

# School Improvement Strategy 2013-2014

Including

Local Authority Policy and Procedures  
for

Risk Assessment and Schools Causing Concern

*'All Education Good and Better*

*No One Left Behind'*



## School Improvement Strategy 2013-2014: List of Contents

<b>Section 1:</b>	Aims and Principles.....	3
<b>Section 2:</b>	Composition of the Service .....	5
<b>Section 3:</b>	Delivery of Statutory Function .....	6
<b>Section 4:</b>	Annual Risk Assessment of Schools and Academies .....	9
<b>Section 5:</b>	Policy and Procedures for Schools Causing Concern.....	12
<b>Section 6:</b>	Risk Assessment Categories and Descriptors .....	20
<b>Appendix 1:</b>	LA Overview of Development Needs Template Category 3 (School Securing Good)	
<b>Appendix 2:</b>	LA Action Plan Template Category 4 (School Causing Concern)	
<b>Appendix 3:</b>	LA Action Plan Template Category 5 (School of Extreme Concern)	
<b>Appendix 4:</b>	Example of School of Concern Meeting Agenda	
<b>Appendix 5:</b>	Pathway of Action for School of Concern not in Ofsted Category (LA Category 4 and 5 Schools)	
<b>Appendix 6:</b>	Pathway of Action for Academy of Concern	

# Doncaster Council School Improvement Strategy

## 1. Aims and Principles

### **Our Aim: *All Schools Good and Better - No One Left Behind***

Doncaster Council has a commitment to excellence in education and believes that all children and young people are entitled to be educated in successful schools. Our overall aim is to support this entitlement and to ensure that no school should fall into an OFSTED category of concern or require improvement and that attainment gaps are closed. Through challenge and intervention, we aim to work in partnership with all schools and other agencies to bring about the best possible education for our children and young people. We believe that all Doncaster's children and young people should be included in their local education provision wherever possible and we will work with everyone to ensure that barriers to learning are overcome.

### **Our Principles:**

#### **1. *Children and Young People come first***

So we will:

- *Keep them safe*
- *Ensure they have access to high quality education*
- *Seek their views*

#### **2. *Positive Professional Relationships with Schools and Partners are vital to success***

So we will:

- *Seek productive dialogue with all*
- *Promote and facilitate partnership working to achieve outcomes for children*
- *Make swift and timely decisions for families*

#### **3. *Performance matters***

So we will:

- *Challenge under-achievement*
- *Broker, commission or provide quality support*
- *Achieve value for public money*
- *Expect everyone to do their job for children*

**4. *Honesty creates respect***

So we will:

- *Hold courageous conversations*
- *Consult, listen and communicate*
- *Be transparent with relevant information*

**5. *There is more than one way***

So we will:

- *Approach issues with objectivity*
- *Embrace difference*
- *Celebrate diversity and maximise its value for children*

## **2. Composition of the Service**

### **The Doncaster Education Service: Who We Are and What We Do:**

The Education Service delivers three aspects of the service to children and young people: Education Standards and Effectiveness, Learner Engagement and a single service for children and young people with SEND.

### **The CYPS Education Service:**

#### ***Assistant Director - Jo Moxon***

#### ***Education Standards and Effectiveness Head of Service - John Duhig***

- School Improvement
- Professional Learning
- Education Safeguarding
- SACRE
- Children in Care Education
- Standards for SEND and Vulnerable Groups

#### ***SEND Head of Service - Linda Calverley***

- Educational Psychology
- SEN Administration
- Specialist SEND Services
- SEND Social Care Services
- Portage
- SEND Residential Care and Short Breaks
- Aiming High
- External SEN Education Placements

#### ***Learner Engagement Head of Service - Jayne Vose***

- Attendance and Welfare
- Behaviour Support Commissioning
- Alternative Provision and PRUs
- RPA and IAG
- Post 16 Learning
- Music Service Hub

### **3. Delivery of Statutory Function**

- **Challenging Underachievement**

The Education Standards and Effectiveness Service leads on school improvement, working in close partnership with the wider education service, CYPS and the relevant services within the Council. The service consists of a small team of highly skilled Senior Standards and Effectiveness Officers employed to deliver the core, statutory functions of the Council with regard to school improvement. Funded from the general Council fund, their primary function is to monitor the effectiveness of schools, identify risk and underperformance and intervene in those schools causing most concern. Intervention takes the form of brokerage according to a focused action plan overseen by senior officers and monitored closely by the Assistant Director. The LA will offer a free annual conversation with a Standards and Effectiveness Partner to every maintained school and will conduct an inclusion conversation with all schools including Academies. These meetings, together with all other available data are used in the annual Risk Assessment process. Schools will be asked to submit attainment trajectories for Key Stages 2 and 4 outcomes annually.

- **Challenging Attainment Gaps on behalf of Vulnerable Children and Young People**

All Education Services play a part in closing gaps in provision and attainment on behalf of vulnerable children and young people. The Risk Assessment process includes an annual conversation from an identified school improvement professional regarding the school's evidence of inclusivity (September 2013). Local Authority teams working with children and families of vulnerable groups have a duty to monitor their inclusion and education provision and challenge on their behalf where provision is failing to meet their needs. Best practice is recognised and celebrated through the Local Authority Inclusion Charter Mark.

- **Promoting Excellence**

The Council retains a small resource to broker and manage professional development for schools. The Professional Learning team works in close partnership with a range of providers, increasingly engaging with Local Leaders of Education and local teaching schools to offer a wide range of training and support purchased by schools. The service also leads a successful graduate teacher programme and NQT service. Excellence in high achieving schools is recognised and used to form supportive networks and partnerships with schools requiring improvement.

- **Challenging and Supporting Governance**

Apart from the statutory functions relating to the appointment and induction of School Governors, the Local Authority trades a successful Governor clerking and development service. The service offers valuable information updates and a wide range of training and support for governance to schools and academies. The Risk Assessment process includes evidence of effective governance gathered via the SIP process (Sept 2013). The Local Authority promotes the use of a governance self-evaluation tool-kit. Ineffective governance is challenged and supported via the School of Concern process.

- **Support for Headteacher Recruitment and Sustained High Quality Leadership**

Local Authority Senior Officers support the appointment of Maintained School Headteachers, working with Governors throughout the process. The Assistant Director attends Headteacher interviews at the invitation of the Chair of Governors.

The Local Authority works in close partnership with providers of leadership initiatives to promote excellence and encourage aspirant Headteachers. The NCL and National and Local Leader programmes are key to training current and future leaders.

The Local Authority provides a year long induction programme for newly appointed Headteachers.

- **Trading Services**

Services to support school improvement traded by the Education Service support for Governor development and clerking, school data support and Senior Officer time per day for school improvement activities. A wider range of services are listed in the traded services brochure. [S:CYP&S School Improvement>Inspection Prep>H>Traded Services Brochure.](#)

- **Education Safeguarding**

The Local Authority provides the services of a core funded part-time support officer for Education Safeguarding over and above the services provided by the DSCB. The Assistant Director chairs a dedicated Education Sub-group of the DSCB to focus on Safeguarding in Education settings and related issues. Regular information and training is provided to schools and Governors. The Local Authority conducts an Annual Safeguarding Audit as part of its monitoring role which also serves as a self-evaluation tool for Headteachers and Governors.

- **SACRE**

The Standing Advisory Council for Religious Education is supported and clerked by the Local Authority.

- **The Education of Children in Care**

The Council funds a Headteacher and a small support team for the education of Children in Care. Their role is to monitor provision, ensure inclusion and provide challenge and additional support to raise educational attainment for children for whom the Local Authority is the Corporate Parent.

- **Summary of functions and access to LA services**

	Annual Risk Assessment By LA	Subsidised SIP offer	SIP offer traded	Annual conversation re vulnerable groups and inclusion	LA School of Concern work directly with school	LA School of Concern work through sponsor or trust board	Successful school used as partners by invitation of LA	Access to LA Traded Services	Local RE Syllabus applies
Maintained Community school	x	x		x	x		x	x	x
Sponsored Academy	x		x	x		x	x	x	x
Independent Academy	x		x	x		x	x	x	x
Special School	x	x		x	x		x	x	x
PRU	x	x		x	x		x	x	x



#### **4. Doncaster Education Service Policy for Annual Risk Assessment of Schools and Academies and Procedures for Improving Schools Causing Concern**

We acknowledge the increasingly diverse landscape of school designation, but DMBC holds responsibility for the quality of education provision in all settings regardless of their funding source. This responsibility has been reinforced in the latest Annual Report from Ofsted, 'The Importance of Leadership', the Annual report of Her Majesty's Chief Inspector of Education, Children's Services and Skills 2011/12.'

<http://www.ofsted.gov.uk/sites/default/files/documents/ar201112/The%20Annual%20Report%20of%20Her%20Majesty%20s%20Chief%20Inspector%20of%20Education%20C%20Children%27s%20Services%20and%20Skills%202011-12.pdf>.

In it HMCI Michael Wilshaw states:

*'We do not inspect the entire educational remit within local authorities at present but their leadership is vital in securing good provision in education and childcare. Local authorities still have statutory duties that go beyond safeguarding in relation to children and young people, but vary greatly in how well they fulfil these duties'.... 'Although around 70% of providers across most sectors (early years, schools and learning skills) are good or better, this disguises the highly unequal opportunities that children and young people have to gain access to provision of this quality.'*

As a Local Authority we also hold the accountability for educational opportunities offered to the most vulnerable learners. For these reasons we need to establish and sustain effective working partnerships with our providers and will use the data and information available to us to make judgements on the quality of education in all settings.

There will be an annual assessment of school standards and quality and all schools will be allocated a Risk Assessment judgment. Annual voluntary school improvement conversations with senior school improvement professionals to all schools in categories 1 and 2 and data sharing are currently encouraged. From September 2013 all Local Authority Maintained Primary Schools will be offered the services of a School Improvement Partner commissioned and partially funded by the Local Authority. Academies can access the service at full cost. The Partners will monitor inclusive practice in Academies in order to fulfil the Local Authority function on behalf of vulnerable children and families.

- **Ofsted Categories**

The Ofsted framework for the inspection of schools, implemented from September 2012 requires all schools to achieve a good or better judgement or be subject to close monitoring by HMI.

Schools that are judged as 'requires improvement' will normally be monitored and re-inspected within a period of two years; the timing of the re-inspection will reflect the individual school's circumstances and will be informed by what inspectors find at the monitoring visits

If a school is judged as 'requires improvement' at two consecutive inspections and is still not 'good' at a third inspection, it is likely to be deemed 'inadequate' and to require special measures

The Local Authority is committed to ensuring that all schools judged as to require improvement move swiftly to a well-evidenced and sustainable position that is good in regard to outcomes and the impact of improvement strategies. The approach of the Local Authority is to ensure that all RI schools have action plans and are supported by high achieving schools and/or system leaders. Action plans will be monitored and progress measured. Not all RI schools will be schools of concern to the LA, but each will be judged on its performance and progress as part of the normal Risk Assessment process.

- **Gathering Information about Schools and Academies**

The Local Authority currently uses all available data and information to assess the effectiveness of schools prior to annual categorisation following Risk Assessment. From Autumn 2013 the Local Authority will subsidise the provision of Standards and Effectiveness Partners to enable more in-depth knowledge of school self evaluation and trajectories to contribute to the Risk Assessment and Local Authority categorisation. The Autumn conversation will provide valuable opportunities to contribute to Risk Assessment judgements and to identify opportunities to share best practice. For Academies not wishing to engage with a full conversation, there will be an arrangement made to gather data and information about the inclusion aspects of the work of the Academy and a discussion will take place about provision for vulnerable groups.

DRAFT COPY

- **Annual Review and Risk Assessment**

All schools will receive a letter annually to inform them how the Local Authority intends to categorise the school on the basis of the evidence available. Schools may wish to challenge the Local Authority category if they have additional evidence that could change the judgement. The purpose of the Risk Assessment process is not only to seek early intervention to schools at risk of decline or failure but also to celebrate success and identify best practice with a view to sharing it.

<http://media.education.gov.uk/assets/files/pdf/s/scc%20guidancefinal%204.pdf>

## 5. Policy and Procedures for Schools Causing Concern

The Local Authority policy is in line with the DFE Code of Practice statutory guidance for schools causing concern and the Education Act 2011 and DFE guidance on Local Authority's powers of intervention.

<http://www.education.gov.uk/aboutdfe/statutory/g00192418/scc/scc3>

In the case of Local Authority maintained schools, where necessary, Local Authority statutory powers will be used to seek structural solutions to secure improvement, which include the following:

- issuing warning notices
  - federation
  - amalgamation
  - academisation
  - strengthening governing bodies
  - other intervention strategies to include the use of Interim Executive Boards
  - strengthening leadership – Interim Headteachers, Executive Headteachers and Headteacher Mentors
  - school to school partnership and families of schools' support
  - in very extreme circumstances, closure
- **Identification of Schools Causing Concern to the Local Authority (including Academies)**

Schools (or departments) causing concern are identified from data analyses and information from a range of sources including annual voluntary conversation reports, safeguarding concerns, parental concerns and Ofsted inspections. Triggers to judge schools as 'causing concern' include the following:

- Under-performance of schools, departments/subjects and groups, including vulnerable groups, based on data from a range of sources
- Schools judged by Ofsted to Require Improvement
- Declining trends in standards and progression across school or within a key stage or subject – making a school vulnerable to falling below the floor standard

## DRAFT COPY

- Low progress in one or both English and mathematics
- Poor progress with 5 A\* to C including English and mathematics
- Significant variation in the performance between different groups in the school
- Concerns where the leadership or governance fails to take urgent action to raise standards
- A significant number of complaints identifies a lack of confidence in the school by parents and stakeholders
- Weaknesses in leadership and management, including governance
- Poor financial management and prolonged deficit
- Post-Ofsted judgements of Ofsted grade 3 schools likely to result in an Ofsted Monitoring Visit
- Issues with regard to safeguarding pupils, including poor behaviour management
- High levels of exclusion
- Value added measures in a range of outcomes
- Unusually high staff turnover
- Poor attendance

- **Intervention Strategies – Local Authority Maintained Schools**

The school is required to have a School of Concern (SOC) action plan to address the identified area(s) of weakness to a given timescale, agreed with the Local Authority. The Local Authority is also required to have an action plan for schools in Category 4. The plan should contain pupil outcomes and targets above the floor standards. The school will fund areas of action, support, CPD and additional challenge, which may be brokered or commissioned from the Local Authority or from an external provider which may include a high performing school. The Local Authority will, where appropriate, commission external professionals to work with the schools. This is likely to include the use of a National Leader of Education (NLE) or a Local Leader of Education (LLE). Local Authority commissioned support will also be documented in the SOC action plan following discussion with a Local Authority Senior Officer. The Headteacher will be advised to share the action plan with Governors and appoint a sub group to monitor improvements regularly. This sub group may be known as the School Improvement Committee (SIC).

## DRAFT COPY

If the capability of the Headteacher is brought into question and procedures have to be undertaken this confidential matter is withheld from all Governors except the Chair and Vice Chair and will not be part of the SOC action plan. Separate documentation will be prepared for confidential processes and will need to be supported by the appropriate human resources service.

- **Monitoring**

The assigned Local Authority Senior Officer will support the school and monitor the school's progress frequently and there will be a separate meeting each term with the Assistant Director and Head of Service to review progress and adjust the action plan in response to need. Other Local Authority officers may be assigned to the school to perform various roles identified in the plan. All intervention will be recorded on visit reports and sent to the Headteacher and the Chair of Governors.

- **Progress and Removal from School of Concern**

When the school has made suitable progress and is considered no longer to be of concern to the Local Authority, the Headteacher and Chair will be notified in writing by the Assistant Director.

- **Further Intervention**

If a school makes insufficient progress over the identified timescales or is facing extreme circumstances, the Local Authority will move to the next stages of the DFE Code of Practice. The ultimate powers of the Local Authority include requesting an early inspection, removing delegated powers, requiring collaboration with another school or joining a federation, promoting Academy status or replacing the Governing Body with an Interim Executive Board following a Warning Notice. In extreme circumstances interventions by the Local Authority may include appointing an executive Headteacher from a successful school. The DFE may also challenge the Local Authority to seek a structured solution, partner the school with a successful sponsor or with an existing Academy.

- **Intervention Strategies for Academies**

Where Academies are showing evidence of declining standards, lack of inclusive practice or a less than good Ofsted inspection outcome, the Local Authority has a duty on behalf of children and young people and their parents/carers to enter into dialogue with the relevant partners. In the case of an independent Academy a meeting will be offered with the Chair of Governors or equivalent and the Headteacher to seek assurances that suitable plans are in place to improve standards. The Local Authority

## DRAFT COPY

will seek assurance that the school will become good within an identified time frame and continue to monitor progress.

In the case of sponsored Academies, a meeting will be sought with the Executive to discuss the strategies in place to secure rapid improvement.

In both cases the Local Authority will also offer the facility to broker or provide support in partnership with the Academy Chair or Sponsor Organisation. Failure to secure dialogue and /or Local Authority concerns about the projections for rapid improvement will form the basis of a conversation with the DFE and the EFA to seek advice about how the Local Authority might then best fulfil its duty.

The aim is to work together with all partners in a culture of professional respect in order to provide good education for all children and young people.

- **Local Authority Maintained Schools in Ofsted Categories**

When schools are judged by Ofsted to have serious weaknesses or are deemed to be in Special Measures the DFE and Ofsted guidance will be followed. Procedures for intervention are similar to those outlined above. In such circumstances the Secretary of State may choose to intervene and Academy solutions will be pursued via the DFE in dialogue with the school and the Local Authority.

- **The Secretary of State's Powers are:-**

***Power to appoint additional Governors***

Section 67 of the 2006 Act allows the Secretary of State to appoint additional Governors at any time a maintained school is eligible for intervention; the Secretary of State may appoint any such number of additional Governors as he sees fit.

Before making any appointment, the Secretary of State must consult:

- the Local Authority
- the Governing Body of the school
- in the case of a Church of England school or a Roman Catholic Church school, the appropriate diocesan authority and
- in the case of any other foundation or voluntary school, the person or persons by whom the foundation Governors are appointed.

The Secretary of State may pay any Governor appointed such remuneration and allowances as is considered appropriate. Where the Secretary of State has exercised this power, the Local Authority may not exercise their power to suspend the Governing Body's right to a delegated budget. In contrast to the Local Authority's power, the legislation provides that a voluntary aided school is not authorised to appoint foundation

Governors for the purpose of outnumbering the other Governors appointed by the Secretary of State.

***Power to direct the closure of a school***

Section 68 enables the Secretary of State to direct a Local Authority to cease to maintain a school where that school is eligible for intervention by virtue of it requiring special measures only.

This will usually be done where there is no prospect of the school making sufficient improvements.

Before this power can be exercised the Secretary of State must consult

- the Local Authority and the Governing Body of the school
- in the case of a Church of England school or a Roman Catholic Church school the appropriate diocesan authority
- in the case of any other foundation or voluntary school the person or persons by whom the foundation Governors are appointed and
- such other persons as the Secretary of State considers appropriate.

If the direction to close a school has been given, the Local Authority will be expected to meet any costs of terminating staff contracts and make appropriate arrangements for the pupils continuing education, whether in a replacement school, or through transition to an alternative school.

***Power to provide for the Governing Body to consist of interim executive members***

Under Section 69 of the 2006 Act the Secretary of State may require the Governing Body of a school to be constituted as an IEB in accordance with Schedule 6 to the 2006 Act where the school is eligible for intervention.

Before this power can be exercised the Secretary of State must consult:

- the Local Authority
- the Governing Body of the school
- in the case of a Church of England school or a Roman Catholic Church school, the appropriate diocesan authority; and
- in the case of any other foundation or voluntary school the person or persons by whom the foundation Governors are appointed.

*This requirement to consult does not apply if the Local Authority has already done so or if an academy order has effect in respect of the school.*



***Power to make an academy order***

Section 4 of the Academies Act 2010 permits the Secretary of State to make an academy order in two circumstances: firstly, on the application of a school's Governing Body under section 3; or secondly, if the school is eligible for intervention within the meaning of Part 4 of the 2006 Act.

Before making an academy order in respect of a foundation or voluntary school with a foundation that is eligible for intervention, the Secretary of State must consult:

- a) the trustees of the school
- b) the person and persons by whom the foundation Governors are appointed and
- c) in the case of a school which has a religious character, the appropriate religious body.

If an academy order is made in respect of a school, the Secretary of State must give a copy of the order to:

- the Governing Body of the school;
- the Headteacher;
- the Local Authority; and
- in the case of a foundation or voluntary school that has a foundation:
  - a) the trustees of the school
  - b) the person and persons by whom the foundation Governors are appointed and
  - c) in the case of a school which has a religious character, the appropriate religious body.

Before a maintained school can convert into an academy, the Governing Body must consult on the question of whether the conversion should take place (or the IEB if applicable).

In the case of a school eligible for intervention under Part 4 of the 2006 Act, the consultation may be carried out by the Governing Body of the school or the person with whom the Secretary of State proposes to enter into academy arrangements in respect of the school or an educational institution that replaces it.

- **HMI and DFE involvement**

HMI and DFE representatives hold regular meetings with the Local Authority. The Local Authority is frequently challenged by both organisations, relating to interventions in named schools identified from national data and information. The Local Authority has a duty to report honestly and fairly to DFE and HMI on Local Authority support and intervention in our schools of concern.

- **The Role of Governors**

The Chair of Governors and the Headteacher will be notified when a school is identified as a School of Concern and of the issues of concern. This should be shared with the whole Governing Body under Part B of the full Governors' meeting. Governors are responsible for ensuring that the school is implementing the actions outlined in the SOC action plan to address the issues identified and has the mechanisms and capacity to improve.

The Governors are responsible for monitoring and evaluating the progress of both plans and should have systems in place to support this. It is expected that a 'School Improvement Committee' of Governors will be set up to formally review progress on at least a termly basis. If a committee already exists such as a 'Teaching and Learning Committee' this group may assume the responsibility.

An assigned Local Authority officer will support the Governors with this termly review. In addition to this review, Governors may also wish to establish a timetable of monitoring visits to check progress on the key issues for improvement. This may be incorporated within or additional to the SOC plan. Governors may also wish to consider whether it is appropriate for key issues of concern to inform the Headteacher's Performance Management objectives.

The Chair of Governors will be invited with the Headteacher to attend the termly SOC meeting with the Senior Officer or Assistant Director. See Appendix 4 for example of SOC meeting agenda.

- **The monitoring role of the School Improvement Committee (SIC)**

The SIC will meet with the Headteacher and the assigned Local Authority officer at least once per term. Each priority of the Local Authority action plan will be examined and discussed, and evidence of progress will be presented by the school and evaluated. Governors will have the opportunity to challenge this evidence and the rate of progress. Further actions and support needs may be identified. These meetings will be minuted by the Local Authority assigned officer and will provide evidence for the meeting with the Assistant Director.

- **Schools Judged to be Requiring Improvement by Ofsted**

The Local Authority acknowledges the need for rapid progress in schools judged to be 'Requiring Improvement' by Ofsted. Some of these schools have been categorised as of concern and others not. The range of outcomes in the RI category and the Local Authority's knowledge of the schools capacity for improvement will determine the level of intervention required. The RI category is not an automatic categorisation of a school of concern to the Local Authority. Each will be considered for targeted intervention and any additional Local Authority support and monitoring will be included in the school's post Ofsted action plan. The school will be supported by a Senior Officer. The Local Authority will monitor the progress of RI schools closely and revise the category, in year, if it is needed.

## **6. Risk Assessment of Doncaster Schools 2013-2014: Categorisation**

### **Category 1: Sustaining Excellence**

#### ***Criteria:***

Judged outstanding at most recent inspection, the school has the capacity to drive its own development. Succession planning is secure, partnerships strong and there is good capacity to support improvement in partner schools, leading on professional development in a range of aspects. Leadership is strong and secure and the Headteacher is likely to be or be in the process of becoming an LLE or NLE beyond their own school.

OR

Judged 'Good' at the most recent inspection but LA Risk Assessment indicates secure evidence of outstanding improvement that can be sustained.

#### ***Local Authority Offer:***

An Annual Review and Target Setting Meeting, support for partnership working and sharing good practice with other schools and settings. Support for NLE/LLE accreditation as applicable.

### **Category 2: Aspiring to Excellence**

#### ***Criteria:***

Judged good at the most recent inspection there is secure evidence of improving outcomes for pupils and of significant progress against the Ofsted areas identified for improvement. Leadership is strong. The school is developing effective partnerships that add value to both its own development and that of other schools.

OR

Judged satisfactory at the most recent inspection but showing secure evidence of good improvement that can be sustained. The school is aware of priorities for improvement and has good capacity to drive improvement. It works effectively with partners to secure professional development and to ensure the success of improvement strategies.

OR

Schools judged to be outstanding at the most recent inspection but LA Risk Assessment indicates some concerns about declining pupil outcomes or other significant factors that are impacting on the school's capacity to sustain excellence.

DRAFT COPY

***Local Authority offer:***

An Annual Review and Target Setting Meeting and support for partnership working. The ongoing challenge is to maintain impetus and further improve outcomes to achieve outstanding.

**Category 3: Securing Good**

***Criteria:***

Schools judged to be 'Satisfactory' or 'Requiring Improvement' at their most recent inspection. (See Appendix 1) The school is aware of its priorities for improvement and is demonstrating the necessary capacity to drive improvement and requires only light touch support.

OR

Schools judged to be 'Good' or better at the most recent inspection but LA Risk Assessment indicated concern about declining pupil outcomes or other significant factors that are impacting on the school's capacity to drive improvement.

***Local Authority Intervention:***

A Senior Officer will be attached to the school. An action plan will be required from the school to which the LA may seek to add support. A brief overview of the development needs of the school will be generated and include any intervention and support brokered by the LA. The school will have regular contact with the LA with termly review meetings conducted by the Senior Officer and the outcomes reported to the Head of Service and the AD. The Senior Officer will communicate with HMI during Ofsted monitoring activities.

**Category 4: School of Concern to the Local Authority**

***Criteria:***

Schools judged to be 'Satisfactory' or 'Requiring Improvement' at their most recent inspection. (See Appendix 2) The school lacks the necessary capacity to drive improvement at the pace required and requires external support.

OR

Schools judged to be 'Good' or better at the most recent inspection but LA Risk Assessment indicates increasing concerns about declining pupil outcomes or other significant factors that are impacting on the school's capacity to drive improvement within the required timescales. The school is deemed at risk of an Ofsted category and requires external support to accelerate progress at a rapid pace.

DRAFT COPY

***Local Authority Intervention:***

A Senior Officer will be assigned to the school and intervention will include an LA review that produces a strategic improvement plan with clear targets and success criteria. Facilitation of appropriate partnership working brokered, eg, with an LLE or NLE. A regular meeting for the Headteacher and Chair of Governors with Assistant Director Education or Head of Service will be arranged to review progress on implementing the Improvement Plan.

**Category 5: Extreme Concern to the Local Authority, Ofsted Special Measures or Serious Weaknesses**

***Criteria:***

These schools are already in an Ofsted category or showing signs of persistently low standards (below floor), declining trends, poor behaviour or ineffective leadership.

***Local Authority Intervention:***

For maintained schools, Senior School Improvement Officer assigned and will write a detailed Local Authority statement and plan of action matched to the school's priority improvement needs. (See Appendix 3) For Academy schools the LA will converse with the sponsor or governing body to monitor provision and progress. The statement will detail commissioning of support and interventions, including structural solutions where required. Local Authority monitoring reviews will be reported to Assistant Director Education at regular meetings that check the progress and impact of the plan. Leadership will be strengthened (including governance) where deemed necessary.

# **Appendix 1**

## **LA Overview of Development Needs Template Category 3 (School Securing Good)**

DRAFT COPY

**Doncaster LA (header)**

**School:**

<b>Present Performance</b>	<b>Improvement Needs</b>	<b>Strategies in Place</b>	<b>Intervention Needs</b>	<b>Action by LA</b>
<b>EYFS</b> Children enter school with standards which are ..				
In 2013 end of EYFSP outcomes were ...				
<b>KS1</b> In 2013 end of KS1 outcomes in reading were				



DRAFT COPY

In 2013 end of KS1 outcomes in writing were				
In 2013 end of KS1 outcomes in mathematics were				
<b>KS2</b>				
In 2013 end of KS2 outcomes in reading were				
In 2013 end of KS2 outcomes in writing were				
In 2013 end of KS2 outcomes in maths were				

DRAFT COPY

Progress data				
<b>Targets</b>				
End of KS targets for 2014				
<b>Inspection outcomes</b>				
Date & judgements				

## **Appendix 2**

### **LA Action Plan Template Category 4 (School Causing Concern)**

# Primary School – Local Authority Category 4 Action Plan

## LA Priorities

1. To support the school in developing and implementing appropriate strategies to deliver their action plan in the planned timescale and to secure a judgement of good or better at the next inspection
2. To support the school in making rapid progress against the key issues:

### Area for Improvement 1:

### Area for Improvement 2:

### Area for Improvement 3:

3. To monitor the actions taken and to evaluate the impact against the identified success criteria

## Performance and Targets

<b>EYFS</b>	National	Actual	Target	Target
Good level of development				

<b>Year 1</b>	National	Actual	Target	Target
Phonic Screening				

<b>KS1</b>	National	Actual	Target	Target
% of pupils achieving Level 2c+ in reading				
% of pupils achieving Level 2c+ in writing				
% of pupils achieving Level 2c+ in mathematics				

DRAFT COPY

<b>KS2</b>	National	Actual	Target	Target
% of pupils achieving Level 4c+ in English and mathematics combined				
% of pupils achieving 2 levels of progress in English (median)				
% of pupils achieving 2 levels of progress in mathematics (median)				

<b>Attendance</b>	National	Actual	Target	Target
Attendance rates (primary)				
Persistent absence (primary)				

<b>Quality of Teaching</b>	Actual 2011	Target 2012	Target 2013
% of observed lessons judged requiring improvement or better			
% of observed lessons judged good or better			
% of observed lessons judged outstanding			

**LA Strategic Plan**

To support the school in developing and implementing appropriate strategies to deliver their action plan in the planned timescale and to secure a judgement of good or better at the next inspection

To support the school in making rapid progress against the key issues:

Improvement Needed	Action	Resources	Timescales		Success Criteria (SC)
			Start	Finish	
<ul style="list-style-type: none"> <li>Main area for improvement broken down into specific aspects</li> </ul>	<ul style="list-style-type: none"> <li>A series of actions to support the improvement needed including brokering partnerships</li> </ul>	Relate to specific actions	Relate to actions		<ul style="list-style-type: none"> <li>SC must be linked to the improvement needed</li> <li>All SC need to include time-limited milestones</li> <li>Initial SC may relate to completion of actions</li> <li>Subsequent SC need to relate to specific targets &amp; KPIs</li> <li>May relate to more than one action</li> </ul>

Monitoring Strategies	Evaluation Strategies
Who, when and how will progress be monitored against the actions and timescales?	Who, when and how will progress be evaluated against the milestones and success criteria?

- Appendix 1 KPIs
- Appendix 2 Progress overview (APS)
- Appendix 3 Supplementary plans (NLE, LLE)

# **Appendix 3**

## **LA Action Plan Template**

### **Category 5 (School of Extreme Concern)**

# Local Authority Category 5 Action Plan

## LA Priorities

1. To support the school in developing and implementing appropriate strategies to deliver their action plan in the planned timescale and remove the school from Special Measures by
2. To support the school in making rapid progress against the key issues:

**Area for Improvement 1:**

**Area for Improvement 2:**

**Area for Improvement 3:**

3. To monitor the actions taken and to evaluate the impact against the identified success criteria

## Performance and Targets

<b>EYFS</b>	National	Actual	Target	Target
Good level of development				

<b>Year 1</b>	National	Actual	Target	Target
Phonic Screening				

<b>KS1</b>	National	Actual	Target	Target
% of pupils achieving Level 2c+ in reading				
% of pupils achieving Level 2c+ in writing				
% of pupils achieving Level 2c+ in mathematics				



<b>KS2</b>	National	Actual	Target	Target
% of pupils achieving Level 4c+ in English and mathematics combined				
% of pupils achieving 2 levels of progress in English (median)				
% of pupils achieving 2 levels of progress in mathematics (median)				

<b>Attendance</b>	National	Actual	Target	Target
Attendance rates (primary)				
Persistent absence (primary)				

<b>Quality of Teaching</b>	Actual 2011	Target 2012	Target 2013
% of observed lessons judged requiring improvement or better			
% of observed lessons judged good or better			
% of observed lessons judged outstanding			

DRAFT COPY

**LA Generic Priorities**

To support the school in developing and implementing appropriate strategies to deliver their action plan in the planned timescale and remove the school from Special Measures by

To support the school in making rapid progress against the key issues:

Improvement Needed	Action	Resources	Timescales		Success Criteria (SC)
			Start	Finish	
<ul style="list-style-type: none"> <li>Main area for improvement broken down into specific aspects</li> </ul>	<ul style="list-style-type: none"> <li>A series of actions to support the improvement needed</li> </ul>	Relate to specific actions	Relate to actions		<ul style="list-style-type: none"> <li>SC must be linked to the improvement needed</li> <li>All SC need to include time-limited milestones</li> <li>Initial SC may relate to completion of actions</li> <li>Subsequent SC need to relate to specific targets &amp; KPIs</li> <li>May relate to more than one action</li> </ul>

Monitoring Strategies	Evaluation Strategies
Who, when and how will progress be monitored against the actions and timescales?	Who, when and how will progress be evaluated against the milestones and success criteria?

**Area for Improvement 1:**

**Targets:**

- Insert school specific targets related to area for improvement
- Include pupil level targets for attainment and progress for all year groups

Improvement Needed	Action	Resources	Timescales		Success Criteria (SC)
			Start	Finish	
<ul style="list-style-type: none"> <li>• Main area for improvement broken down into specific aspects</li> </ul>	<ul style="list-style-type: none"> <li>• A series of actions to support the improvement needed</li> </ul>	Related to actions	Related to actions		<ul style="list-style-type: none"> <li>• SC must be linked to the improvement needed</li> <li>• All SC need to include time-limited milestones</li> <li>• Initial SC may relate to completion of actions</li> <li>• Subsequent SC need to relate to specific targets &amp; KPIs</li> <li>• May relate to more than one action</li> </ul>

Monitoring Strategies	Evaluation Strategies
Who, when and how will progress be monitored against the actions and timescales?	Who, when and how will progress be evaluated against the milestones and success criteria?

- Appendix 1 KPIs
- Appendix 2 Progress overview (APS)

## **Appendix 4**

### **Example of School of Concern Meeting Agenda**



**Name of School**  
**School of Concern Meeting**  
**Date, time, venue of meeting**

**AGENDA**

**Invited:** Assistant Director Education or Head of Service  
Headteacher, Lead Local Authority Officer, Chair of Governors

**Chair:** Assistant Director Education or Head of Service

**Introduction:** Chair

**1. Presentation of summary of issues of concern by Lead Local Authority Officer**

*Comments invited by Chair*

**2. Presentation of action planning and progress report by Head and Chair of Governors**

*Comments invited by Chair*

**3. Discussion of impact of key interventions**

*Comments invited by Chair*

**4. Judgments on progress against each issue of concern agreed**

**5. Quality of support provided**

**6. Future plans and interventions summarised**

**7. Review date**

*Please supply no more than brief summary reports incorporating evidence of progress to support your presentation.*

*Local Authority admin officer to minute meeting and supply report to school and Local Authority*

# **Appendix 5**

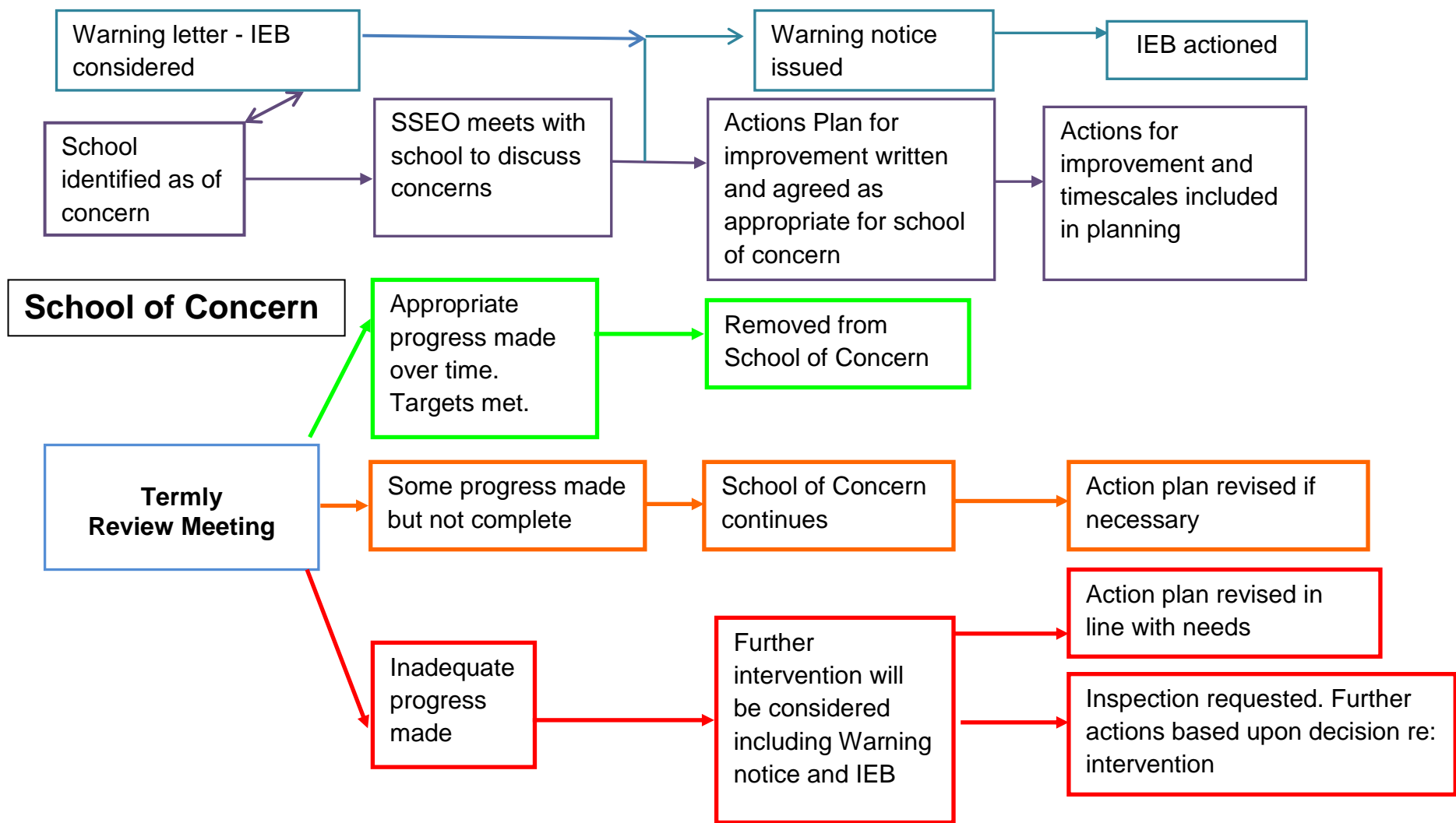
## **Pathway of Action**

**for**

## **School of Concern not in Ofsted Category**

**LA Category 4 and 5 Schools**

**Pathway of Action for School of Concern not in Ofsted Category**



**Appendix 6**

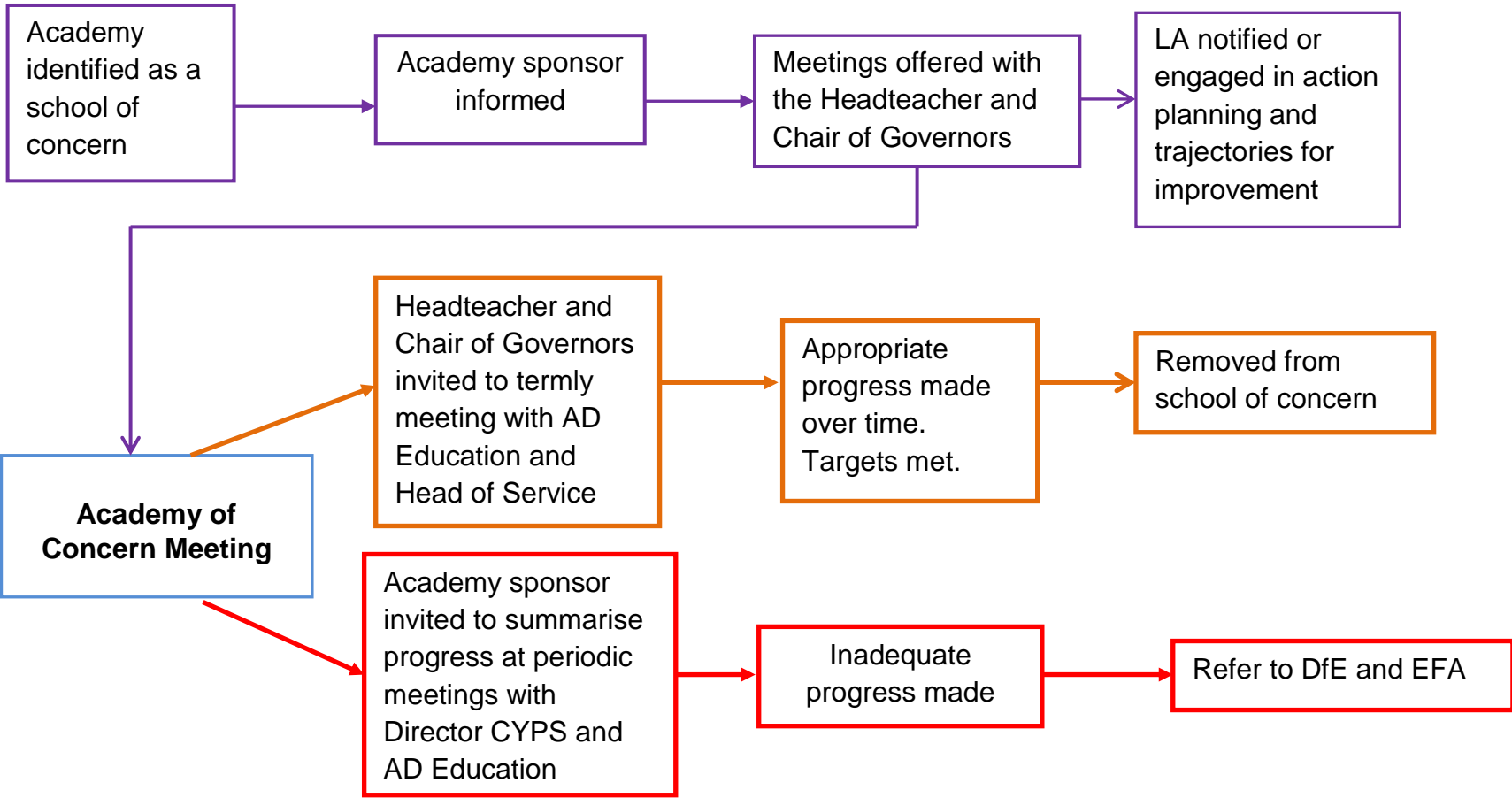
**Pathway of Action**

**for**

**Academy of Concern**



**Pathway of Action for Academy of Concern**



DRAFT COPY