration to improve the transition of all their young people to their next destination to minimise the number of young people who are NEET</li> <li>• All aspects of SMSC are embedded and clearly evident in the life of the school.</li> <li>• School self-evaluation is accurate and an ambitious and effective improvement plan demonstrates clear impact</li> </ul>
<p><b>Category 2 Good or Outstanding schools that are vulnerable</b></p> <p>will receive 3 x ½ day monitoring visits per year</p>	<p>Are schools that are judged Satisfactory, Good or Outstanding who are vulnerable because of;</p> <ul style="list-style-type: none"> <li>• Significant change in senior leadership</li> <li>• Key issues around, for example, governance and finance</li> <li>• Data trends over a 2 year period indicate dips in either attainment or progress outcomes at end of key stages, where some groups of children are falling below floor standards</li> <li>• Gaps between outcomes for different, particularly vulnerable, groups are significantly wider than national but appear to be narrowing</li> <li>• High levels of staff turnover/staff absence</li> <li>• High levels of pupil turnover</li> <li>• Potential merger/ structural changes</li> <li>• Basic need</li> </ul>
<p><b>Category 3 Schools that are improving and/or at risk</b></p> <p>will receive at least 4 x ½ day monitoring visits per year</p>	<p>Are:</p> <ul style="list-style-type: none"> <li>• Schools with a Requires Improvement judgement</li> <li>• Schools who are at risk of a Satisfactory judgement at the next Ofsted.</li> <li>• Leadership and management is judged to be requiring improvement (possibly with good features) based on 2012 Ofsted criteria</li> <li>• The current leadership team has limited capacity (eg inexperience, turnover, inconsistent governor support and challenge) to bring about necessary improvements</li> <li>• Data trends over a 2 year period indicate a decline in either attainment or progress outcomes at end of key stages, where some groups of children are falling below floor standards</li> </ul>

	<ul style="list-style-type: none"> <li>• Gaps between outcomes for different, particularly vulnerable, groups are significantly wider than national with minimal upward trend</li> <li>• Teaching quality is inconsistent however there is no inadequate teaching</li> <li>• Attendance is around national average</li> <li>• School self-evaluation is accurate in some areas however is not bringing about rapid school improvement</li> </ul>
<p><b>Category 4 Schools causing concern</b></p> <p>will receive up to 6 x ½ day visits per year</p>	<p>Are graded as, or at risk of being graded as, Requiring Improvement and are consistently below floor standards. Schools for which some of the following statements may apply:</p> <ul style="list-style-type: none"> <li>• Schools which may be above the floor standard but where pupil progress in English and/or Maths is below the national median, or schools where there has been little or no improvement in progression rates over the last few years.</li> <li>• Schools which have had two consecutive Requiring Improvement Ofsted judgements.</li> <li>• Schools which are not on a consistent trajectory of improvement.</li> <li>• Schools where the gaps in outcomes between vulnerable pupils and their peers are too wide compared to similar schools</li> </ul>
<p><b>Category 5 Schools in OFSTED categories of serious weaknesses or special measures</b></p> <p>Schools will receive up to 12 x ½ day monitoring visits per year</p>	<p><b>Schools in Special Measures and Serious Weaknesses.</b></p> <p>The number of monitoring visits will be detailed in local authority action plan</p>

**It is acknowledged that all schools in all categories are improving schools and therefore the word improving has not been included in any of the category headings.**

## Appendix B2: School self-evaluation

A self-evaluation summary is likely to be most effective when it is:

- concise and succinct, captures the key points and, where relevant, identifies sources of evidence or more detailed evaluative material
- evaluative rather than descriptive or repetitive, and captures succinctly the impact of the school's actions on the quality of teaching, pupils' achievement, behaviour and safety
- a working document which is regularly used to inform governors of the school's improvement activity and is updated as part of the school's self-evaluation processes
- developed by, and used to inform, leaders, including governors and middle leaders as well as senior staff
- linked to *Subsidiary guidance* where strengths and weaknesses are set out in relation to pupils' achievement, the quality of teaching, behaviour and safety, the school's provision for the pupils' spiritual, moral, social and cultural development and, where relevant the effectiveness of the sixth form, which together can then provide a picture of the school's assessment of its overall effectiveness
- linked to school improvement planning, and identifies areas for improvement
- an indicator of the success of the school's actions in tackling issues identified at the previous inspection.

The self-evaluation summary is likely to be accurate and robust if it draws together, and where possible, corroborates the outcomes of different sources of evaluative information, including for example:

- any outcomes of the analysis of lesson observations and scrutiny of pupils' work
- analyses of the progress and attainment of pupils currently on roll, including the performance of different groups of pupils such as those who attend alternative provision and those eligible for the Pupil Premium
- analysis of the pupils' past progress and attainment
- analysis of data and information related to pupils' behaviour and safety, including exclusions, rewards and sanctions, incident logs and attendance
- analysis of the effectiveness of specific interventions to improve, for example, the achievement and/or behaviour of particular groups of pupils
- the views of parents and carers as shown by Parent View
- the outcomes of any surveys carried out by the school.

# Appendix B3: Data sets

## 1. Primary Data Analysis

Section	Data Category
Analysis (possible section, depending on resource availability)	Text commentary
Context and Inclusion	NOR
	% FSM
	IMD
	IDACI
	% SEN statements
	% SEN without statements
	% EAL
	% Ethnic heritage
	LAC
	Budget
	% Surplus (deficit)
	Attendance
	Exclusions
	Racial Incidents
OFSTED	
Early Years Foundation Stage	EYFSP % reaching expected level at the end of EYFS
	EYFSP Good level of development
	EYFSP Narrowing the Gap
	EYFSP – attainment by prime and specific areas of learning
KS1	Attainment
	Attainment trends
	Contextualised KS1 Attainment
	KS1 Narrowing the Gap
KS2	KS2 Attainment
	KS2 attainment trend
	KS2 Progress
	KS2 narrowing the gap
	Pupil Level Data

## **2. Secondary Data Analysis**

Section	Data Category
Analysis	Text commentary
Context and Inclusion	NOR
	% FSM
	IMD
	IDACI
	% SEN statements
	% SEN without statements
	% EAL
	% Ethnic heritage
	No of LAC
	Budget
	% Surplus (deficit)
	Attendance
	Exclusions
	Racial Incidents
	OFSTED
Attainment on entry	KS2 prior attainment
KS3	Attainment
	Attainment trends
	KS3 Progress
	KS3 Narrowing the Gap
KS4	KS4 Attainment and trend
	KS4 Progress
	KS4 Narrowing the Gap
KS5	Attainment
	Staying on rates
Target Setting Materials	Pupil Level Data

## **3. Special Schools Data Analysis**

Section	Data Category
Context	NOR
	EAL
	Ethnicity
	FSM
	LAC
	Budget
	Attendance
	Exclusions
	OFSTED
Attainment	Attainment
	Progress
Target Setting Pack	Summary form
	Pupil level data

For academies a range of available data to the LA will be used.



## **Appendix B4: School Performance Qualitative Indicators**

Buildings

Finance

HR

Parental complaints

Governor services

Admissions

Capacity and sufficiency

Transformation e.g. to academy or extending age ranges

Behaviour and attendance

Race and hate incidents

Safequarding

Early Help

SEN

LAC

OFSTED

School performance annual data

Learning Improvement Service

EYFS

Health and safety

Early intervention e.g CAF

FoS

Clusters

AIP

Arts

Music

PE and Sports

Library

IAG

Employability

<b>Outstanding and good schools (Category 1) will receive</b>	<b>Outstanding and good schools will be expected to</b>
<p>Support for HT recruitment</p> <p>Support for/during Ofsted</p> <p>Written report of visit - providing an external evaluation for governors, Ofsted and other audiences and summarising school priorities and progress made towards them.</p> <p><u>Purpose of visits (1 x ½ day per year)</u></p> <p>Quality assure Headteacher and Senior Leadership Team (SLT) self evaluation and key priorities reflected in SDP</p> <p>To review existing partnership working with other schools and stakeholders and the impact of this partnership working</p> <p>Identify good and outstanding practice within the school and facilitate sharing of this expertise across and beyond LA.</p>	<p><i>be potential partners for schools/settings in other categories and as such:</i></p> <ul style="list-style-type: none"> <li>• <i>may have an LLE/NLE who can be deployed to schools in all categories;</i></li> <li>• <i>possibly be a teaching school or a network hub;</i></li> <li>• <i>possibly be at the centre of a cluster or other partner initiated outreach/in reach;</i></li> <li>• <i>may be working in systems leadership roles with other schools to raise standards.</i></li> </ul>

## **Appendix B5: Expectations of LA and schools**

**\*SLA – schools can broker and purchase additional SIA and/or SIC support**

<b>Good and Outstanding schools(Category 2) that are vulnerable schools will receive</b>	<b>Good and Outstanding schools that are vulnerable will be expected to</b>
<p>Support for HT recruitment</p> <p>Support for/during Ofsted</p> <p>School to school support where appropriate</p> <p>Additional LA/multi agency support to address school issues where appropriate</p> <p>Written reports - providing an external evaluation for governors, Ofsted and other audience and summarising school priorities and progress made towards them</p> <p><u>Purpose of visits (3 x ½ days per year)</u></p> <p>Quality assure Headteacher and SLT self evaluation and key priorities reflected in SDP</p> <p>Discuss SDP and agree school priorities</p>	<p><i>be potential partners for schools/settings in other categories and as such:</i></p> <ul style="list-style-type: none"> <li>• <i>may be able to offer school to school support for specific areas of strength;</i></li> <li>• <i>may be able to contribute to cluster or other initiated inreach/outreach work.</i></li> </ul>

<p>Work with school to draw up and monitor short term plan e.g. Raising Attainment Plan (RAP) or Development Plan (SDP), aimed at addressing current barriers to improvement.</p> <p>Scrutinize termly pupil progress data for all cohorts.</p> <p>Report progress to governors and senior LA staff where appropriate</p> <p>Evaluate the impact of school to school partnership work</p>	
<p><b>Schools that are improving and/or at risk (Category 3) will receive:</b></p>	<p><b>At Risk schools will be expected to:</b></p>
<p>Support for HT recruitment</p> <p>Support for/during Ofsted</p> <p>School to school support where appropriate</p> <p>Additional LA/multi- agency support for school issues where appropriate</p> <p>Written reports - summarising school priorities and progress made towards them providing an external evaluation for governors, Ofsted and other audiences</p> <p><u>Purpose of visits (at least 4 x ½ days per year)</u> Quality assure Headteacher and SLT self evaluation by carrying out joint monitoring activities with governors where appropriate</p> <p>Discuss SDP and agree school priorities</p> <p>Work with school to draw up and monitor short term e.g. via Raising Attainment Plan (RAP) aimed at addressing current barriers to improvement</p> <p>Work with school to draw up and monitor short term Support plan aimed at moving school from Grade 3 to good and scrutinize termly for all cohorts.</p> <p>Scrutinize termly pupil progress data for all cohorts.</p> <p>Report progress with plan to governors and senior LA staff where appropriate</p>	<p><i>To work in partnership with LA to raise standards across the school swiftly.</i></p>

Schools Causing Concern (Category 4) will receive:	Schools Causing Concern will be expected to:
<p>Support for HT recruitment</p> <p>Support for/during Ofsted/HMI monitoring visits</p> <p>School to school support</p> <p>Additional LA/ multi agency support for school issues where appropriate</p> <p>Written reports - providing an external evaluation for governors, Ofsted and other audiences summarising school priorities and progress made towards them</p> <p>LA review of Teaching and Learning  <u>Purpose of visits/reviews - (up to 6 x ½ day visits per year)</u></p> <p>Quality assure Headteacher and SLT self evaluation by carrying out joint monitoring activities</p> <p>A review of teaching and learning</p> <p>Work with school to draw up and monitor a one-year Raising Attainment Plan (RAP) aimed at bringing about rapid improvement in performance</p> <p>Work with school to draw up and monitor short term Support plan aimed at moving school from to Good</p> <p>Set up a JRG</p> <p>Scrutinize termly pupil progress data for all cohorts.</p> <p>Report progress against milestones in RAP to governors and senior LA staff/Department for Education (DfE)</p> <p>Put in place/broker as necessary strategies to transform the school's current capacity to make improvements (eg ASTs, NLE/LLE/executive head, IEB or additional governors, secondees to</p>	<p><i>work in partnership with LA to swiftly raise standards across the school</i></p>

SLT, school to school support) Be part of recruitment and appointment process for key staff	
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<b>Schools in OFSTED categories of serious weaknesses or special measures (Category 5) will receive</b>	<b>Schools in OFSTED categories of serious weaknesses or special measures will be expected to:</b>
<p>Support for HT recruitment</p> <p>Support for/during Ofsted/HMI monitoring visits</p> <p>School to school support</p> <p>Additional LA/ multi agency support for school issues where appropriate</p> <p>Written reports - providing an external evaluation for governors, Ofsted and other audiences summarising school priorities and progress made towards them</p> <p>LA review of Teaching and Learning</p> <p>RAP/Pupil progress meeting summary reports</p> <p>Ofsted style report following LA reviews</p> <p>Reports to DCS, Team around the School, DfE and Inspectorate (HMI) as required</p> <p><b><u>Purpose of visits/reviews - a bespoke support package (at least 12 x ½ days visits)</u></b></p> <p>Work with school to draw up and monitor a one-year Raising Attainment Plan (RAP) linked to post-Ofsted action plan to effect rapid improvement</p> <p>Undertake (with colleagues) a termly review of teaching and learning, behaviour and school leadership</p> <p>Support SLT in collecting and presentation of self evaluation information for DfE/HMI</p> <p>Report progress against milestones in Plan to governors and senior LA staff/DfE/HMI</p> <p>Set up a JRB</p> <p>Put in place/broker as necessary strategies to transform the school's current capacity to make improvements (eg ASTs, NLE/LLE/executive head, IEB or additional governors, secondees to SLT, school to school support)</p> <p>Be part of recruitment and appointment process for key staff</p>	<p><i>To work in partnership with LA to raise standards across the school swiftly.</i></p>