

Local Authority Support for School Improvement Policy and Guidelines

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POLICY

LA Support for School Improvement Policy

CONTEXT

Schools have the direct responsibility for pupils' standards of attainment through improving the quality of teaching and learning in every classroom. The Local Authority (LA) seeks to work in partnership on school improvement. A successful partnership will have a positive effect on standards across the Borough.

Schools:

- ☞ are responsible for their own performance and the achievements of their pupils;
- ☞ must plan for continuous improvement with the maximum freedom to make decisions and manage resources.

The LA is expected to:

- ☞ know its schools sufficiently well to make effective judgements about the progress they are making towards agreed targets;
- ☞ challenge and support all schools to improve;
- ☞ target support in inverse proportion to success to secure improvement in schools causing concern or schools at risk of failing;
- ☞ intervene in schools as appropriate, to secure improvement;
- ☞ facilitate the sharing of good practice.

The highest priority for the LA is to promote high standards of education. The LA's energies and resources should otherwise be focused on schools which monitoring information suggests need further challenge or support to secure improvement.

PURPOSE

This policy sets out to:

- ☞ ensure compliance with statutory requirements;
- ☞ provide a framework of procedures that relate to all schools;
- ☞ prevent schools entering the categories of causing concern;
- ☞ provide commonly agreed procedures for schools causing concern;
- ☞ establish protocols for LA representatives supporting individual schools;
- ☞ acknowledge the duty of care the LA has to its employees;
- ☞ provide a framework for support to schools temporarily experiencing difficulties;
- ☞ establish processes to remove schools being a cause for some identified concern, 'notice to improve' or 'special measures';
- ☞ enable the LA to monitor the effectiveness of a school's improvement plan;
- ☞ inform the Council, through the relevant democratic systems, of the performance of LA schools.

The LA's School Improvement Partner Programme will support school self-review and provide some external involvement through its monitoring programme to provide pre-emptive identification of potential causes for concern. It will also provide evidence of good practice that can be disseminated to support school improvement across the Borough. Schools will be supported in their efforts to improve and avoid the need for any formal category of cause for concern to be applied.

PRINCIPLES OF A CONSTRUCTIVE RELATIONSHIP

This section sets out the key principles that will underpin the LA relationship with schools. It draws upon guidance provided in the National Government's 'New Relationships with Schools' Policy and the Education and Inspections Act 2006.

- 1 Schools are responsible for their own performance and should be given the maximum possible discretion to make decisions for themselves. At the same time, they must be held accountable for what they do.

- 2 Intervention should be in inverse proportion to success. The more successful the school, the more autonomy it should have. The weaker the school's performance, the more challenge and support should be given by the LA. Intervention should occur only when monitoring has identified weaknesses and under-performance, and then it should be in proportion to the scale of the problem.
- 3 A constructive partnership is based on a mutual recognition of the functions and contributions of each party. Thus, whilst schools should aim for self-improvement, they should not deny the proper involvement of the LA in helping to raise standards.
- 4 Zero tolerance of under-performance should apply. Where a school has shown that it is incapable of improving by its own efforts, or declines to acknowledge failure, the LA must act in order to protect the interests of the pupils. Interventions should be early and preventative so that severe failure is avoided.
- 5 When planning and carrying out their activities, schools and LAs should aim for maximum value from the resources available and choose processes that will achieve effective outcomes at minimal cost.
- 6 The LA, governing bodies and headteachers should not impose unnecessary bureaucratic burdens on each other.

PROCEDURES WHICH RELATE TO ALL SCHOOLS

The LA's monitoring and evaluation of each school's effectiveness and improvement will be ongoing and draw on all available data, including school self-review.

For each school, the LA will:

- ☞ analyse recent test, examination, inspection data and all other relevant data and consider value-added evidence;
- ☞ make comparisons with other schools against national benchmark criteria;
- ☞ monitor parental and local concerns with the headteacher and governors;

- ☞ encourage the process of school self-review;
- ☞ agree challenging annual targets;
- ☞ where the LA has concerns, intervene in inverse proportion to success;
- ☞ inform and involve the governing body.

The Process

Monitoring and evaluation will draw on the three day monitoring and review visits undertaken by School Improvement Partners.

The outcomes of LA monitoring will lead to each school being allocated to an appropriate band by the School Performance Group.

In all cases, the aim of the LA is to provide sufficient support to enable the school to become effectively self-assessing, self-improving and self-monitoring without further support beyond Band 1. Support will always be time limited and allocated against need.

Identifying and Sharing Good Practice

The LA's monitoring of all available data, allied to the visits by members of the Education Improvement Team, will identify many areas of good practice. This will form an important part of the LA information base. Schools should also be able to nominate specific areas of their own practice that have proved to be instrumental in raising standards in any aspect of school life. This bank of information can be used to guide schools, the Education Improvement Team and other LA officers towards where they can access examples of successful practice.

CRITERIA FOR LA INTERVENTION IN SCHOOLS

The following criteria will be used when analysing data and allocating schools to BANDS and determining appropriate levels of support.

A. Evidence of unacceptably low standards

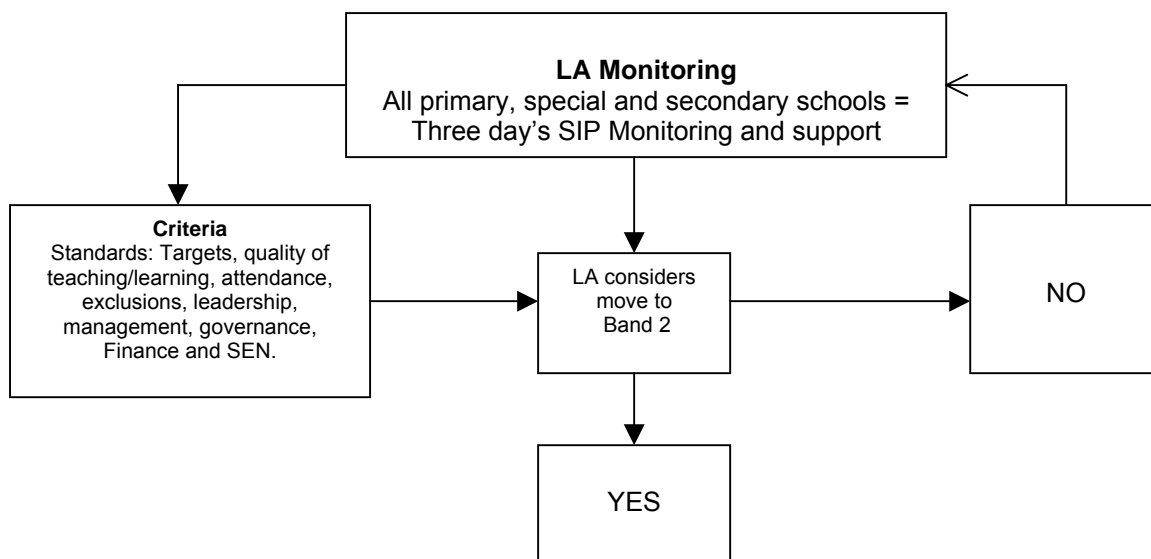
- Pupil performance is persistently below levels expected when pupils' prior attainment and the schools context is taken into account, even if the absolute level of attainment is apparently satisfactory.
- Quantitative evidence of 'unacceptably low standards' may take one of the following forms; usually a combination of several of these indicators will apply:
 - the school is in the bottom nationally in one of more key performance indicators, such as Context Value Added (CVA) data, attainment rates, or aggregate point scores;
 - the school's data set indicates there are problems in relation to pupil progress;
 - there is specific evidence, from close examination of contextual data or other sources that there are groups of pupils performing significantly below expectations. As a guide, this will normally be 5% or more of the school population;
 - attainment data shows that the school is very weak in core subjects;
 - some educational settings, especially Special Schools and Pupil Referral Units, may have little standardized data about their pupils' learning (e.g. end of Key Stage results). In these cases, SIPs and the local authority will have to rely on the school's other records, such as how well learners have met their individual targets. It is vital that these schools are challenged to provide a good education for their pupils, including the failure of the governing body to discharge its statutory responsibilities in an effective manner, and/or a serious breakdown of discipline among its pupils in an effective manner.

B. Evidence of a breakdown in leadership and management

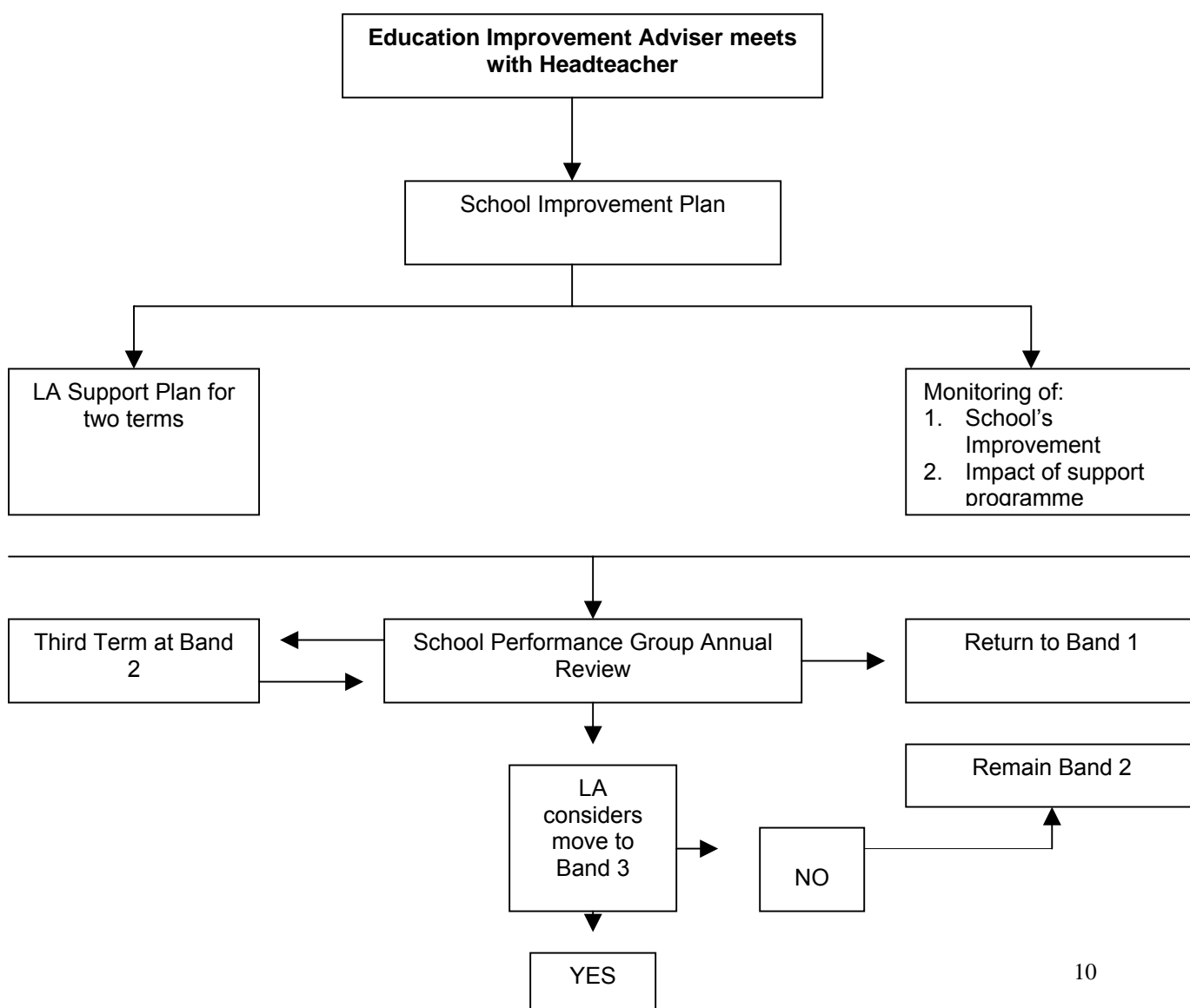
- Key sources of information to justify a warning notice under criterion (b) are likely to be the SIP's report, particularly the commentaries on the quality of the school's self-evaluation, target-setting, value for money, capacity to improve; and OFSTED reports.
- Data trends which might, in some circumstances, prompt local authorities to investigate a school's leadership and management further include:
 - declining school popularity, possibly revealed through school rolls falling more rapidly than might reasonably be expected from demographic changes;
 - high or increasing absence or truancy rates;
 - high rates of staff turnover, or numbers of staff grievances;
 - feedback from parents, or significant or increasing numbers of parental complaints;
 - failure to manage and operate the school within its delegated budget.
- Concerns about the management and leadership of the school workforce and evidence that the National Agreement on workforce reform is not being fully implemented, provided these concerns are reinforced by other evidence, particularly from the SIP.

Where potential causes for concern are identified, the School Improvement Partner will discuss these with the headteacher and chair of governors. This will clarify the school's context and actions, and will ascertain the degree of any support required to effect improvement. This information will be used as part of the BAND allocation process.

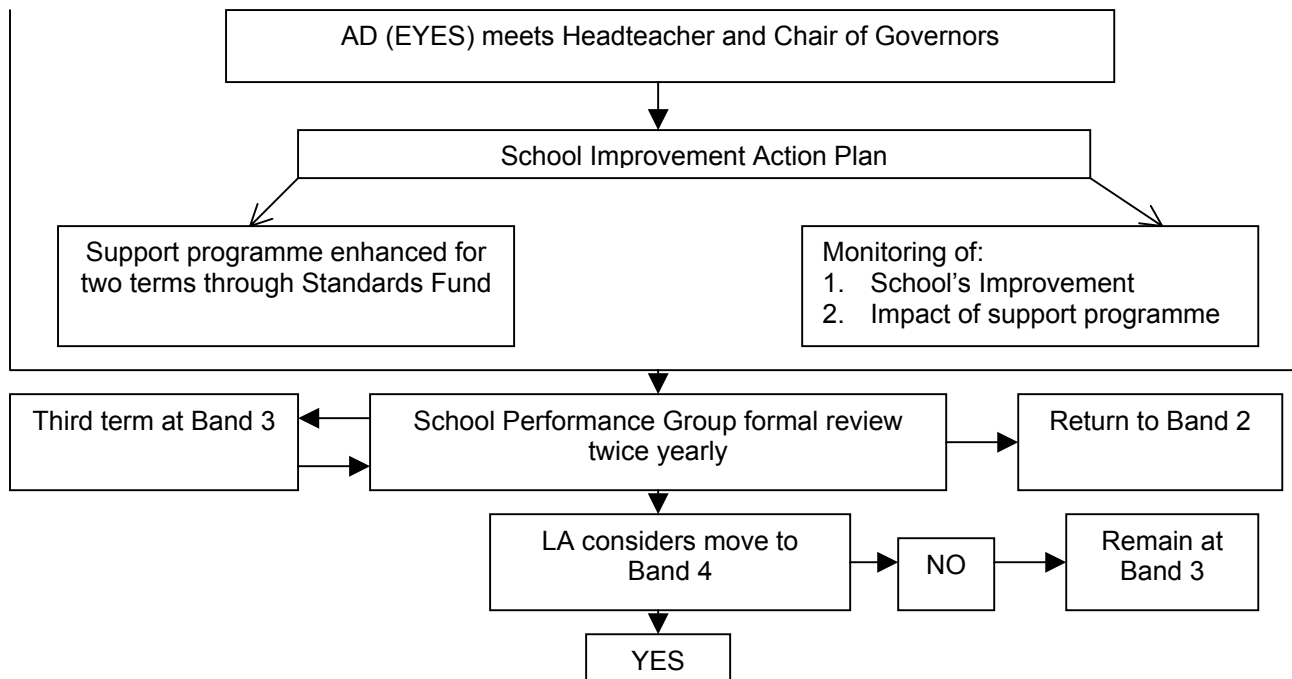
BAND 1 - SUCCESSFUL AND EFFECTIVE SCHOOLS



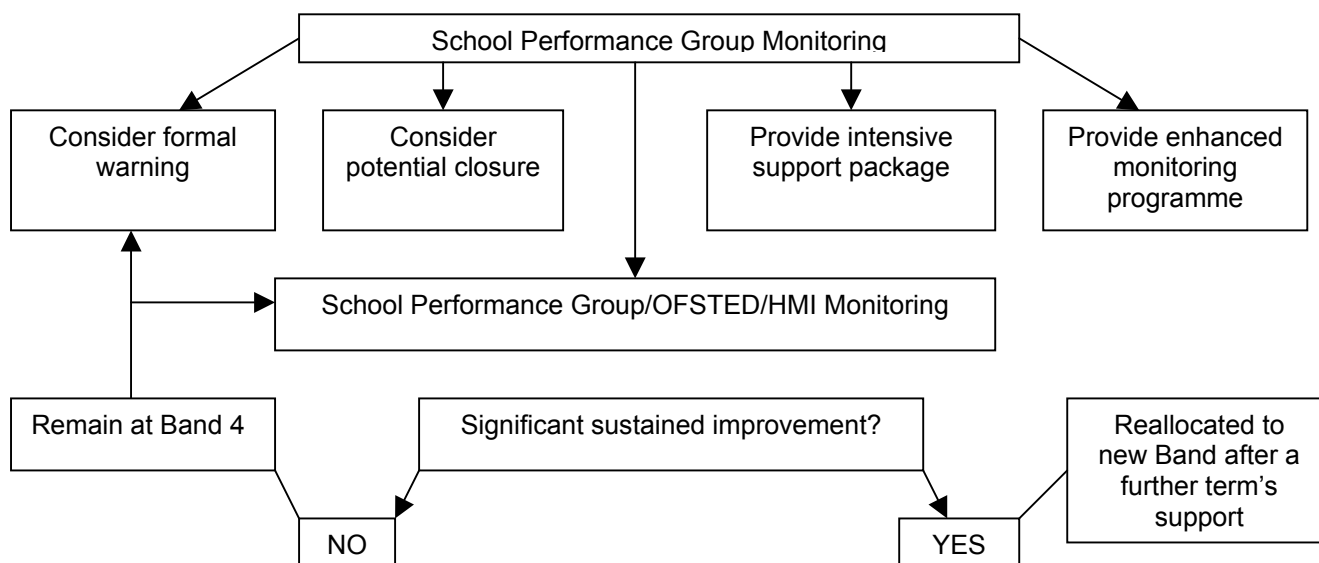
BAND 2 – TARGETED SUPPORT SCHOOLS



BAND 3 – SCHOOLS NEEDING PRIORITY SUPPORT – ‘PRIORITY SCHOOLS’



BAND 4 – SCHOOLS CAUSING CONCERN (including OFSTED categories)



THE IDENTIFICATION OF SCHOOLS

BAND 1 – Successful and Effective Schools

Definition

These schools know their strengths and weaknesses well and are proactive and successful in dealing with any concerns. These schools are successful in securing and maintaining appropriate standards. They have a clear understanding of what needs to be done to bring about further improvement and they carry this out effectively. There will be, characteristically, examples of good practice within Band 1 schools which would be beneficially disseminated, both locally and more widely.

Support

Successful schools will continue to identify and buy in the support they need, both to maintain standards and to develop further from their own funds.

Monitoring

All schools will be monitored through an analysis of all available data held centrally and accessible to them (see Criteria – pages 10-11).

Additionally, **each school** will receive three days support by a School Improvement Partner.

BAND 2 – Targeted Support Schools

Definition

A school placed in Band 2 has the capability and capacity to effect necessary improvements within its own resources.

Outcomes from SIPs visits and for LA data monitoring suggests that one or more of the factors listed below are impacting on pupil performance and are becoming barriers to the school improvement programme.

Support

Schools within Band 2 will be responsible for securing their own improvement using their existing resources. Applying the principle of early intervention outlined in the Education and Inspections Act 2006, the LA will negotiate a support plan to address the factors identified. The support programme will be established, initially for two terms.

Monitoring

A Senior Education Improvement Adviser will monitor:

1. the schools progress against specific criteria for improvement linked to the identified areas;
2. the impact of the LA support

Criteria for BAND 2 Schools – to be read in conjunction with pages 8 and 9

- Low attainment (below FT), CVA and/or conversion.
- At risk of going below floor target in one or more subjects.
- Possible downward trajectory in standards.
- New, inexperienced or unfocused leadership and management.
- Not sufficient 'good' learning and teaching.
- Significant difference in achievement between groups of pupils or subjects.
- Ethnic minority under-achievement.
- New arrivals.
- High proportion of children with SEN.
- Behaviour and attendance issues.

BAND 3 – Schools Needing Priority Support – 'Priority Schools'

Definition

Schools within this band will have generally recognised that there are specific improvements that they need to make and this will have been confirmed by LA monitoring. In a few cases, LA monitoring will alert the school. Schools in Band 3 will require extra support to enable them to make the progress and

improvement they need. Band 3 will also include any schools, previously in Band 2, who have been unable to make the progress that was expected.

Support

Discussions will be held between the LA, School Improvement Partner, the headteacher and chair of governors of a school in Band 3, in order to clarify key areas for improvement and to outline the process of action planning, support and monitoring. The school will where necessary, revise its school improvement plan in line with the outcomes of these discussions. A planned programme of specific support from the LA will also be negotiated. The appropriate support programme will be established, initially for one year, with the school receiving additional funding to put this in place. Funds will be allocated in relation to need.

Monitoring

The school's progress towards improvement through the implementation of its action plan will be monitored, as will be the impact of the support programme. The monitoring of progress will be undertaken by members of the LA Education Improvement Team. The School Improvement Partner will give termly reports to the AD, (EYYES), who will track overall progress. In a minority of cases a third term in Band 3 to consolidate progress may be allowed.

Where a school has made sufficient progress towards improvement and has the capacity and capability to sustain this, it will be reallocated to Band 2.

Schools in Band 3 who fail to make adequate improvement within an appropriate timescale may be re - allocated to Band 4. In some instances this could also be linked to the LA issuing a formal warning notice. (see Standard Operating Procedure: Schools Causing Concern)

Criteria for BAND 3 Schools – to be read in conjunction with pages 8 and 9

- Below floor target 3 or more years.

- Significantly low attainment CVA and/or conversion.
- Weak / ineffective leadership and management.
- Inadequate learning and teaching across school.
- Lack of capacity to improve learning and teaching and / or leadership and management.
- Recruitment and retention of staff.
- Pupil mobility.
- Poor behaviour and attendance.
- Significant under-performing groups.
- Significant proportion of children with SEN.
- Significant turbulence e.g. new arrivals, head/staff long term absences.

BAND 4 – Schools Causing Concern

Definition

This band includes OFSTED category schools (special measures and notice to improve) and schools, previously in Band 3, who have failed to make adequate improvement, despite enhanced support. It will also include a school where a serious, unforeseen crisis has occurred.

Support

Schools in this band will receive the highest priority support. The School Improvement Partner will advise and assist the school and governors in the preparation of a school improvement plan, which the LA believes will remove the causes of the identified weaknesses.

For OFSTED inspected schools, support will be very specific and linked to schools' post-OFSTED improvement plan and the LAs timescales for removing a school from particular OFSTED categories.

Support will be tailored to the individual needs of the school in order that it can make swift and significant improvement. This may include the support of headteachers, and other key senior staff, working on a secondment basis for the LA. It could also involve other consultants from outside the LA as

appropriate to the needs of the school. Additional funding from the Standards Fund will be devolved in relation to need. Schools will also be expected to deploy their own funds to support improvement, wherever possible. Funds will not be devolved on a formula basis.

Monitoring

The Assistant Director for EYYES will chair regular monitoring meetings. The meetings will be attended by the headteacher and chair of governors, and other officers relevant to the nature of the concerns identified in the school. The School Improvement Partner will monitor the impact of the school's implementation of its action plan and convey this to the LA. All LA school data analyses and HMI monitoring visit reports will feed into the overall monitoring schedule.

THE SCHOOL PERFORMANCE GROUP

The Group will be chaired by the Assistant Director (EYYES). Membership will comprise the Assistant Director (EYYES), plus representatives from Children's Services including: Personnel, Finance, Buildings, Specialist Support Services, School Governance and Additional Educational Needs. Membership may be extended to be cross-Division and Authority, to give a broader approach to support school improvement.

The School Performance Group will meet to review the progress of all schools over an annual cycle. It will particularly focus on the progress of 'priority schools'. Headteachers will be invited to attend.

SIPs will visit their schools prior to the review date and discuss the school's progress in detail with the headteacher. Each SIP will present an annual report on the progress of their schools. All other representatives will contribute further specific information from their departments.

Following BANDING, the LA will ensure the banding letter covers the outcomes agreed at the meeting. The banding letter and School Performance Group notes will then be sent to the headteacher and chair of governors.

Reports on all schools will be presented to the Select Committee for Children's Services to ensure elected members are fully informed of the status of LA schools.

GUIDELINES

LA Support for School Improvement: Guidelines

LA SUPPORT FOR SCHOOLS CAUSING CONCERN

1. 'PRIORITY SCHOOLS' – SCHOOLS NEEDING PRIORITY SUPPORT

The School Improvement Partner will:

- ☞ discuss with the headteacher and chair of governors issues of concern in relation to standards, quality of education or leadership and management, providing objective and professional evidence for the causes of concern which have arisen through the LA's normal monitoring process and school self-review.

The LA will:

- ☞ plan and agree, with the headteacher and governors, an action plan, to be completed within one month of the school being deemed a 'priority school'. This will include a programme of support, with separate monitoring, to improve the area(s) giving cause for concern to include:
 - ☐ appropriate specialist support;
 - ☐ regular visits to the school to provide support and to discuss progress;
 - ☐ completion of any notes of visit deemed to be required for LA and school records;
 - ☐ provision for the school to participate in support networks across schools with similar concerns;
- ☞ when necessary, arrange for a monitoring team to visit school to determine what progress has been made over a period of one or two terms from the completion of the action plan (circumstances may indicate that a longer period of time needs to be allowed). Reports from these visits will identify clearly what has been improved and advise the school of what it needs to do to make further improvements. The LA will
- ☞ ensure the monitoring report is fed back to the headteacher and chair of governors - a copy will be given to the headteacher and chair of governors and that the School Performance Group will review monitoring

reports and progress towards improvement at a meeting to which the headteacher and chair of governors will be invited.

2. SCHOOLS GIVEN FORMAL WARNING NOTICES

This section needs to be read in conjunction with Annex 4.

The Education and Inspections Act 2006 provides for an authority to issue a (formal) warning notice to a governing body in certain specified circumstances, namely where:

- i) standards of performance of pupils at the school are unacceptably low and are likely to remain so unless the authority exercises its statutory intervention powers;
- ii) there has been a serious breakdown in the way the school is managed or governed which is prejudicing, or is likely to prejudice, pupils' standards of performance; or
- iii) the safety of pupils or staff at the school is threatened, whether by a breakdown of discipline or otherwise.

In the event of a formal warning notice being issued, the following procedures will ensue:

- ☞ The LA will set out their concerns in writing to the governing body. The notice will include:
 - the reasons for issuing the warning notice, including references to quantitative and qualitative evidence the Authority has used in deciding to issue the notice;
 - the action the governing body will need to take in order to address the concerns raised;
 - the action the LA is considering if the governing body do not comply satisfactorily with the warning notice, including, if appropriate, which intervention power(s) it is considering using. The 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 to the governing body that they may appeal to OFSTED within 15 working days if they feel that the grounds for issuing the warning notice are not valid, or that the action proposed if the schools fails to comply is disproportionate.
- ☞ The LA will send the warning notice to the governing body, the headteacher and Her Majesty's Chief Inspector at OFSTED, and the appropriate appointing authority for church, foundation or voluntary schools

The Education Improvement Adviser will:

- ☞ attend the meeting with the School Performance Group to report on monitoring findings and school progress towards improvement;
- ☞ contribute to an action plan to resolve the cause(s) for concern;
- ☞ advise on the source or allocation of additional funding to support the action plan;
- ☞ co-ordinate the support contributions of other members of the Education Improvement Team, and other relevant LA departments, to the action plan;
- ☞ visit regularly to provide in-service and support, e.g. a minimum of a monthly visit;
- ☞ arrange for a monitoring team (two or more advisers) to visit the school at appropriate intervals;
- ☞ provide termly monitoring reports to the Assistant Director (EYYES), governors and headteacher;
- ☞ complete any notes of visit deemed necessary;
- ☞ keep the headteacher, governors and Director of Children's Services informed of progress made to resolve the deficiencies.

3. SCHOOLS WITH A NOTICE TO IMPROVE / SCHOOLS REQUIRING SPECIAL MEASURES

This section needs to be read in conjunction with Annexes 1 – 3.

(a) The governors will:

- ☞ consider an initial LA/governing body response to the OFSTED judgement;
- ☞ address the key issues immediately after the verbal feedback from the inspection and begin to take the necessary action without waiting for permission from OFSTED;
- ☞ consider positively the value of being represented at the optional OFSTED seminar on action planning and any opportunity to consult HMI on the draft action plan;
- ☞ establish an action plan sub-committee with regular meetings to monitor progress;
- ☞ before the completion of the improvement plan, the chair of governors (or representative), with the headteacher, will meet with the Assistant Director for EYYES;
- ☞ seek regular support from the LA in implementing the improvement plan to ensure improvement in standards, teaching, leadership and progress on the key issues in the improvement plan;
- ☞ consider the LA/school's self-evaluation report of progress made against the key issues before any OFSTED monitoring visit;
- ☞ monitor, to ensure that the commitment, strategy and systems are in place to ensure further improvement;
- ☞ the chair of governors, or a representative, will attend meetings with monitoring HMI and subsequent feedbacks.

(b) The school will:

- ☞ prepare draft proposals for an improvement plan, addressing the key issues of the OFSTED report, and work collaboratively with the governing body and LA to finalise these;
- ☞ work with the governors' action plan committee to produce a final action plan to be agreed by the governing body;
- ☞ implement the improvement plan, monitoring progress and reporting to the action plan committee and governing body as required;
- ☞ ensure the headteacher and, if possible, representatives of the senior management team attend LA monitoring group meetings.

(c) The LA will:

- ☞ through its officers, inform elected members of the action taken;
- ☞ liaise with diocesan authorities for church schools;
- ☞ provide a detailed explanation of the options for the future of the school, including closure;
- ☞ fulfil its statutory responsibilities to work with the school on its improvement plan, produce an LA statement of action that provides evidence of focused LA support. consider whether to withdraw the school's delegated budget;
- ☞ consider the provision and source of additional funding;
- ☞ establish appropriate contacts and support networks;
- ☞ set an indicative target date for removal from the OFSTED category
- ☞ establish a formal process to ensure that, upon removal from OFSTED category, the school continues to be subject to specific support with separate monitoring for a specified period of time;
- ☞ keep the governors fully informed and involved;
- ☞ establish an LA clerked supervisory group consisting of the Education Improvement Adviser and other officers relevant to the school's nature of concerns to regularly meet with the school's headteacher and senior management team/representatives;
- ☞ clerk governors' action plan committee meetings;
- ☞ establish a separate monitoring team (two or more Education Improvement Advisers) to visit the school and monitor progress on a termly basis;
- ☞ collate LA notes of visit/support and maintain these;
- ☞ provide monitoring reports to the Director of Children's Services, governors and headteacher;
- ☞ regularly review progress and support via the School Performance Group;
- ☞ identify an LA representative to meet with OFSTED for any monitoring visit;
- ☞ be represented at report-back meetings following any OFSTED monitoring visit;

- ☞ identify and provide effective support and guidance to the school, including oral and written feedback;
- ☞ contribute to OFSTED monitoring visit meetings on the issue of acceptable rates of progress;
- ☞ review the school's position in relation to 'Fresh Start' and surplus places, if progress is insufficient to remove the school from OFSTED category during or beyond the two-year period;
- ☞ use its additional powers, if insufficient progress is made, or ask OFSTED to re-inspect if the additional powers have been implemented;
- ☞ communicate with the relevant professional associations on appropriate issues.

(d) The Education Improvement Adviser will support the school by:

- ☞ advising and assisting in the compilation of the improvement plan;
- ☞ formally discussing progress with the school and governors at least on a half-termly basis, or more frequently if required;
- ☞ regularly advising the LA School Performance Group of progress made;
- ☞ support the member of the LA monitoring group in planning their work;
- ☞ maintaining regular contact with the school;
- ☞ attending OFSTED inspection feedback to the governors;
- ☞ contributing to the LA response to OFSTED on the school's improvement plan;
- ☞ preparing the LA commentary and statement of action assisting the Director of Children's Services in its submission;
- ☞ advising the school in preparing for any OFSTED monitoring visits;
- ☞ supporting the headteacher in completing any required evaluation form prior to OFSTED monitoring visits;
- ☞ attending LA and OFSTED monitoring visit meetings for feedback;
- ☞ reviewing LA support following HMI findings;
- ☞ writing LA response if overall progress is judged to be limited by HMI monitoring;
- ☞ informing and co-ordinating Education Improvement Team of the support needed to be provided by them;

- ☞ receiving notes of visit on support from the Education Improvement Team;
- ☞ liaising with the headteacher to ensure that the LA statement of action is on target;
- ☞ supporting the governors' action plan committee;
- ☞ advising and supporting the school in adjusting the improvement plan as progress is made.

4. SCHOOLS REMOVED FROM OFSTED CATEGORIES

a) The governors will:

- ☞ maintain the action plan committee for a further term (subject to review by LA and governors) to monitor and ensure progress is sustained;
- ☞ ensure that the School Improvement Plan and school self-review continue to address any outstanding issues identified by OFSTED or HMI/LA monitoring.

b) The school will:

- ☞ continue to work with the governors' action plan sub-committee for a further term (subject to review by LA and governors) to ensure progress is sustained;
- ☞ ensure that its School Improvement Plan and any school self-review address any outstanding issues identified by OFSTED or HMI/LA monitoring, and that progress is maintained.

c) The LA will:

- ☞ ensure that the school receives the support of a Education Improvement Adviser for a further term – or longer, if necessary;
- ☞ monitor all available data and allocate the school to an appropriate Band after one term.

d) The designated Education Improvement Adviser will:

- ☞ formally discuss progress with the school and governors at least on a half-termly basis;

- ☞ regularly advise the LA School Performance Group of progress made and sustained;
- ☞ maintain regular contact with the school;
- ☞ contribute to the LA monitoring programme with school specific data.

ANNEXES

The following Annexes have been included to give schools additional information, which they might find useful supplements to the Policy and Guidelines.

Other useful reference documents would include:

- Every Child Matters: Framework for the inspection of schools in England from September 2005

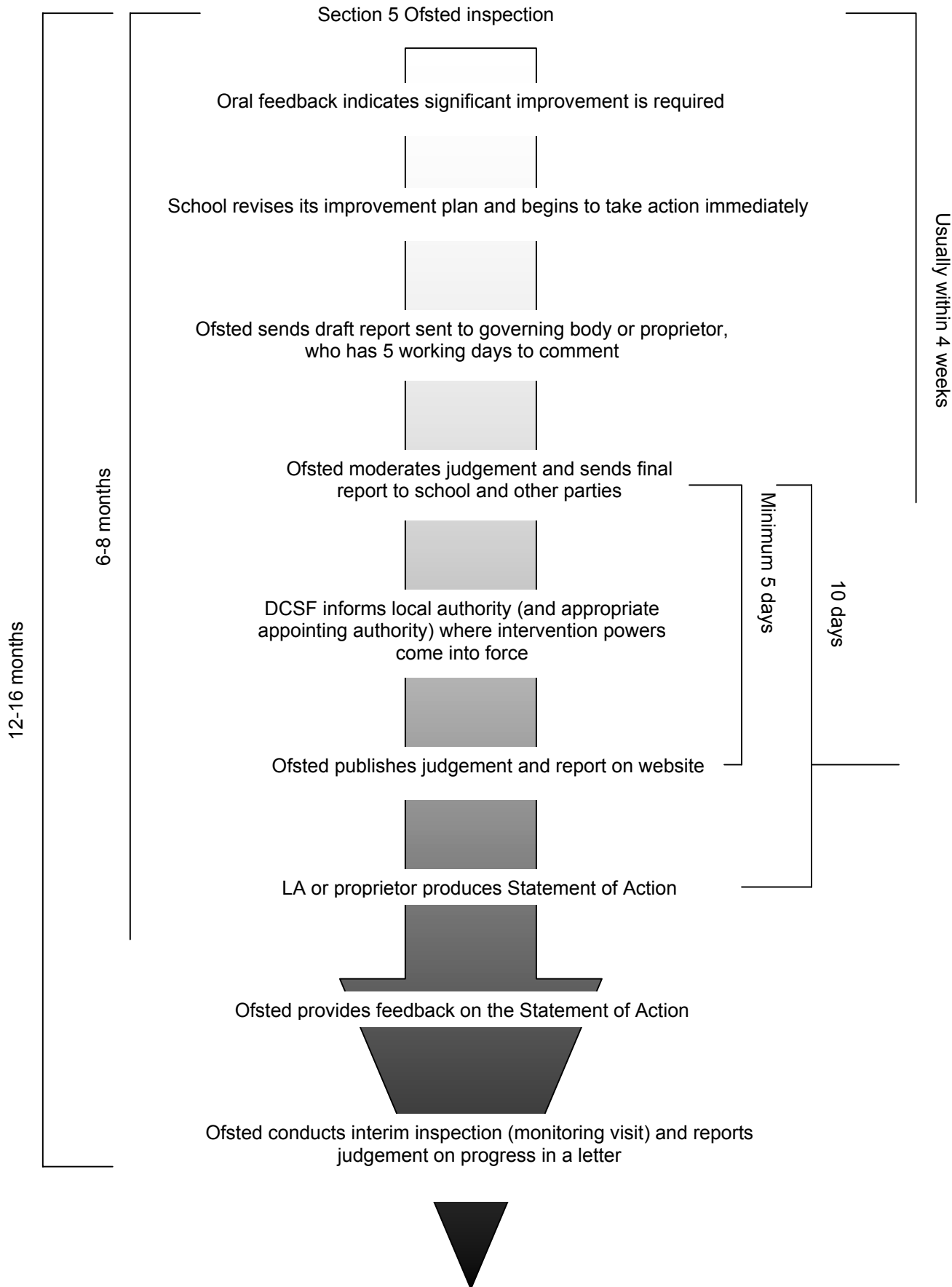
Annex: 1

<h2>OFSTED Inspections for Schools in a Category</h2>

- The action the local authority has taken so far.
- The additional support the local authority will commission to help the school address the areas of weakness identified by Ofsted.
- What arrangements the local authority has made to inform parents and carers about the actions planned for the school, and how it will gather and take into account their views.
- What specific steps are needed to build the leadership and management capacity of the school, including at middle management level.
- Whether there is scope for partner organisations to be brought in to support the school (including other schools, trusts, colleges, or non-educational organisations), and how this collaboration will be facilitated.
- The scope for the school to be closed or federated, taking into account the number of surplus places in better-performing local schools, and – if such a course of action is appropriate – when this might happen.
- The scope for the school to become a Trust school or an Academy.
- Whether the authority intends to use its intervention powers to appoint additional governors, require the school to enter into arrangements, withdraw delegation of the budget, or replace the governing body with an Interim Executive Board (IEB).
- If the school is not to be closed or federated, or the authority's intervention powers will not be used, why none of these actions is considered appropriate; and
- A plan of future action, including resource implications, quantified targets to evaluate the effectiveness of external support, target dates for key actions, and progress review points.

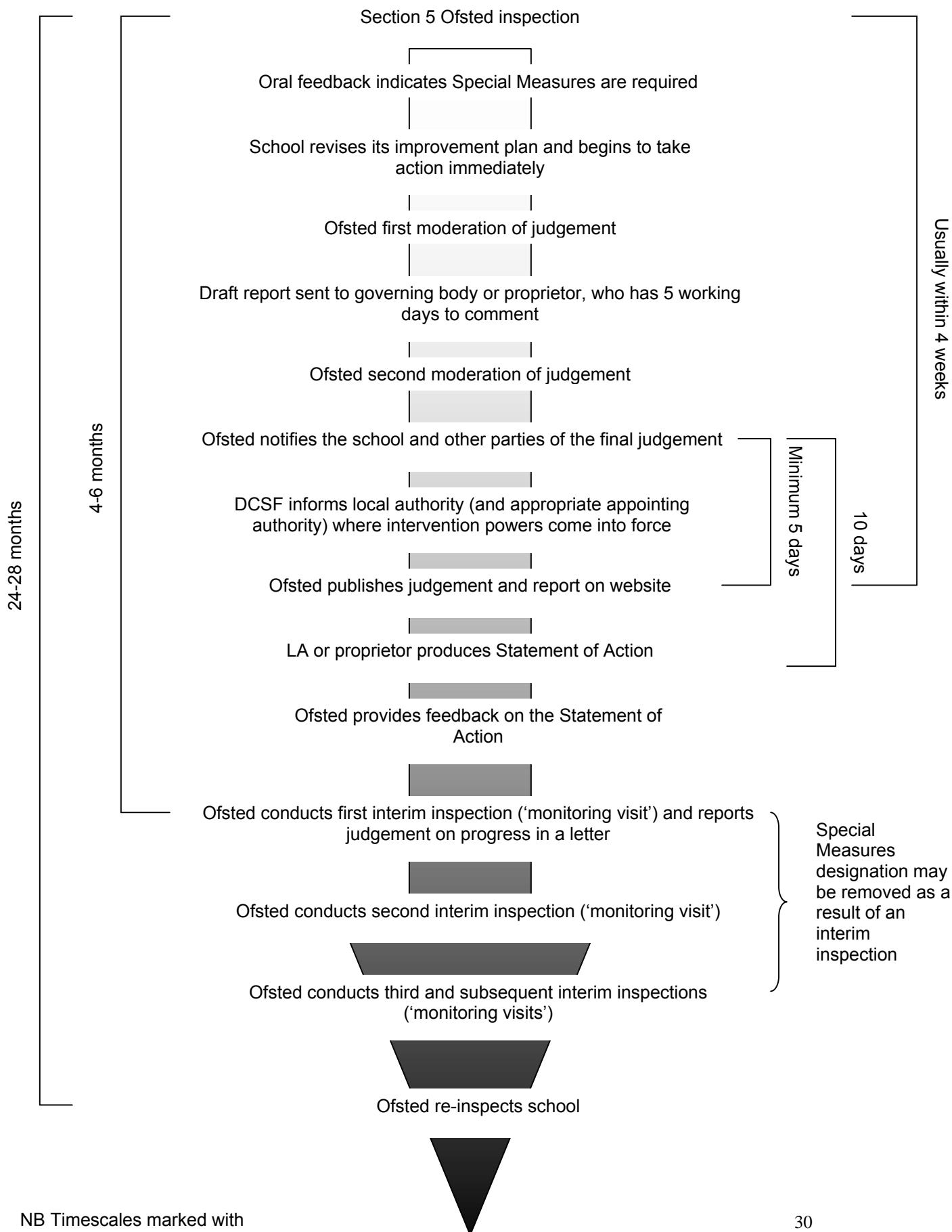
Annex: 2

SIGNIFICANT IMPROVEMENT TIMELINE



Annex: 3

SPECIAL MEASURES TIMELINE



Annex: 4

LA INTERVENTION PROCEDURES

Power to require a school to enter into partnership arrangements

Legislative provision: Section 63, Education and Inspections Act 2006 (new power).

Purpose of intervention: To require a school to enter into collaborative arrangements to secure improvements

Best used: Where a school, or key figures within it, refuses to collaborate with an appropriate partner

Can be used with the following powers:

Appointing Additional Governors	Interim executive members	Suspension of delegated Budget
√	√	√

Requirements before using power:

- Local authority must consult the governing body of the school, plus – if a foundation or voluntary school – the diocesan or other appointing authority
- Local authority must find a willing school, college, other organisation, or individual to act as a partner

Power to suspend the school’s right to a delegated budget

Legislative provision: Clause 66, Education and Inspections Bill 2006 (re-enactment of S17 of the School Standards and Framework Act 1998)

Purpose of intervention: To secure control over staffing and spending decisions in order to secure improvements

Best used: Where the governing body is providing insufficient challenge to the Headteacher or senior management team of the school, or where management of the budget is providing a distraction from improvement priorities for governors

Can be used with the following powers:

Entering Into Arrangements	Additional governors	Interim Executive Members
√	√	√

Requirements before using power: None

Power to appoint additional governors

Legislative provision: Section 64, Education and Inspections Act 2006 (re-enactment with amendments of S16 of the School Standards and Framework Act 1998).

Purpose of intervention: To strengthen the local authority's voice on the governing body and/or to provide additional expertise to the governors in key areas to support a school's improvement.

Best used: Where the governing body needs additional expertise, or the Headteacher and senior management team need further challenge and support.

Can be used with the following powers:

Entering into Arrangements	Interim executive Members	Suspension of delegated budget
√	X	√

Requirements before using power: None, although it is good practice for the local authority to inform the diocesan or other appointing authority for foundation governors, who are also entitled to appoint additional governors.

Power to provide for the governing body to consist of interim executive members

Legislative provision: Part 65, Education and Inspections Act 2006 (re-enactment of S16A of the School Standards and Framework Act 1998)

Purpose of intervention: To secure a step-change in the leadership and management of a school through the use of a specially-appointed governing body for a temporary period (an 'Interim Executive Board')

Best used: Where the governing body is providing insufficient challenge to the Headteacher or senior management team of the school, is providing an obstacle to progress, or there has been a breakdown in working relationships that is having an impact on standards.

Can be used with the following powers:

Entering into Arrangements	Additional governors	Suspension of Delegated Budget
√	√	√