

Improving Schools For The Future

The Leicester City Policy for School
Improvement

September 2007

Policy for School Improvement

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Foreword

Our aspiration is to create a city that is ambitious for its children and young people, where children become active, healthy, and successful citizens. The Policy for School Improvement sets out the outline framework and robust actions that underpin how the Local Authority and schools can and will make this a reality.

Leicester is a vibrant city and a welcoming home to a diversity of people. Many residents are of South Asian, African-Caribbean or African descent; recently there has been an influx of new arrivals from Eastern Europe. The population of 288,000 is 60% white and 40% from minority ethnic backgrounds with over 80 languages spoken. 45% are Christian, 15% are Hindu, 11% are Muslim and 4% are Sikh.

While there is much to be positive about in Leicester, we recognise that we do face significant challenges. Leicester has some of the most disadvantaged areas in England; and there are wide inequalities in the quality of life of different communities within the city, and between the city and elsewhere. This is particularly true in the case of educational attainment where we need to address:

- The poor levels of achievement and attainment in the Foundation Stage;
- Low levels of language and literacy acquisition;
- Key Stage 2 performance and the knock on impact on secondary attainment;
- Raising the educational standards achieved by Looked After Children;
- High levels of mobility and turbulence.

The policy provides a clear framework for our efforts to raise educational standards. It is underpinned by key principles which place the child at the centre, promote educational inclusion and participation, and recognise our shared responsibility for school improvement. It builds upon and develops successful approaches that already exist and is a key element of a range of work that impacts upon learning across the city; including our strategies for inclusion, admissions and school place planning, and for transforming learning and extending services in and around schools and children's centres. These are underpinned by our strategy for designing and building schools for the future (0-19), and our workforce development strategy. It is our intention over the next year to develop an integrated improvement policy which includes schools, children's centres and private, voluntary and independent (PVI) early years/childcare sector settings.

We live in a climate of accountability and acknowledge the importance of supporting and challenging each other, whilst creating a professional community dedicated to high standards of academic and personal achievement. We also acknowledge the extraordinary achievements of work in our schools which is changing the lives of young people and which is being directed and encouraged by teachers and other staff. We need to identify, celebrate and share this more widely. We recognise that the professional development of all our colleagues is paramount. We are determined to harness and encourage the talents of all staff; to attract high quality, qualified teachers and other professionals to this city; and to achieve our ambition to become an exciting and successful learning community.

Joe Pajak, Service Director, Learning Service

Leicester City Council

Policy for School Improvement

1 Introduction

- 1.1 'Improving Schools for the Future' is the Leicester Policy for School Improvement which sets out our framework for working with schools to raise standards. The document has been prepared in wide consultation with schools and key stakeholders.
- 1.2 The Policy for School Improvement seeks to connect the key focus on school standards and the holistic vision set out in the Children Act (2004). It takes full account of the Children and Young People's Plan for Leicester which identifies clear priorities in relation to improving educational outcomes in Leicester; for example, ensuring that more children and young people enjoy learning and improving attainment and achievement at all Key Stages.
- 1.3 The policy also gives due regard to the principles enshrined within the United Nations Convention on the Rights of the Child and is inextricably linked to the Local Authority's Strategy for Inclusion.
- 1.4 The policy operates within the framework of the Education and Inspections Act 2006 and takes account of all other relevant policies and guidance (Appendix 11). The Act requires local authorities to respond to parental concerns about the quality of local schools and gives them new powers to intervene earlier where performance is poor. Part 4 of the Act sets out measures for tackling 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;
 - Securing decisive action if a school in Special Measures fails to make sufficient improvements, so that the education and life chances of pupils are safeguarded.
- 1.5 The promotion of and support for high educational standards is a 'corporate' responsibility for all staff working in Children and Young People's Services, as well as for all those working in schools. Both the Local Authority and school staff share a commitment to seeking continuous improvement.
- 1.6 The responsibility for school improvement must, ultimately, rest with schools themselves. The Local Authority's role is to provide both support and challenge for schools, operating on the principle of 'intervention in inverse proportion to success'. The Policy for School Improvement provides clear, supportive and robust mechanisms for engaging with schools in this work.

2 Rationale

2.1 Leicester City Council is working towards ensuring that all schools and learning settings (0-19) in Leicester are successful, inclusive and effective centres for learning; which set and achieve both challenging targets and the highest standards. The School Improvement Policy is being introduced so that the Local Authority is able to:

- Ensure that all children and young people in Leicester enjoy learning and achieve their full potential as expressed in the Children and Young People's Plan;
- Provide a clear and consistent framework for school improvement;
- Support schools in delivering personalised learning to ensure that every child is fully stretched, and can access a curriculum that best suits their needs and talents;
- Develop effective partnerships with its schools and their communities to ensure educational opportunities and learning settings are provided around the needs of each child and parent/carer;
- Make a strong and positive statement about what works well and to celebrate and promote success and effectiveness;
- Work with its schools to raise standards and to set out clearly all the ways in which it will support, challenge and act to improve provision wherever necessary;
- Involve children and young people, parents and carers, and the wider community in the development of a coherent, high quality, framework for improving learning and achievement across Leicester;
- Be clear about what schools, parents, and the wider community can expect from the Local Authority as it fulfils its responsibilities for school improvement and how actions will contribute to our shared objectives of raising standards;
- Indicate the processes it will use to ensure that only the best standards and highest quality provision are offered to our children and young people.

3 Implementing the Policy for School Improvement

3.1 The Local Authority will:

- Provide clear and effective strategic leadership;
- Develop a 0-19 strategy for learning (the Local Authority's Raising Achievement Plan) which will recognise and build upon the rich and effective practice that already exist within schools across Leicester;
- Support all schools and learning settings in raising standards of achievement and maintaining an inclusive, innovative, relevant, and extended curriculum;
- Refocus its working relationships with schools to encompass the Every Child Matters agenda, Ofsted inspection arrangements and the deployment of School Improvement Partners (SIPs);
- Define clearly the arrangements in relation to the Local Authority's responsibility for providing advice, support and challenge in inverse proportion to success;
- Encourage and support headteachers, teachers, support staff and governing bodies to evaluate, reflect on and improve their practice;
- Determine a programme of Continuing Professional Development which will include a strategy for developing leadership capacity and the induction of headteachers;
- Ensure a high standard of service is provided to all schools and learning settings and review and monitor the effectiveness and impact of its work.

- 3.2 The Local Authority will work collaboratively with schools and learning settings to enhance standards. It will adopt a focused and integrated approach consisting of:
- Monitoring schools' performance;
 - Support for raising standards and dissemination of good practice;
 - Challenge to schools having low levels of success;
 - Intervention in cases of concern.
- 3.3 A key component and principle of the policy is to secure excellent and inclusive education provision and high achievement by applying a differentiated approach to support, monitoring, challenge and intervention, i.e. in inverse proportion to success.
- 3.4 The Local Authority will secure excellence by encouraging and supporting staff and governing bodies to evaluate, reflect on and improve their practice; and by providing a high standard of service to all schools and settings in relation to promoting school effectiveness and school improvement. The LA will also maintain an objective awareness of good practice that exists and which is making 'good' schools effective. The development of a strategy for celebrating, promoting and sharing effective practice will form a key element of our partnership work with schools.

4 How the Local Authority will do it

- 4.1 Each school will be allocated five days of School Improvement Partner time annually (which may be increased for high level support schools) to monitor, support and challenge appropriately. This time will be used specifically to:
- Analyse and summarise schools' pupil performance data, including attendance, exclusion and including those not in education, employment or training (NEET);
 - Interrogate attainment and achievement, drawing to the school's attention emerging trends or issues and challenging strategies for further improvement;
 - Help school leaders to evaluate their school's performance, identify priorities for improvement and plan for effective change;
 - Review and agree the quality of standards of learning and teaching, curriculum, leadership and management, care and guidance, and use of resources, through verification of the school's self-evaluation process and validation (and where required, moderation) of the self-evaluation form (SEF);
 - Advise the school on the setting of its statutory targets;
 - Agree with the school a summary profile;
 - Advise governing bodies in setting headteacher performance targets;
 - Identify and broker high quality advice, support and guidance to help the school work out and implement its own strategies for improving performance;
 - Identify at an early stage schools which are underperforming or are a cause for concern and alert the both the school and Local Authority of these concerns;
 - Provide challenge and support, so that the headteacher and governors feel that practice has improved through SIP interaction and there is evidence of impact;
 - Attend Local Authority school improvement meetings (for schools identified as causing concern);
 - Provide a summative report for the governing body.

- 4.2 Each school will be provided annually with a personalised set of quality performance data to support school improvement. This will include:
- Reports showing comparative budget, surplus places, attendance, exclusions;
 - Quality of teaching, learning and leadership;
 - Pupil progress through each Key Stage compared with schools nationally;
 - Fischer Family Trust data providing estimates for each school, and value-added data at each Key Stage, shared with all other Leicester schools;
 - Contextual information compared with other similar schools nationally;
 - Benchmark information for statistical neighbours;
 - Other relevant data sets that will be developed to support school improvement.
- 4.3 Training will be available to schools on high-level interpretation of data for analysis, particularly for headteachers, senior leaders, middle leaders, and governors.
- 4.4 Performance data will be systematically monitored and analysed by the Local Authority throughout the academic year. This analysis will be presented to Members for scrutiny, and where appropriate, to all parties with a legitimate interest in school improvement across Leicester.
- 4.5 The Local Authority will develop an annual cycle of monitoring, evaluation, support, challenge and intervention as summarised in Appendix 1. Schools will be strongly encouraged to make use of Ofsted inspection criteria as a key element of school self-evaluation and review. The Local Authority will use rigorous and transparent procedures for categorising the level of support and challenge for all schools and learning settings and for intervening where schools are causing concern.
- 4.6 The main strands of accountability for schools set out by Ofsted are:
- Overall effectiveness;
 - Achievement and standards;
 - Quality of provision;
 - Leadership and management.
- 4.7 Schools annually self-evaluate performance in relation to these areas and record these assessments on their self-evaluation forms (SEF). SIPs will support schools in validating their SEF. The Local Authority will use all relevant quantitative and qualitative information and data to create a 'moderated' self-evaluation profile which will indicate key strengths and priorities for improvement. This will provide the basis for determining the overall 'level of support' for the academic year (Appendices 2-8).
- 4.8 The key elements which input into the final assessment of the level of support are:
- Learner progress measured through Contextual Value Added;
 - Standards measured at the end of each Key Stage.

5 Schools will be expected to

- Monitor, review and evaluate their own progress;
- Release their headteacher and other senior leaders, to work with colleagues to support peer review and monitoring and intervention in schools requiring additional support; using this to provide opportunities for further development;
- Respond positively to the advice, support and challenge provided by the Local Authority;
- Work with the Local Authority to develop an action plan for any required improvements;
- Involve the governing body (and faith representatives, where appropriate) in the improvement process;
- Allocate resources to target the areas requiring most support;
- Encourage all staff to be active in helping the school to make the required improvements and provide additional training and support if needed;
- Sustain and build upon the improvements once these are achieved;
- Remain independent and autonomous, taking full responsibility for their own improvement and ultimate performance;
- Collaborate with other schools to maximise expertise and resources, which will support school improvement without having a detrimental effect on schools providing support;
- Work with the Local Authority to implement and support this School Improvement Policy;
- Provide constructive feedback to the Local Authority on its school improvement functions.

6 Support for schools

- 6.1 Where challenge from School Improvement Partners or Ofsted indicates that schools will need additional support in order to deliver against their priorities and targets, it is the Local Authority's role to broker the support; and for higher levels of support, to design and commission a suitable package and monitor its success.
- 6.2 Schools will receive one of four 'broad' levels of support: 'light touch', 'medium level', 'enhanced', or 'high level' support. In each case the support will be personalised (i.e. targeted towards specific areas of need within a school) to take account of a school's unique context. In addition to SIP time, schools will be allocated a personalised and differentiated improvement package (Appendix 3 onwards). This will be determined annually and reviewed termly and according to circumstances.
- 6.3 The Children and Young People's Services Directorate Management Team will receive weekly progress reports on school improvement and Ofsted Inspections across the Local Authority. Where necessary short-term, cross-department focus groups will be established to determine the nature of the support to be provided for schools that may be causing concern; in order to ensure that the work is not conflicting, is appropriate to need, and to ensure it is effectively targeted. A summary of the Ofsted position will be provided for the Lead Member in line with their performance monitoring role within the statutory framework.

6.4 Locality-based School Improvement Managers (SIMs) will provide the following:

- Co-ordination of support for schools in Ofsted categories and schools causing concern to the Local Authority to ensure improvement;
- Targeted support for schools in enhanced and high level intervention categories;
- Reviews required by the Director or Scrutiny Committee;
- Support for locality improvement partnerships;
- Monitoring of the Newly Qualified Teacher induction process.

SIPs and SIMs form essential channels of communication between schools and the Local Authority, and will work hard to establish effective relationships with schools. The Heads of Service, Learning Quality and Improvement (0-11) and (11-19), will oversee work in the relevant phases. The Head of Learning Transformation will work closely with these two Heads of Service and ensure that, through appropriate use of data and information; additional support can be brokered and provided as, and when, needed.

6.5 In addition to school visits, SIPs, SIMs and Heads of Service will analyse and interpret a wide range of information about standards and other aspects of school performance. This will enable the Local Authority to agree appropriate targets with schools. Their roles are fundamental to the process of supporting school improvement and identifying schools at risk of failure. The relevant Head of Service will draw together information where there are concerns and inform the School Intervention Group (SIG).

6.6 On an annual basis each SIP will recommend to the Local Authority within which of the levels of contact each school falls, in consultation with the headteacher and governors. This recommendation will be moderated by the Local Authority to take account of all relevant qualitative and quantitative information. Time will be allocated to schools in inverse proportion to their success, e.g. where a school's performance in relation to its statutory targets is falling significantly below those agreed or expected, where leadership is unsatisfactory, where teaching and learning are unsatisfactory, where pupils are underperforming or where there is insufficient capacity for improvement. Support provided will also take account of recent Ofsted inspection outcomes:

Grade 1: Outstanding, Grade 2: Good, Grade 3: Satisfactory, Grade 4: Inadequate.

6.7 The role of monitoring, challenge and support will require the Local Authority to have recourse to a core of high quality advisory and other professional staff. These colleagues will engage at a high level with senior school staff and governors on leadership and management issues, sometimes in very difficult situations. Their work will be augmented by headteachers, other school-based staff, and associates, commissioned to work with a particular school or collaboratively across schools. This will also include the flexibility to draw upon a pool of experienced and successful school leaders, School Improvement Partners, and National Leaders in Education to support school leadership in identified schools.

6.8 It is intended that school improvement work will be organised and co-ordinated in localities. This work will be carefully linked to the work of other professionals who will also be locality based, e.g. Educational Psychologists, Specialist Teachers, Behaviour Support Teachers, Educational Welfare Officers, and RALAC (Raising the

Achievements of Looked After Children Team). Together these services will provide quality support and intervention for children and young people where needed, and therefore raise achievement and increase inclusion.

- 6.9 Teaching and learning support will be provided to the school through capacity in local schools (e.g. advanced skills teachers and/or associate leaders) and through a team of National Strategy consultants and a core team of advisers, who will be deployed in inverse proportion to success. Their work in schools causing concern (e.g. those in receipt of enhanced support or high level intervention) will be co-ordinated by the School Improvement Manager and monitored by the School Improvement Partner. In schools requiring medium support the school will have agreed with their SIP the support required and the SIP will identify this to the locality-based School Improvement Manager. The SIM will then deploy advisers, consultants or school-based staff to provide the support to the school. A cost may be charged for some or all of this work dependent on the category of the school.

7 Schools causing concern

- 7.1 Many schools are able to develop as successful and improving organisations with relatively little external help. There are, however, a small number of schools which experience difficulties at some time and become a cause for concern. The Local Authority will use all available information and data to anticipate where there might be cause for concern. It will support, challenge, monitor and intervene in these schools within the statutory framework set out in the Education and Inspections Act 2006, the latest Schools Causing Concern guidance, and the Local Authority/Schools Code of Practice 2001.
- 7.2 The Local Authority's aim is to reach the position where there are no schools requiring special measures or issued with a notice to improve in Leicester and standards of achievement across the city are at least in line with progress nationally.
- 7.3 The Local Authority will maintain a register of all schools causing concern; this will not be a public document. The 'cause for concern' register will include those schools which have been:
- Issued with a formal warning (Appendix 9);
 - Placed in an Ofsted category (Appendix 10);
 - Identified by the Local Authority as requiring intervention following an analysis of the monitoring data;
 - The subject of a major unpredictable event.
- 7.4 The Local Authority will establish a Schools Intervention Group (SIG) which will meet half-termly (and as required) to review the progress being made by schools causing concern or at risk (i.e. schools on the cause for concern register). The Schools Intervention Group will be chaired by the Service Director (Learning) and include relevant Heads of Service from across Children and Young People's Services and the locality School Improvement Manager.

8 The Local Authority's approach to intervention in schools causing concern

The full range of actions used by the Local Authority to challenge a school's leadership to improve the quality of education provided is set out below.

- 8.1 The DCSF statutory guidance (2007) sets out the roles of local authorities and SIPs in early intervention, and describes the relationship which should be established with schools in order to provide early support and challenge. The Local Authority will intervene before weaknesses undermine parents' confidence in the school.
- 8.2 When a school is causing concern the Local Authority, in line with the statutory guidance, will consider how to secure immediate and sustainable improvements, and act quickly. Such decisive action will ensure that children's life chances are not jeopardised by attending a poorly performing school for an extended period of time.
- 8.3 The statutory guidance discusses good practice principles for planning school improvement. It also outlines ways in which a local authority can support a school's leaders to deliver improvements. The final section details the statutory intervention powers which local authorities have at their disposal in relation to maintained schools. These include: appointing additional governors, de-delegation of the school budget, requiring the school to enter into an arrangement, the replacement of the governing body with an Interim Executive Board, or proposals in relation to school closure.
- 8.4 Making intelligent use of data in order to understand each school's needs and taking a proactive role in early intervention are central components of the Local Authority's strategic role. Identifying and solving issues early will be less detrimental to pupils' outcomes and more cost-effective than allowing a school to fall into failure.
- 8.5 When schools are identified as causing concern a formal meeting will be held by the Local Authority to agree the priorities for improvement, the level of support needed, and the expected time the school will need to improve. This meeting will include the school's headteacher, chair of governors and SIP. The Corporate Director of Children and Young People's Services or the Service Director, Learning Services, will chair this meeting. An action plan to support improvement will be formally agreed with the school, with the aim to cease intervening as soon as a school is judged to have the capacity to improve without intervention.
- 8.6 Schools causing concern will be allocated additional time; e.g. on average up to one day per week for the School Improvement Manager to co-ordinate all intervention activities. The School Improvement Manager will maintain this contact throughout the period of intervention and into the exit strategy and ensure there is a well-informed and seamless return to the normal pattern of monitoring and delivery of other services.
- 8.7 The School Improvement Manager will work alongside the SIP to provide additional capacity for intervention and challenge. Other service areas will allocate additional resources in line with identified areas of need. A support governor may be placed on the governing body to secure more effective strategic direction. Time from the School Improvement Manager and other services, will be reduced and finally withdrawn as part of the exit strategy.

- 8.8 Local Authority staff will be brought together and form a support team for each school. They will work with the school and its governors to draw up an action plan which shows how priorities for improvement will be addressed, taking account of the actions proposed in the school's improvement plan. The intervention plan will clearly identify success criteria and monitoring and evaluation processes.
- 8.9 A formal warning notice may be issued (Appendix 9) where a school refuses to acknowledge its problems or accept external support.

9 Quality Assurance

- 9.1 The Local Authority is fully committed to working in partnership with schools and other stakeholders to ensure high quality, effective services, based on ease of access and regularity and consistency of delivery. The impact and effectiveness of the policy will be monitored and reviewed annually to ensure it is fit for purpose. The Local Authority would want to involve schools and other stakeholders in validating evaluations and using this process to inform shared, future priorities and the development of services.
- 9.2 The work of School Improvement Partners and other colleagues working with schools will be monitored by the Local Authority in accordance with relevant guidelines. Schools will make a significant contribution to this process.
- 9.3 If a school or governing body considers that there is an issue in relation to the quality of service being provided then this should be raised in the first instance with the relevant Service Manager. In the spirit of partnership it is anticipated that any difficulties will normally be resolved through collaboration and co-operation rather than complaint.

Appendix 1 Cycle of monitoring, evaluation, support, challenge and intervention

Action	Key Personnel	Timescale
<p>Analysis and Interpretation of School Performance Data</p> <ul style="list-style-type: none"> RAISEonline, SATs, GCSEs, FFT, Optional test analysis, target and benchmarking analysis; Performance data profiles produced and analysed. 	<p>Locality-based School Improvement Manager (SIM) School Improvement Partner Heads of Service</p>	<p>Aug to Nov</p>
<p>Annual School Performance Reviews</p> <ul style="list-style-type: none"> Review of targets and overall performance, including progress on improvement plan and any Ofsted action plan; Determine strengths and areas for improvement within school; Review progress against past priorities; Refine levels of support agreed at end of previous academic year. 	<p>School Improvement Partner Headteacher and Chair of Governors Locality-based School Improvement Manager Heads of Service Heads of Service Service Director/DMT</p>	<p>Sep to Nov</p>
<p>Annual Target Setting Process</p> <ul style="list-style-type: none"> School Statutory Targets set; Local Authority Statutory Targets set. 	<p>School Improvement Partner/Manager Headteacher/Chair of Governors Heads of Service/Service Director/DMT</p>	<p>Oct to Dec Dec Jan</p>
<p>Locality School Improvement Process</p> <ul style="list-style-type: none"> Regular checks on targets, performance and progress; Identification of schools causing concern or at risk; Validate/moderate self-evaluation made by schools; LA intervention plans developed for schools at risk/causing concern; Action plans and support programmes agreed and implemented; Reports of progress being made by schools causing concern/at risk; Weekly briefing on schools causing concern/Ofsted Inspections; Report to Children and Young People's Services Scrutiny Committee. 	<p>Locality-based School Improvement Manager SIM/Heads of Service School Improvement Partners/Heads of Service School Improvement Partners/Heads of Service School Improvement Manager/Heads of Service Heads of Service across Children's Services Heads of Service to School Intervention Group Service Director to DMT/Lead Cabinet Member Service Director</p>	<p>Ongoing Oct/Feb/May Ongoing Ongoing Ongoing Ongoing Monthly Weekly Ongoing</p>
<p>Annual Level of Support Statement</p> <ul style="list-style-type: none"> Agree level of support required for each school; Annual Level of Support Statement; Report to Children and Young People's Services Scrutiny Committee. 	<p>Heads of Service Heads of Service Heads of Service Service Director, Learning</p>	<p>May/Jun Ongoing Ongoing Ongoing</p>
<p>Local Authority Schools Causing Concern Meeting</p> <ul style="list-style-type: none"> Local Authority meeting with school; Action plans and support programmes agreed and implemented. 	<p>Corporate Director/DMT School Improvement Partner Locality-based School Improvement Manager Heads of Service Other services as appropriate</p>	<p>As required</p>

Appendix 2 Outline criteria for determining levels of support

Support offered for each school will be aligned to the ‘moderated’ self-evaluation profile. Where learner progress, measured through Contextual Value Added, and Standards at the end of each Key Stage are causing concern the school will receive a higher level of support proportional to the level of concern. Schools that have standards below floor targets for more than one subject or more than one Key Stage will be at least enhanced level of support. If this is combined with CVA significantly below or a flat trend in standards achieved, the school will be in high level of support irrespective of the other strengths of the school.

Area	Level 1 Descriptors	Level 2 Descriptors	Level 3 Descriptors	Level 4 Descriptors
Leadership and Governance	Good or outstanding leadership at all levels.	Good leadership at all levels.	Leadership is satisfactory overall.	Support in this area is priority.
Teaching and Learning	Good to outstanding throughout.	Good overall.	Satisfactory overall.	Inconsistent.
Standards Achieved By Learners	Above floor targets + upward trend.	Above floor targets with a level or upward trend.	Below floor targets for at least one Key Stage and/or trends are	Below floor targets in more than one subject and trends are level
Progress made by Learners	All learners make consistently good progress.	Good or consistently satisfactory progress.	Satisfactory progress; some make good progress at the end	Significantly below that of similar learners nationally, trend
Contextual Value Added	Learners’ progress is in line with or better than similar learners nationally.	Learners’ progress is generally in line with similar learners nationally.	Learners’ progress is below the progress of similar learners nationally.	Inconsistent progress due to inconsistencies in the quality of teaching.
Attendance	Attendance is generally in line with or better than national figures.	Attendance is usually in line with national figures.	Attendance may be low compared with national figures.	Attendance is low compared with national figures.
Behaviour	Percentage of fixed term or permanent exclusions is very low.	Percentage of fixed term or permanent exclusions is low.	Percentage of fixed term or permanent exclusions may be of concern.	The percentage of fixed term or permanent exclusions is high.
Financial Management	Financial management is good with carry forward in the expected range.	Financial management is planned/carry forward in line with expectations.	Information may show that the carry forward exceeds expectations.	Carry forward exceeds expected levels and planning is insufficient.
Most recent Ofsted Inspection	Outstanding or good with a number of outstanding features.	Good or at least satisfactory with a number of good features.	Overall Ofsted judgement under the new framework is at least satisfactory.	Identified as requiring Special Measures or given a Notice to Improve.
School Self-Evaluation	Effective self-evaluation with a clear and robust evidence base.	Generally effective but errs more to description than judgement.	Self-evaluation processes are in place but not robust.	Does not reflect an accurate picture of strengths and weaknesses.
Headteacher - New/Acting	In post for two or more years.	In post for two or more years.	May be acting or new.	May be acting or new.
Identified Additional Support			Involved in Improving Attainment in Priority Primary Schools programme.	Improving Attainment in Priority Primary School. Interim Executive Board. Monitoring signals serious concerns re: capacity to improve.

Appendix 3 Levels of support – core entitlement

Each school will receive a ‘core entitlement’ programme of 5 days SIP allocation which comprises:

- Single Conversation programme conducted by the SIP;
- Analysis of performance;
- Annual School Review;
- Discussion and agreement on the school’s statutory targets;
- Discussion around strategies for further improvement and to identify effective practice to share with other schools;
- Brokering support to achieve School Improvement priorities.

Appendix 4 Light touch support and descriptors

Descriptor	The Local Authority will provide
<p>All or almost all elements of work are at least good; significant elements are exemplary</p> <p>Validated self-evaluation indicates the following features are securely in place</p> <ul style="list-style-type: none"> • All or almost all elements the school’s work are at least good, and significant elements are exemplary (this includes the Foundation Stage and all Key Stages covered within the school); • Progress is at least good in all or nearly all respects and is exemplary in significant elements, as reflected in Contextual Value Added measures; • Learners’ personal development and well-being (see Glossary for definition of ‘learners’) are at least good in all or nearly all respects and are exemplary in significant elements; • Teaching is at least good in all or nearly all respects and is exemplary in significant elements. As a result, learners thrive and make exceptionally good progress; • The curriculum and other activities are at least good in all or nearly all respects and are exemplary in significant elements; • The care, guidance and support for all groups of learners are at least good in all or nearly all respects and exemplary in significant elements; • Children and young people, parent and carers and all stakeholders are actively encouraged to participate in the life of the school with evidence of sustained and positive impact; • Leadership and management (including governance) are at least good in all or nearly all respects and are exemplary in significant elements, as shown by their impact on the performance of the school; • Schools in this level demonstrate rigorous and systematic self-evaluation. They are well equipped to identify areas which need improvement and are skilled in planning and implementing plans for a programme of continuous improvement. 	<p>The core entitlement programme</p> <p>Additional support In addition, the SIM will provide:</p> <ul style="list-style-type: none"> • Access to the support the LA provides when carrying out its statutory duties for the appointment of senior staff; • Support for new headteachers; • Core monitoring programme, advice and guidance for newly qualified teachers; • Primary schools will have access to free training and networks provided through the National Strategy. <p>Additional advice and support may be purchased as appropriate from Leicester City Council on request.</p>

Appendix 5 Medium level support and descriptors

Descriptor	The Local Authority will provide
<p>Generally strong performance across all elements of work; some areas may be exemplary</p> <p>Validated self-evaluation indicates some or all of the following</p> <ul style="list-style-type: none"> • Capacity to improve is strong; • Children make good progress in most of the areas of learning, including personal development; • They enjoy their time at school and are well aware of the needs of others in their class; • Teaching and the curriculum meet children’s needs well and keep them actively engaged; • Good arrangements exist to ensure their safety and health and encourage their involvement in their community; • Effective links with parents who are kept well informed of progress; • Standards, including retention rates, are high, and learners’ overall progress is good; • There is effective independent learning; • Learners’ personal development and well-being, including the capacity for future economic well-being, are good; • The quality of teaching, and of care and guidance, are good, as are most other aspects of provision; • The leadership and management of all Key Stages are effective in monitoring, and where necessary improving, the provision; links with external organisations are well managed; • Learners meet challenging targets and, in relation to their capability and starting points, they achieve high standards. Most groups of learners, including those with learning difficulties and disabilities, make at least good progress and some may make very good progress, as reflected in contextual value added measures; • Learners gain knowledge, skills and understanding at a good rate across all Key Stages. Most subjects and courses perform well, some better than this, with nothing that is unsatisfactory; • Learners’ overall spiritual, moral, social and cultural development is good, and no element of it is unsatisfactory. Very young children are learning to understand their feelings. They enjoy school, as demonstrated by their considerate behaviour, positive attitudes and regular attendance. They feel safe, are safety conscious, and adopt healthy lifestyles. They develop a commitment to racial equality. They make good overall progress in developing the personal qualities that will enable them to contribute effectively to the community and eventually to transfer to working roles; • Learners make good progress and show good attitudes to their work, as a result of effective teaching. The teachers’ good subject knowledge lends confidence to their teaching styles, which engage learners and encourage them to work well independently; any unsatisfactory behaviour is managed effectively; 	<p>The core entitlement programme</p> <p>Additional support In addition, the SIM will provide:</p> <ul style="list-style-type: none"> • Access to the support the LA provides when carrying out its statutory duties for the appointment of senior staff; • Support for new headteachers; • Core monitoring programme, advice and guidance for newly qualified teachers; • Primary schools will have access to free training and networks provided through the National Strategy; • Access to support targeted against priorities agreed with the SIP. This planned programme of work may be up to 10 days of consultancy or up to 5 days of school improvement advice. <p>Additional advice and support may be purchased as appropriate from Leicester City Council on request.</p>

Medium Level Support and Descriptors (continued)

- The level of challenge stretches without inhibiting; based upon thorough and accurate assessment that informs learners how to improve;
- Work is closely matched to the full range of learners' needs, including those with additional needs, so all can succeed. Learners are guided to assess their work themselves. Teaching assistants and resources are well deployed to support learning;
- Good relationships support parents and carers in helping learners to succeed;
- The majority of learners are well served by the curriculum and no group is ill matched to what is provided. Statutory requirements are met and the curriculum is responsive to local needs. There is good provision for literacy, numeracy and ICT;
- Learners have many opportunities to contribute to and take on responsibilities in the community. The curriculum provides opportunities for all learners, including those with learning difficulties and disabilities, to progress and develop well. Progression routes are clear and well established. Learners are well prepared for their future economic well-being, and in secondary schools there is a strong work related dimension;
- Education for safety and health is good, as are the opportunities for enrichment, which are varied, have a high take up and are much enjoyed;
- Good quality care for learners is seen in the high level of commitment of staff and their competence in promoting their health and safety. Arrangements for safeguarding of pupils are robust and regularly reviewed, and risk assessments are carefully attended to. In this safe and supportive environment, learners reach challenging targets. They are well informed about their future options. Any learners at risk are identified early and effective arrangements put in place to keep them engaged. The school works well with parents and other agencies to ensure that learners make good progress. All learners, including those most at risk, are well supported;
- The leadership of the school is successfully focused on raising standards and promoting the personal development and well-being of learners. It has created a common sense of purpose among staff. Effective self-evaluation takes into account the views of all major stakeholders; managers have a good understanding of the school's strengths and weaknesses and have a good track record of making improvements, including dealing with any issues from the last inspection. The inclusion of all learners is central to its vision and it is effective in pursuing this and removing barriers to learning. The school operates smoothly on a day-to-day basis. Resources are well used, including any extended services, to improve learners' outcomes and to secure good value for money. Vetting procedures for all adults who work with learners are robust. Good links exist with parents and outside agencies to support its work. The impact is seen in the good progress made by most learners on most fronts, in their sense of security and well-being, and in its deservedly good reputation locally. The leadership and management provide the school with a good capacity to improve.

Appendix 6 Enhanced level support and descriptors

Descriptor	The Local Authority will provide
<p>The school may need to address some aspects of the following</p> <ul style="list-style-type: none"> Standards achieved; learners’ personal development and well-being; the overall quality of provision; and leadership and management. However, the school’s work is generally inadequate in no major area, and may be good in some respects; <p>Validated self-evaluation indicates some or all of the following</p> <ul style="list-style-type: none"> The Foundation Stage is inadequate in no major area, and may be good in some respects (for Early Years (EY) Settings, Nursery Schools, Infant and Primary Schools containing Nurseries); The sixth form is inadequate in no major area, and may be good in some respects (for secondary schools with 6th forms); Progress is inadequate in no major respect, and may be good in some respects, as reflected in Contextual Value Added measures; Learners’ personal development and their well-being are inadequate in no major respect, and may be good in some respects; Teaching is inadequate in no major respect, and may be good in some respects, enabling learners to enjoy their education and make the progress that should be expected of them; The curriculum is inadequate in no major respect, and may be good in some respects; The care, guidance and support for learners are inadequate in no major respect, and may be good in some respects; Leadership and management are inadequate in no major respect, and may be good in some respects, as shown by their impact on the school. <p>The expectation is that schools in this level will work with the SIP and Locality-based School Improvement Manager to identify the action needed to be moved into the ‘medium level’ support category. The Local Authority will give priority to schools in this category over those in support levels 1 & 2.</p>	<p>The core entitlement programme</p> <p>Additional support</p> <p>Through the Head of Service, SIM, and other members of CYPS, and in partnership with the governors and headteacher, faith representatives, where appropriate, support is targeted against agreed priorities to enable the school to move forwards:</p> <ul style="list-style-type: none"> SIPs/SIMs identify/agree priorities; In exceptional circumstances a Local Authority review to identify the key issues for improvement will be carried out; Support from the SIM will focus on implementation of actions to address priorities; Advice on areas of improvement identified by the SEF/SIP; Primary schools will have access to free training and networks provided through the National Strategy; Targeted support which may be up to 30 days consultancy and up to 15 days school improvement support/ advice. <p>Additional advice and support may be purchased as appropriate from Leicester City Council on request.</p>

Appendix 7 High level support and descriptors

Descriptor	The Local Authority will provide
<p>Overall the school needs to address some or all of the following</p> <ul style="list-style-type: none"> • Standards achieved; learners’ personal development and well-being; the overall quality of provision; and leadership and management. <p>Validated self-evaluation indicates some or all of the following</p> <ul style="list-style-type: none"> • Teaching and/or the curriculum have significant weaknesses that impair the progress and personal development of children; • Leaders and senior managers do not give the staff an adequate sense of direction and show insufficient capacity to effect improvement; • A significant number of learners do not meet targets that are adequately challenging; • Contextual Value Added measures indicate slow progress; • Considerable numbers of pupils or groups of pupils underachieve; • Pace of learning is insufficient for learners to make satisfactory progress in knowledge, skills and understanding, especially in core subjects; • Learners underachieve in one or more Key Stages and performance in a number of subjects and courses is unsatisfactory; overall, standards that learners achieve are not high enough when set against their capability and starting points; • Learners generally, or significant groups of them, are disaffected and do not enjoy their education, as shown by their unsatisfactory attitudes, behaviour and attendance; • Healthy lifestyles are not adequately appreciated or pursued; • Learners do not engage readily with the community or make satisfactory progress in the skills and qualities that will equip them for work; • Learners generally, or particular groups of them, do not make adequate progress because the teaching is unsatisfactory; learners do not enjoy their work; • Teachers’ knowledge of the curriculum and the course requirements are inadequate, and the level of challenge is often wrongly pitched; methods used do not sufficiently engage and encourage the learners; there is not enough independent learning; • Assessment is infrequent or inaccurate and does not monitor learners’ progress; teachers do not have a clear enough understanding of learners’ needs. Many learners do not have a clear understanding of their targets, or know how to improve, or targets are not challenging enough. • Teaching assistants, resources, and parents/carers are inadequately utilised to support learners; • The curriculum is inadequately matched to learners’ needs, interests and aspirations; • There is weak provision for literacy, numeracy or ICT; • There is inadequate provision for education in safety and health and work-related learning; 	<p>The core entitlement programme</p> <p>Additional support Through the Head of Service, SIM, and other members of CYPS, and in partnership with the governors and headteacher, faith representatives, where appropriate, support is targeted against agreed priorities to enable the school to move forwards:</p> <ul style="list-style-type: none"> • SIPs/SIMs identify/agree priorities; • In exceptional circumstances a Local Authority review to identify the key issues for improvement will be carried out; • Support from the SIM will focus on implementation of actions to address priorities; • Additional resources may be available to support the school in addressing the key issues in its action plan and to eradicate the weaknesses; • Advice on areas of improvement identified by the SEF/SIP; • Primary schools will have access to free training and networks provided through the National Strategy; • Targeted support which may be up to 30 days consultancy and up to 38 days school improvement support/ advice;

High Level Support and Descriptors (continued)

- The curriculum is not inclusive and significant numbers of learners are excluded; because it does not meet their needs, interests or aspirations adequately;
- The school has a limited range of enrichment activities and opportunities for learners to take responsibility in the community, or they do not participate adequately in those that are available.
- Learners' capacity for their future well-being is not adequately developed;
- The school does not provide adequate care for its learners; systems are too weak and staff are inadequately trained or vigilant, to safeguard or promote learners' safety and health. Arrangements for the safeguarding of pupils are inadequate and do not meet the Local Authority and DCSF requirements;
- The quality of advice and guidance does not support many learners adequately when they come to make choices;
- Too many learners have poor attendance, are excluded or drop out, and the school makes inadequate attempts to re-engage them;
- Overall, leadership and management have too little effect so that standards are too low and learners make slow progress in their work and personal development;
- Leaders and managers are insufficiently focused on raising standards and promoting the personal development of all learners, and lack the authority and drive to make a difference;
- The school is disorderly and arrangements to ensure the safety are not adequately in place;
- The school may run smoothly on a day-to-day basis, but the quality of self-evaluation is inadequate and leaders/managers do not have a realistic view of its weaknesses;
- The views of major stakeholders are rarely sought and, if they are, little is done to address the issues or concerns raised;
- Resources are not well deployed, because the school does not have a well-ordered sense of its priorities; this means that value for money is not satisfactory;
- Inadequate use is made of any extended services to promote outcomes for learners. Links exist with parents and other providers of education and care, but overall the school does not do enough to ensure they have a positive impact;
- Overall, the leadership and management do not provide the school with the capacity to improve.

The expectation is that schools in this level will work with the SIP and Locality-based School Improvement Manager to identify the action needed to be moved into the 'enhanced level' support category. The Local Authority will give priority to schools in this category over those in support levels 1, 2 and 3.

- A task group will be commissioned to draw up and approve an action plan which clearly identifies the that the LA will take to support the school in addressing its priorities; this group will meet at least half-termly to monitor progress made in implementing the plan, and redirect resources and actions to meet targets.

The governing body, headteacher, Leicester City Council and faith representatives, as appropriate, hold joint responsibility for ensuring that the school makes rapid progress towards its targets.

Additional advice and support may be purchased as appropriate from Leicester City Council on request.

Appendix 8 Moderated self-evaluation – summary profile

Area and Evaluation	School Self-Evaluation	School Improvement Partner	Local Authority Moderated
Leadership and Governance 1. Outstanding at all levels 2. Good at all levels 3. Satisfactory overall 4. Support in this area is a priority	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Quality of Teaching and Learning 1. Outstanding at all levels 2. Good at all levels 3. Satisfactory overall 4. Support in this area is a priority	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Standards Achieved by Learners 1. Outstanding at all levels 2. Good at all levels 3. Satisfactory overall 4. Support in this area is a priority	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Progress made by Learners 1. Outstanding at all levels 2. Good at all levels 3. Satisfactory overall 4. Support in this area is a priority	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Contextual Value Added Measures 1. Outstanding at all levels 2. Good at all levels 3. Satisfactory overall 4. Support in this area is a priority	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Personal Development and Well Being 1. Outstanding at all levels 2. Good at all levels 3. Satisfactory overall 4. Support in this area is a priority	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Attendance 1. Outstanding at all levels 2. Good at all levels 3. Satisfactory overall 4. Support in this area is a priority	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Behaviour 1. Outstanding at all levels 2. Good at all levels 3. Satisfactory overall 4. Support in this area is a priority	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Financial Management 1. Outstanding at all levels 2. Good at all levels 3. Satisfactory overall 4. Support in this area is a priority	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
School Self-Evaluation Processes 1. Outstanding at all levels 2. Good at all levels 3. Satisfactory overall 4. Support in this area is a priority	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Most Recent Ofsted Inspection			
Key elements which determine the overall 'level of support' <ul style="list-style-type: none"> Learner progress measured through Contextual Value Added and Standards measured at the end of each Key Stage Headteacher - first year/acting: increases level of support by one level Schools in Ofsted category 4 will automatically receive high-level support (i.e. Local Authority category 4) Non-compliance with LA/DCSF 'safeguarding/safer recruitment' protocols = placed within high-level support category 4 			
Overall Effectiveness	1 2 3 4	1 2 3 4	1 2 3 4
OVERALL LEVEL OF SUPPORT	1 2 3 4	1 2 3 4	1 2 3 4

Appendix 9 Warning notices

- 1 The DCSF expects local authorities to agree and publish strategies, structures and systems for school intervention, following consultation with schools; and set out the criteria for and processes of intervention, under the principle that the level and depth of intervention is in inverse proportion to a school's success and capacity to improve. The Local Authority will continue to update the Policy for School Improvement in accordance with any new legislation and guidance and ensure that schools are aware of, and able to comment on, any changes.
- 2 The Local Authority wishes to engage schools effectively through a professional dialogue to address the issues causing concern. If a school is refusing to engage constructively with the challenge provided by the School Improvement Partner, or the support commissioned by the Local Authority, the Local Authority will consider issuing a warning notice in order to bring the necessary support to bear before the issues of concern result in school failure.
- 3 The Education and Inspections Act 2006 updates the warning notice system which:
 - Provides 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;
 - Enables local authorities to address persistent and severe underperformance;
 - Ensures that schools which fail to comply with a valid notice become eligible for local authority interventions.
- 4 The DCSF guidance on Schools Causing Concern sets out fully the formal provisions and legal duties in relation to issuing statutory warning notices, including when and how they can be issued, what the school should do to respond and how the school may appeal.
- 5 In accordance with the regulations, the Local Authority will send the 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 church, foundation or voluntary schools. The Local Authority will also send the notice to the School Improvement Partner.
- 6 A warning notice can be triggered by any of the following circumstances:
 - The standards of performance at the school are unacceptably low, and are likely to remain so unless the Local Authority exercises its statutory intervention powers;
 - There has been a serious breakdown in management or governance which is prejudicing, or likely to prejudice, standards of performance;
 - The safety of pupils or staff at the school is threatened (whether by a breakdown in discipline or otherwise).

- 7 A warning notice will generally only be used where there is evidence to justify both the Local Authority's concerns and the school's reluctance to address these concerns through a professional dialogue with the Local Authority within a reasonable timeframe.
- 8 The Local Authority will draw on suitable quantitative data in addition to any qualitative information before deciding to issue a warning notice. The definition of when standards are 'unacceptably low' is extended from the previous provision. A warning notice can be issued if pupil performance is persistently below levels expected when pupils' prior achievement and the school's context is taken into account, even if the absolute level of attainment is apparently satisfactory.
- 9 If a warning notice is issued on the grounds of the relative underperformance of a particular group of pupils, the minimum expectation would be that the school amends its improvement plan to identify what support this group of pupils requires, how this additional support will be delivered, and how the effect of this additional support will be measured. The Local Authority will engage with the school or the SIP to ensure the plans are sufficient and to agree timescales for monitoring the effectiveness and impact.
- 10 Quantitative evidence may take one of the following forms; usually a combination of several of these indicators will apply:
- The school's data set, as agreed by the school, the Local Authority and the School Improvement Partner, indicates there are problems in relation to pupil progress;
 - The school is in the bottom quartile nationally in one or more key performance indicators. These will focus on Context Value Added (CVA) data, but could also include, for example, low attainment rates, aggregate point scores, or exclusion and truancy data;
 - There is specific evidence, from close examination of contextual data or other sources that the school is significantly letting down groups of pupils (usually 5% or more of the school population), or is very weak in core subjects.
- 11 Key sources of information to justify a warning notice are likely to include the School Improvement Partner's report, particularly the commentary on the quality of the school's self-evaluation and target setting, and Ofsted reports. In addition, some data trends may indicate a breakdown in leadership and management, for example:
- Declining school popularity, usually revealed through falling rolls;
 - High or increasing absence or truancy rates;
 - High rates of staff turnover, or numbers of staff grievances;
 - Significant or increasing numbers of parental complaints.
- 12 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 the quantitative and qualitative evidence the authority has used in deciding to issue the notice;

- The action the governing body need to take in order to address the concerns raised;
- The action the Local Authority is considering if the governing body does not comply satisfactorily with the warning notice, including, if appropriate, which intervention power(s) it 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 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 school fails to comply is disproportionate.

Appendix 10 Schools in Ofsted categories

- 1 Schools causing concern need to make rapid improvements, so that the negative impact the school's poor performance may have on pupils' outcomes is minimised. The Local Authority will take fast, decisive action to secure improvements at schools which Ofsted judges to require Special Measures or Significant Improvement.
- 2 If, following a Section 5 inspection, Ofsted considers a school to be inadequate (Grade 4), it will give a judgement that the school requires either 'Significant Improvement' or 'Special Measures'. A school requires Significant Improvement if it is (a) failing to provide an acceptable standard of education, but demonstrating the capacity to improve, or (b) not failing to provide an acceptable standard of education, but performing significantly less well than it might in all the circumstances reasonably be expected to perform. Schools requiring Significant Improvement are issued with a 'Notice to Improve'.
- 3 A school requires Special Measures if it is failing to give learners an acceptable standard of education, and the persons responsible for leading, managing or governing the school are not demonstrating the capacity to secure the necessary improvement.
- 4 The DCSF guidance gives a clear timeline for the necessary actions when Ofsted have judged a school as requiring Special Measures or Significant Improvement. It sets out the new requirements for statements of action, and explains how Ofsted will monitor the school's progress.

Appendix 11 DCSF policy and guidance

The policy operates within the context of DCSF policy and guidance including:

- The Education and Inspections Act 2006
- Statutory guidance on Schools Causing Concern (2007)
- School Improvement Partner's Brief (2005)
- The Children Act (2004)
- Guidance on the 5-Year Strategy (2004)
- New Relationship with Schools (2004)
- Managing Pupil Mobility (2003)
- LEA – School Relations Code of Practice (2002)

Appendix 12 School improvement processes defined

Monitoring is checking and evaluating the progress a school is making in sustaining or improving its performance, ensuring all pupils, regardless of their social identity or member of a vulnerable group to attain and achieve as much as they can. The monitoring of schools requires the LA to analyse a whole range of performance data including the results in national tests and examinations compared to national averages and similar schools value-added data on pupils' individual progress, the DCSF/Ofsted school profile, Ofsted reports, the school's self evaluation statement, improvement plan, data on exclusions, attendance, racial incidents and statements of special needs. Monitoring leads to an evaluation of the effectiveness of the school in providing high quality inclusive education and personal development for all pupils.

Challenge is not provided in a confrontational context, it is a professional discussion linked to the moderation and corroboration of the school's own monitoring and evaluation processes. Annually, a 'single conversation' between School Improvement Managers or Partners, headteachers, senior staff and governors will focus on the school and its effectiveness. Key challenge questions will be the school's own judgements on its performance. Areas to be discussed include: leadership, management and governance; teaching and learning; the curriculum and its assessment; standards being attained and achieved in relation to national averages and similar schools standards attained by different groups of pupils; the progress made by different groups of learners over time; inclusion, equalities and special needs; personal development and well being including meeting the outcomes of the Children Act 'Every Child Matters'; the care, guidance and support given to pupils including the provision for pupils' spiritual, moral, social and cultural development, including health education and citizenship.

Support is available for all schools and is provided free to enable the LA fulfil its strategic function to improve schools and raise standards. The level and amount of support made available to a school is determined by applying clear criteria. Schools are then categorised into one of four levels of support. Details of the criteria and the levels of differentiated support for each category of school are provided in the policy.

Intervention will occur in schools that are not providing a satisfactory standard of education or in schools, which find themselves in difficulty. The LA has a statutory responsibility to intervene. Intervention required will be clearly identified and communicated to headteachers and governors and the intervention activities targeted to meet the specific issues facing the school. Intervention will be well planned and the resultant support plan drawn up with the school, including governors, will include actions required to bring about outcomes expressed as success criteria, person(s) responsible for carrying out actions, a timeline, including key milestones to be achieved, resources allocated, monitoring and evaluation arrangements. Depending on the focus for intervention, the support may involve an intervention team whose input will be coordinated by a School Improvement Manager. The team may also include headteachers working alongside Directorate officers.

Evaluation will focus on the impact of its monitoring, challenge, intervention and support activities in progressing and sustaining school improvement and making a difference in schools requiring greatest support. The LA will work in partnership with headteachers, senior staff and governing bodies to evaluate its work in schools.

Appendix 13 Glossary – abbreviations, acronyms and terms used

CYPS	Children and Young People's Services
CVA	Contextual Value Added
DCSF	Department for Children, Schools and Families
DMT	Directorate Management Team for CYPS
ECM	Every Child Matters
EY	Early Years
Floor Targets	PSA targets which promote a minimum standard for disadvantaged groups or areas
FFT	Fischer Family Trust: a database which contains performance information on over 10 million pupils - analyses and data used by DCSF, LAs and schools
GCSE	General Certificate of Secondary Education
HMCI	Her Majesty's Chief Inspector
ICT	Information Communication Technology
KS	Key Stage
LA	Local Authority
Learners	See below for the definition of 'groups of learners'
NEET	Not in Education Employment or Training
OFSTED	Office for Standards in Education (England)
PRU	Pupil Referral Unit
PSA	Public Service Agreement Targets
PSHE	Personal Social and Health Education
PVI	Private, voluntary and independent, early years/childcare sector settings
RAISEonline	Reporting and Analysis for Improvement through School Self-Evaluation. Gives the most accurate possible statistical snapshot and replaces Ofsted's Performance and Assessment (PANDA) report and the DCSF Pupil Achievement Tracker (PAT)
RALAC	Raising the Achievements of Looked After Children (Team)
SATs	At the end of each Key Stage pupils take national tests and tasks
Section 5 Inspection	System of School Inspections within Education Act 2005
SEF	Self-Evaluation Form
SEN	Special Educational Needs
SIG	School Intervention Group
SIM	School Improvement Manager (locality based)
SIP	School Improvement Partner
Turbulence	Regular and sometimes planned mid-year changes to a school's population.

'Learners' is used throughout the document to include the following specific groups:

- Girls and boys
- Black and minority ethnic and faith groups
- Travellers
- Asylum Seekers and Refugees
- Learners with 'special educational needs'
- 'Gifted and talented' learners
- Children 'looked after' by the Local Authority
- Sick children
- Young carers
- Children from families under stress
- Learners at risk of disaffection and exclusion

A comprehensive multi-agency glossary can be found on the Every Child Matters website:

<http://www.everychildmatters.gov.uk/deliveringservices/multiagencyworking/glossary/>