

**HAMMERSMITH & FULHAM, KENSINGTON AND
CHELSEA AND CITY OF WESTMINSTER**

Tri-borough Education Service

**Framework to Support
School Improvement**

From January 2013



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1 Introduction

- 1.1 The three councils are committed to promoting high standards of education in all their schools. Each borough aims to ensure that all its work and interactions with schools promote high and improving levels of pupils' achievement and well-being and the development of self-improving institutions. For the purposes of this document '*schools*' includes schools in all phases and Pupil Referral Units (PRU).
- 1.2 This Framework to support school improvement details how each borough will fulfil its responsibilities within the Tri-borough Education Service and the respective roles to be played by each Local Authority (LA) and school. Specific plans and priorities developed by local authorities and schools will continue to focus on raising standards to maximise achievement to provide for the future economic well-being of their pupils.
- 1.3 In the Tri-borough Education Service to raise and enhance already high standards it is fundamentally clear that:

Schools

- Are responsible for school improvement and the achievement of their pupils and their overall performance for all groups of learners.
- Need to monitor and track pupil progress and ensure that ambitious targets are set for individual pupils, vulnerable groups and the school as a whole.
- Should ensure that they are developing and embedding rigorous self evaluation processes and using the outcomes to drive their planning for continuous improvement.
- Should plan for continuous improvement by using the resources available to them as self-managing or independent schools.

The local authority will:

- Put in place appropriate systems to ensure that it is knowledgeable about its schools. This will enable accurate and objective judgements to be made about the progress they are making in line with national and local levels of expectation.
- Ensure that each school is provided with the appropriate support and challenge through professional dialogue and within a climate of mutual trust and transparency.
- On the basis of an objective assessment of performance outcomes and other data, provide additional support and intervention when necessary.
- Provide additional high quality support through the Tri-borough Service Level Agreement (SLA). This will enable schools to purchase and select the support they require and select appropriate high quality and skilled personnel commissioned to deliver on their behalf.
- Fulfil its statutory duty to intervene when necessary to secure improvement.
- Promote quality in teaching and learning.

- Facilitate collaborative partnerships between schools which identify, build upon and disseminate excellent and effective practice.
- 1.4 The overall aim of achieving high standards has to be through rigorous self improvement. Each council will prioritise its resources towards those schools identified as needing further challenge or support to secure improvement. These may be categorised in Ofsted terms as *inadequate* and likely to be placed in *Special Measures* or judged to *have serious weaknesses*. Each local authority will maintain a further list of schools *causing concern / requiring improvement*, who, for whatever reason, could regress into one of the inadequate categories if not given appropriate support.
 - 1.5 Schools across the three councils classified as '*outstanding*' will be strongly encouraged, as a result of their designation, to support other schools that may require such support in order to improve.

2 The Framework for Categorising Schools

- 2.1 The approach in this framework is aligned with current national practice and builds upon the duties placed upon local authorities in the 2006 and 2011 Education Acts.
- 2.2 The annual analysis of each school conducted by the Tri-borough Education Service will focus on performance outcomes together with other relevant objective data. As a result, hypotheses may be made concerning aspects of provision as defined in the Evaluation Schedule for the Inspection of Maintained Schools and Academies (2012).
- 2.3 The four key aspects to be considered as a result of the analysis of performance outcomes and other objective data will be the:
 - achievement of pupils
 - quality of teaching
 - behaviour and safety of pupils
 - quality of leadership and management.
- 2.4 Where issues of concern emerge, a Lead Adviser will contact the school and undertake an initial discussion with the headteacher which will include a review of RAISEonline, other relevant internal and external data analysis such as that produced by Fischer Family Trust (FFT) and the school's self evaluation and improvement plan. Where considered necessary arrange an LA review.
- 2.5 The local authority will refer to and benchmark the criteria for overall effectiveness detailed in Table 1 Framework for School Improvement on the following page based on the Ofsted Evaluation Schedule. This is a best fit model rather than a check-list. The LA annual school categorisation is based on, but not exclusively reliant on, reference to current Ofsted criteria. Key additional elements will include a downward trend in attainment and progress which goes below national floor standards and ongoing leadership and management issues (including governance).

Table 1

Framework for School Improvement

Category	Features
Outstanding School	<ul style="list-style-type: none"> • The school's practice consistently reflects the highest aspirations for pupils, including disabled pupils and those with special educational needs. • Teaching is outstanding and together with a rich curriculum, which is highly relevant to pupils' needs, it contributes to outstanding learning and achievement or, in exceptional circumstances, achievement that is good and rapidly improving. • In the most recent Ofsted inspection / LA monitoring review received a judgement of <i>outstanding</i> for: <ul style="list-style-type: none"> ○ overall effectiveness ○ teaching ○ achievement ○ leadership and management (including governance). • RAISEonline indicates that they are in the top quartile for both attainment and progress. • The achievement at the end of Key Stage 2 or 4 has been above the floor standards for the last three years. • Children in the Foundation Stage / Sixth Form make at least good progress based on their assessment on entry to the school. • Data analysis reveals that the gap for attainment and progress of all groups of learners, including pupils entitled to free school meals and those with a special educational need is lower than the national average. • All previous Ofsted inspection and/or LA review key issues have been effectively addressed. • The school's thoughtful and wide ranging promotion of the pupils' spiritual, moral, social and cultural development enables them to thrive in a supportive, highly cohesive learning community. • Pupils and groups of pupils have excellent experiences at school, ensuring that they are very well equipped for the next stage of their education, training or employment. • Procedures for safeguarding are rigorous and effective. • The school's leadership team has the potential to provide support to other schools in the three boroughs. • Other principle aspects of the schools' work are at least good or outstanding.

Category	Features
Good School	<ul style="list-style-type: none"> • The school takes effective action to enable most pupils, including disabled and those with special educational needs, to reach their potential. • In the most recent Ofsted inspection / LA monitoring review received a judgement of at least <i>good</i> for: <ul style="list-style-type: none"> ○ overall effectiveness ○ teaching ○ achievement ○ leadership and management (including governance). • Data analysis reveals that: <ul style="list-style-type: none"> ○ Achievement of pupils in the final key stage is at least in line with national averages. ○ Pupils make above average expected level of progress by the end of the final key stage. ○ Where attainment, including attainment in reading in primary schools, is low overall, it is improving at a faster rate than nationally, over a sustained period. ○ Achievement at the end of Key Stage 2 or 4 is above the floor standards. ○ Children in the Foundation Stage or Sixth Form make at least the expected level of progress based on their assessment on entry to the school. ○ The gap between the attainment and progress of all groups of learners, including pupils eligible for free school meals, is narrower than the national average. • Pupils benefit from teaching that is at least good and some that is outstanding. This promotes very positive attitudes to learning and ensures that pupils' achievement is at least good. • Pupils' progress is not held back by an ability to read accurately and fluently. Those pupils who have fallen behind are being helped to make rapid progress with their reading. • All previous Ofsted inspection and/or LA review key issues have been effectively addressed. • Behaviour and safety are strong features. • Deliberate and effective action is taken to create a cohesive learning community by promoting the pupils' spiritual, moral, social and cultural development. There is a positive climate for learning. • Other principal aspects of the school's work are likely to be at least good. • These schools have the potential to provide support to other schools in the three boroughs.

Category	Features
School that requires improvement	<ul style="list-style-type: none"> • In the most recent Ofsted inspection / LA review the overall effectiveness was judged as <i>requiring improvement</i> (prior to September 2012 this would have been <i>satisfactory</i>). • The school requires improvement because one or more of the four key judgements requires improvement (grade 3) and/or there are weaknesses in the overall provision of pupils' spiritual, moral and cultural development. • Achievement, behaviour and safety, the quality of teaching and learning, and leadership and management are all likely to be at least satisfactory with some significant good practice. • However, there may be concerns about leadership and management in the school. • Attainment in the final key stage is above the floor standard but below the national average. • Pupil progress in English and/or mathematics from either Key Stage 1 to Key Stage 2 or Key Stage 2 to Key Stage 4 is below the national or LA average. • Attainment and/or progress in the final key stage has dipped or is on a downward trend or may be below floor standard in one or more areas and there is no evidence of improvement. • Attainment and/or progress in the Foundation Stage or Sixth Form do not show a trend of improvement. • RAISEonline indicates that there is significant underachievement in attainment and progress in one or more key stage. • Data analysis reveals that there is a significant gap between the performance of groups of learners, including pupils eligible for free school meals. • Teaching previously identified as inadequate or consistently <i>requiring improvement</i> is not addressed. • There is not significant evidence of progress in the areas identified for improvement in the last Ofsted inspection or LA review. • Self evaluation is not accurate and/or does not provide evidence of the impact of effectively targeted improvement. • Governors do not have an accurate understanding of the new Ofsted Framework or appropriately support or hold the school to account. • Significant variation in results has occurred over time, however, cohorts are not unusually small and/or mobility is not very high. • Pupils and groups of pupils have a generally positive experience at school and are not disadvantaged as they move to the next stage of their education, training or employment. • Has been identified as being at risk of being placed in a category when it is next inspected by Ofsted.

Category	Features
Inadequate School	<ul style="list-style-type: none"> At its most recent Ofsted inspection, the school was judged to be <i>inadequate</i> (and therefore causing concern) and had <i>serious weaknesses</i> or required <i>special measures</i>. As a result of an LA review / data analysis is identified as an <i>inadequate</i> school. The school is likely to be <i>inadequate</i> or in need of significant improvement if any of the following aspects of provision are judged to be inadequate: <ul style="list-style-type: none"> achievement of pupils pupils' progress in literacy quality of teaching behaviour and safety quality of leadership and management (including governance) and/or <ul style="list-style-type: none"> there is serious weakness in the overall promotion of pupils' spiritual, moral, social and cultural development. Below the Key Stage 2 or 4 floor standard in all three areas or is showing indications that it may be below the floor standards at the end of the academic year. A poor climate for learning and an incohesive school community where pupils or groups of pupils are unable to thrive.

2.6 All headteachers and chairs of governors will be notified in writing of the outcome of this analysis in line with each local authority's protocols.

2.7 For those schools considered to be categorised as in *requiring improvement* / *causing concern* or *inadequate*, further investigation will be undertaken by the Tri-borough Education Service in consultation and discussion with the headteacher. This will involve a robust scrutiny of the school's data, self evaluation and associated action plans.

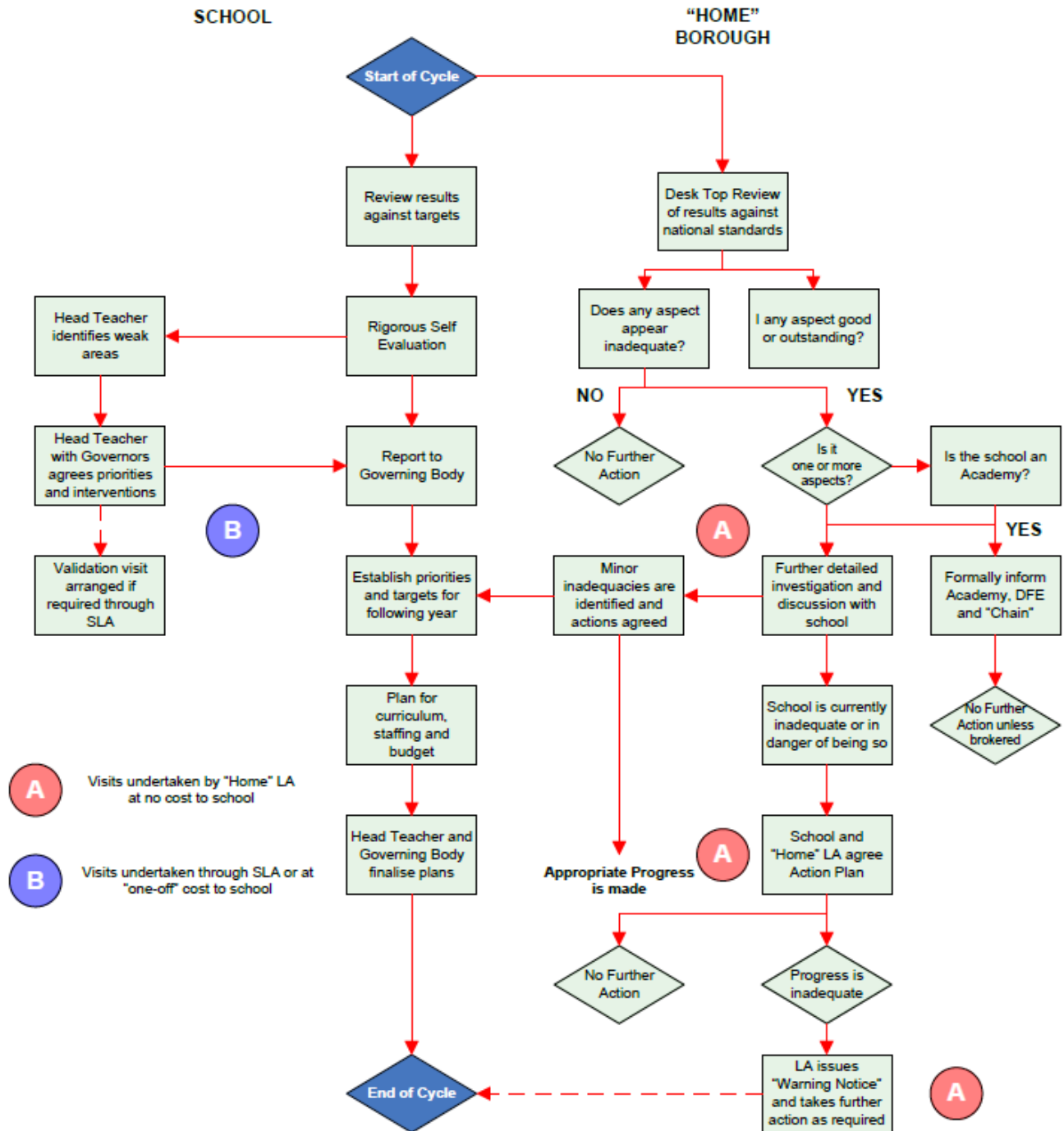
2.8 Whilst this framework seeks to encompass all schools, it is appreciated that for academies it will be for their associated 'chain' or the Department for Education (DfE) Academies Division to formally identify those that are a 'cause for concern'. However, the local authority will continue to play its part in the initial deliberations concerning educational performance for all pupils educated in their borough and will contact the academy principal to discuss this further. If appropriate the chain and the DfE will also be informed if the matter is unable to be resolved locally.

2.9 In applying this framework the tri-borough education officers are aware that special schools, by their very nature, have particular aspects that may be different from mainstream schools. Consequently each borough will modify their approach through negotiation and mutual agreement with a Special School where such adjustments better meet their needs. However, no compromise will be made when standards are below expectation or where the safety of pupils is compromised.

- 2.10 Where the annual review, or any other action in the school year, raises areas of concern and the school is a maintained school, further investigation and consultation will be commissioned. A Lead Adviser will contact the school and make arrangements to undertake a formal visit.
- 2.11 Such a visit will be at no cost to the individual school and will be supportive in nature. The focus of the visit will be to determine whether the school is, or is not, a cause for concern or in danger of being placed in an Ofsted category. Schools at risk of a downgraded Ofsted judgement from previous inspections will also be contacted. The relevant senior local authority officer will need to review the following information during the visit:
- the school's self evaluation
 - current tracking data
 - the last three years' performance outcomes
 - most recent Ofsted report
 - RAISEonline data
 - reports to the governing body
 - current Action Plans
 - the school improvement plan.
- 2.12 The outcome of the visit will be to achieve clarity and agreement about judgements. If a weakness is identified, there will be the need for the headteacher and governors to agree interventions that will secure rapid improvement.
- 2.13 In circumstances where multiple weaknesses have been identified, a full review of the school may need to be commissioned in order to fully identify both the weaknesses and the strengths to support school improvement.
- 2.14 If the initial judgement is confirmed, the Tri-borough Education Service will produce a written report and arrange a meeting with the headteacher and chair of governors to advise them of its concerns.
- 2.15 The school will then need to ensure that its improvement plan specifically addresses the identified areas for improvement. Regular meetings will be agreed between the school and the Lead Adviser to monitor the school's progress, broker additional support as necessary and ensure rapid progress is made. This may take the form of an LA Steering / Review Group, but such a decision will rest with the Head of Commissioning, School Standards and the Tri-borough Director of Schools Commissioning. The identification of additional need will not automatically trigger an entitlement to additional funding.
- 2.16 In addition the Head of Commissioning, School Standards could, as appropriate, engage a headteacher from a *good/outstanding* school to work alongside the headteacher to provide school-based support, advice and guidance in delivering the improvement plan.

- 2.17 When, following a successful further review visit or an Ofsted inspection, the position of the school has been secured and deficiencies addressed, no further action will be required. This will only change if annual performance data identifies a decline or LA review / Ofsted inspection identifies issues.
- 2.18 In the unlikely event of a school demonstrating a reluctance to address the Tri-borough Education Service's concerns through professional dialogue, the local authority may enact its statutory powers through the issuing of a formal warning notice, which may be followed by the appointment of additional governors or by replacing the current governing body with an Interim Executive Board (IEB).
- 2.19 If the concerns persist for more than six months, the local authority may request an existing *outstanding* school to support the school - this may take the form of a formal federation with a *good/outstanding* school - and/or seek permission from the Secretary of State to move the school to academy status.
- 2.20 Through local knowledge and partnerships, as well as work undertaken through the SLA, the local authority will identify with headteachers examples of good and outstanding practice that can be widely disseminated across the three boroughs.
- 2.21 Individual schools may choose to support their own self evaluation through supported LA reviews undertaken by LA commissioned teams as a part of the SLA. Such a process adds external validity to the annual internal self review and will be undertaken by skilled professionals who have knowledge and experience of the current Ofsted criteria. Such a process can avoid insularity and increase the credibility of school judgements.
- 2.22 Annual LA categorisation / review takes place at the start of the academic year. Categorisation / review may change during the year if the following circumstances occur:
- an Ofsted inspection or LA review
 - changes in leadership and management
 - concerns regarding the quality of provision in the school.

Figure 1
Framework for School Improvement



3 Support for all schools

- 3.1 The Tri-borough Education Service's annual desk-top analysis is underpinned by the rigour of a school's self evaluation, the quality of tracking of individual pupil progress, overall levels of attainment and the school's ability to apply this information successfully to raise attainment and progress in every classroom.
- 3.2 To support all schools the Tri-borough Education Service is continuing to offer a range of training and customised high quality professional support through the joint School Standards SLA. The support has both core and menu options.
- 3.3 Where the LA deems it appropriate, LA schools will be provided the following, free of charge, to enable the local authority to fulfil its statutory duty:
- Support for schools failing to reach national floor standards. Failure to achieve all three aspects of the floor standards puts the school in the 'at risk' category.
 - Intervention in line with any analysis showing a school is significantly underperforming or at risk of significantly underperforming.
 - Support will be provided for any school that is judged, or is likely to be judged, as requiring improvement or in serious weaknesses by Ofsted.
 - Attendance by a local authority senior officer at full Section 5 Ofsted Inspection feedback meetings.
 - Support in producing a school improvement action plan for any school placed in Special Measures, judged to have Serious Weaknesses or Requiring Improvement.
 - To support schools in providing for and promoting high standards of education for children with special educational needs.
 - Support and intervention where a school has been designated as 'of concern' by the local authority.
 - Support for governing bodies when appointing headteachers and deputy headteachers.
 - An induction package and regular information for new and existing governors.
 - Maintenance of a borough-wide database of governing body membership.
 - Providing individual governing bodies with instruments of government.
 - Appointment of local authority governors.
 - Chairs and governor forum meetings as appropriate.
 - Post-16 statutory responsibilities under the Apprenticeship, Skills, Children and Learning Act 2009 (ASCL Act) including facilitating partnership work with schools and colleges, gap analysis, curriculum audit, shaping and influencing of provision.
- 3.4 In addition, for those schools who 'buy-in' to the SLA, the Tri-borough Education Service will provide:
- Support in the preparation for an Ofsted inspection.
 - A core staff to commission services and manage them on behalf of schools.

- The ability to buy services to suit development needs at different levels and at different costs.
 - A database of approved consultants to provide support across all areas of school improvement.
 - The allocation of high quality personnel in consultation with the school against agreed development needs.
 - Information, advice and guidance on the implementation of the Early Years Foundation Stage.
 - Information, advice and guidance on 14-19 provision.
 - High quality professional development.
 - Coordination of school to school support and the dissemination of good practice.
- 3.5 For schools that choose not to 'buy-in' to the SLA, tri-borough services will be available on a 'buy as you go' basis, at full charge and only if capacity is available. Schools that have opted into the SLA will always receive priority.
- 3.6 The following items will be available as separately costed SLAs:
- Headteacher Performance Management
 - Governance Clerking
 - Induction for Newly Qualified Teachers (NQTs)
 - Education Business Partnership.
- 3.7 The Tri-borough Education Service is encouraging all schools to 'buy-in' to the SLA which will enable services to be sourced more efficiently and economies of scale to drive down costs.
- 3.8 Schools will be able to select the support they require and there will be some flexibility regarding the selection of personnel.
- 3.9 Schools that need support in any school improvement area should talk to the Head of Commissioning, School Standards who will be able to access the tri-borough's professional development network, offer appropriate advice and broker consultant support.

4 Schools Causing Concern

4.1 The annual LA cycle of monitoring seeks to accomplish two ends.

- Firstly, to recognise formally those schools that are doing well and enable the good practice within them to support the wider constituency.
- Secondly, to identify in a timely manner those schools where concerns are emerging.

The local authority will then work in partnership with these schools to ensure that the headteacher and governing body can secure the necessary improvement before there are serious effects on pupils' achievements.

4.2 There will, however, be some schools where, for whatever reason, performance is not good enough and sufficient improvements are not being made. The following sections summarise the procedure the local authority will follow to secure necessary improvement for schools identified as causing concern, either by Ofsted or by the local authority itself. These procedures are prescribed by statute or DfE guidance. More details can be found in the DfE circular on Schools Causing Concern.

4.3 If, following an inspection under Section 5 of the Education Act 2005, Ofsted considers a school to be inadequate (Grade 4), it will give a judgement that the school either requires '*special measures*' or has serious weaknesses.

4.4 In such a situation, the governing body, in consultation with the local authority should immediately, after the oral feedback, start to draw up the action plan. As well as supporting the drafting of the individual school's action plan, the local authority is required to submit its own statement of action as prescribed by Ofsted. A single plan is recommended that brings together the school's actions, those of the local authority and any other agencies involved

4.5 Schools and governing bodies that are already designated academies will receive such support and challenge from the DfE Academy Division and not from the local authority.

4.6 Schools that '*require improvement*' must have a firm date for resolving their areas of weakness within a year. Schools placed in '*special measures*' should have a target date to recover within two years.

4.7 The local authority has the power to:

- Require the governing body to enter into arrangements which include:
 - a contract or other arrangement for specified services of an advisory nature
 - arrangements to collaborate with the governing body of another school
 - arrangements to collaborate with a further education body
 - specified steps for the purpose of creating or joining a federation.
- Appoint additional governors.
- Issue a warning notice.

- Appoint an Interim Executive Board (IEB).
- Suspend the delegated authority for the governing body to manage the school's budget.

4.8 The Secretary of State has the power to:

- appoint additional governors
- direct the closure of the school
- provide for the governing body to consist of interim executive members
- make an academy order.

5 The Tri-borough Model

The tri-borough model is shown diagrammatically in the flow charts that follow for each of the situations where schools are causing concern.

Figure 2 - where the local authority identifies a school *causing concern*

Figures 3[1] and 3[2] – where an Ofsted judgement designates that a school has *serious weaknesses*

Figures 4[1] and 4[2] – where an Ofsted judgement designates that a school requires *special measures*

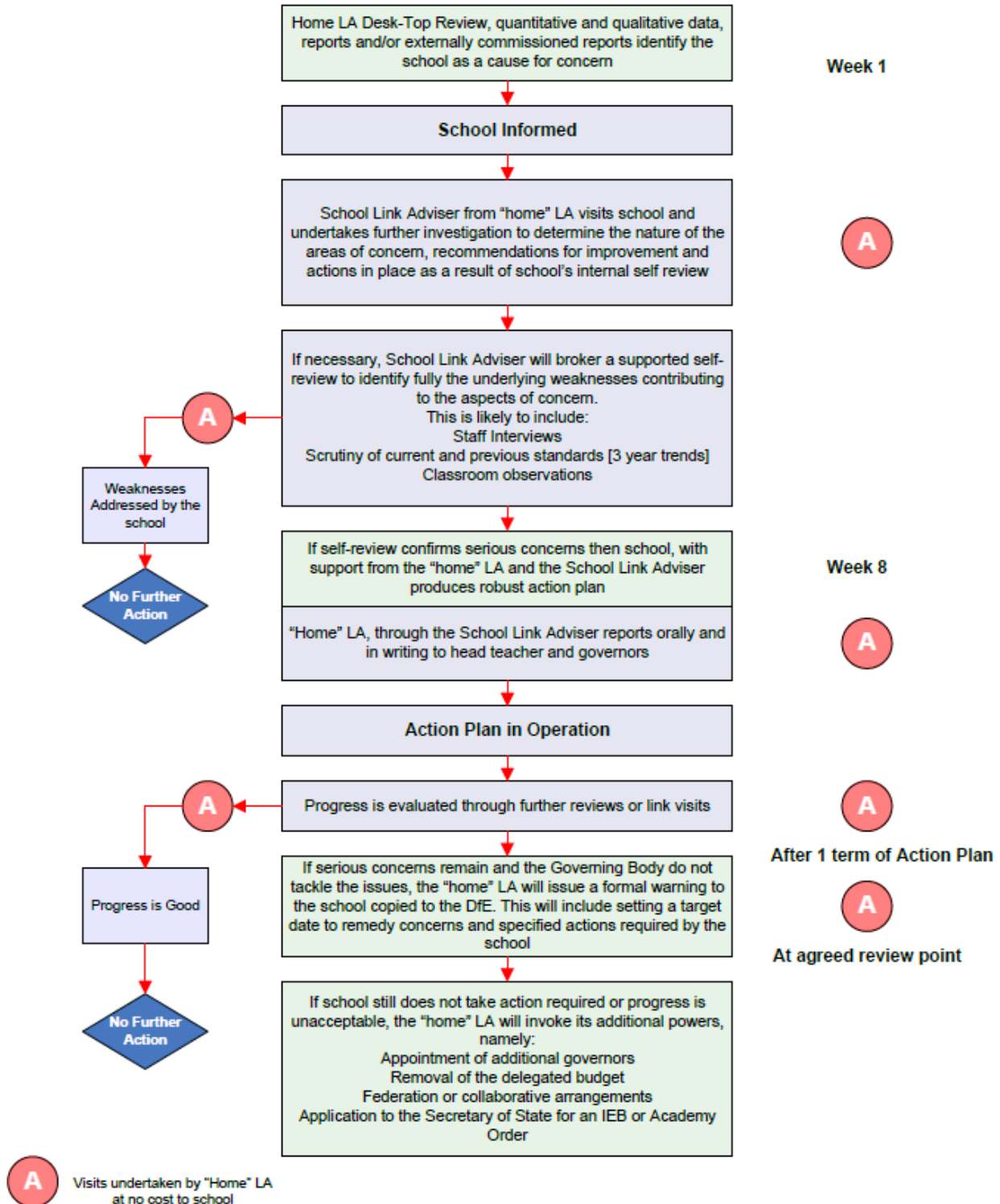
Schools where the local authority identifies a concern

- 5.1 Through the annual desk-top analysis as set out in Section 3, the Tri-borough Education Service may identify schools likely to require significant improvement, at risk of being placed in an Ofsted category when the school is next inspected or with limited capacity to improve if they were inspected.
- 5.2 As part of this, further work will be undertaken by the Tri-borough Education Service to consider all appropriate data both qualitative and quantitative to ensure objective and detailed analysis and identification of problems and concerns. All information will be shared with the school and the governing body. An in-depth review will be undertaken where the problem has been identified.
- 5.3 Central to tri-borough arrangements will be the school's own self-evaluation. In a school where the monitoring suggests any concern, a senior local authority officer or Lead Adviser will share with the headteacher the initial outcomes from the 'in-depth review' together with possible future actions which will lead to diagnosis and action planning. The headteacher will share with the senior local authority officer or Lead Adviser any results of the school's self evaluation.
- 5.4 If necessary, the senior local authority officer or Lead Adviser will broker a partnership review to identify fully the underlying weaknesses contributing to the aspects of concern.

- 5.5 Following this process, the position may indicate that the school is causing such concern that if it were to be subject to an Ofsted inspection, it would be judged to have *serious weaknesses* or *special measures*. In these cases, Section 72 of the Education and Inspections Act 2006 may be applied. This Act places a statutory duty on all local authorities to have regard to any guidance given from time to time by the Secretary of State.
- 5.6 This provides for each local authority to issue a formal warning notice to the governing body where:
- The standards of performance of pupils at the school are unacceptably low and are likely to remain so unless the authority exercise their powers under Part 4 of the 2006 Act, or
 - There has been a serious breakdown in the way the school is managed or governed which is prejudicing, or likely to prejudice, such standards of performance, or
 - The safety of pupils or staff at the school is threatened (whether by breakdown of discipline or otherwise).
- 5.7 The local authority will refrain from issuing a warning notice if:
- The school acknowledges the seriousness of the problem and is working with the local authority effectively to rectify the problem.
 - The local authority has requested that Ofsted bring forward the inspection of the school.
 - The school has recently received an Ofsted inspection and has been judged to have sufficient capacity to improve and is taking positive steps to rectify the areas required for improvement.
- 5.8 Once the reasons for issuing a warning notice have been established, the local authority must set out their concerns in writing to the governing body. This written notice must include:
- The matters on which the local 'home' authority's concerns are based. These should be set out in some detail and explain the facts that exist in that particular school and the circumstances which are giving the local authority cause for concern.
 - The actions which the governing body are required to take in order to address the concerns raised.
 - The initial compliance period beginning with the day when the warning notice is given and ending 15 working days following that day, during which time the governing body is to address the concerns set out in the warning notice, or make representations to Ofsted against the warning notice.
 - The actions which the local authority are minded to take (under one or more of sections 63 to 66 of the 2006 Act or otherwise) if the governing body does not take the required action.

Figure 2

Framework for School Improvement
Home LA Action where a school has been identified as causing concern



5.9 In addition to giving the governing body the warning notice, the local authority must also give a copy to the Tri-borough Executive Director of Children's Services, the headteacher, and in the case of a faith school, the appropriate diocesan authority, and in the case of a foundation or voluntary school, the person who appoints the foundation governors.

5.10 All warning notices must be copied to Ofsted.

Appealing against the warning notice

5.11 The governing body of a school that has received a warning notice can appeal to Ofsted under Section 60(7) of the 2006 Act, if it believes that the local authority has:

- Given the warning notice without sufficient objective evidence.
- Proposed action that is disproportionate to the scale of the issues facing the school.

Such representations must be made in writing within 15 working days of receipt of the warning and copied to the local authority.

5.12 Ofsted must consider any representations and may confirm the warning notice or not. This will usually be within a period of ten working days after the receipt of the representations. If Ofsted confirms the warning notice, the school is eligible for intervention after 15 working days beginning with the day on which Ofsted confirms the warning notice.

5.13 Irrespective of whether the governing body has made representations to Ofsted, the governing body may make a complaint to the Secretary of State under section 496 and/or 497 of the Education Act 1996. This enables the Secretary of State to make a direction, if expedient to do so, where he or she is satisfied that any local authority have acted, or are proposing to act unreasonably with respect to the exercising of a power or performance of a duty under the 1996 Act, or certain other Acts which are read together with the 1996 Act (including the 2006 Act), or where the local authority have failed to discharge a duty.

5.14 Following the coming into force of section 44 of the Education Act 2011, the Secretary of State now has the power to direct a local authority to give a warning notice in specified terms where he or she has previously directed the local authority to consider doing so, but the local authority has decided not to. If after considering the reasons of the local authority, the Secretary of State still believes one is necessary, he or she may direct the local authority to give such a warning notice in those terms.

5.15 Once this warning notice has been given, the school has 15 working days to comply with this warning notice or make representations to Ofsted as with any other warning notice.

5.16 The local authority must judge whether the school has complied with the terms of the warning notice. If the local authority concludes that the school has failed to

comply, then the school becomes '*eligible for intervention*', as set out in Part 4 of, and Schedule 6, to the 2006 Act, and the intervention powers of the Secretary of State and the local authority may be exercised.

- 5.17 The Secretary of State may also request Ofsted to inspect and report on a school where there are serious concerns under provisions in the Education Act 2005.
- 5.18 Whilst the above sets out the legal position, the view of the Tri-borough Education Service is that through the effective work of Lead Advisers, commissioned consultants and local authority officers in partnership with headteachers and governing bodies, most schools judged as *causing concern* will seek to address these concerns with the local authority without the need to issue a formal warning notice.
- 5.19 To this end the Tri-borough Education Service will ensure that for all schools:
- High quality support is readily available through existing resources or is specifically commissioned for schools who 'buy-in' to the Tri-borough SLA.
 - Appropriate support is provided through the initial desk-top analysis.
 - Schools causing concern are identified as soon as possible.
- 5.20 For those schools where concerns have been identified, the local authority will:
- Work with the headteacher to support self review using Ofsted criteria.
 - Clarify with schools appropriate judgements about the seriousness of the concerns.
 - Report orally and in writing to the headteacher, governing body and the local authority.
 - Support the school in its production of robust action plans to address concerns, securing and/or commissioning high quality advisory support.
 - Broker, after an appropriate period, a further review to judge progress.
 - Ensure continued support until concerns are addressed.
 - Establish a Steering Group which will hold the school leaders and those supporting the school to account, review progress of and advise whether:
 - Progress after intervention remains unsatisfactory and a formal warning notice is necessitated.
 - Progress is being made and the current level of support and intervention is sufficient.
 - A broader range of formal actions open to the local authority should be used to secure improvement.

Schools eligible for intervention

1 Schools where Ofsted judges that a school is *Requiring Improvement*

- 5.21 In October 2012 Ofsted announced new monitoring and intervention arrangements for schools that are judged, under the new Ofsted Framework, as *Requiring Improvement*. The new arrangements were implemented on 1 November 2012.

- 5.22 Schools now judged to require improvement will receive an initial HMI monitoring inspection visit usually within four to six weeks of the publication of the Section 5 inspection reports. Ofsted then write a follow up monitoring report.
- 5.23 Depending on individual school circumstances, the specific judgments and recommendations contained in the inspection report and/or the HMI initial monitoring visit report, the LA will consider whether it is appropriate to issue the school with a Warning Notice in order to secure the rapid improvement needed.

2 Schools where Ofsted judges that a school has *serious weaknesses*

- 5.24 The lead inspector of the Ofsted team will provide the headteacher and chair of governors with an oral feedback. A senior representative from the local authority should be present at this meeting.
- 5.25 Schools designated by Ofsted to have serious weaknesses will have their progress monitored by the local authority, with written reports that are shared with the school and governors.
- 5.26 The local authority will:
- Issue the governors and headteacher with a warning notice and establish a timescale for improvement.
 - Establish a Steering Group (or Focus Group as per Figure 3[1]) to hold the school leaders and those supporting the school to account, to monitor the progress and provide appropriate support and challenge to ensure that the school is able to demonstrate *good* progress when the school is monitored by Ofsted six months after the inspection.
 - Determine the support that the local authority can provide or secure.
 - Support the school to ensure that all identified areas of weakness are resolved within one year.
 - Submit the local authority's statement of action and support to Ofsted in the form of a single plan that brings together the school's improvement plan and the local authority action plan into one document.
 - Closely monitor and evaluate the school's progress and, after six months, review whether or not progress is good and advise whether to further use the local authority's powers of intervention.
 - Ensure that the action plan is supported by sufficient high quality consultant support.
 - Consider appointing additional governors.
 - Consider whether to appoint an IEB.
 - Consider requesting the Secretary of State to make an academy order.

Figure 3[1]

Framework for School Improvement
LA Action where Ofsted has judged the school to have "Serious Weaknesses"

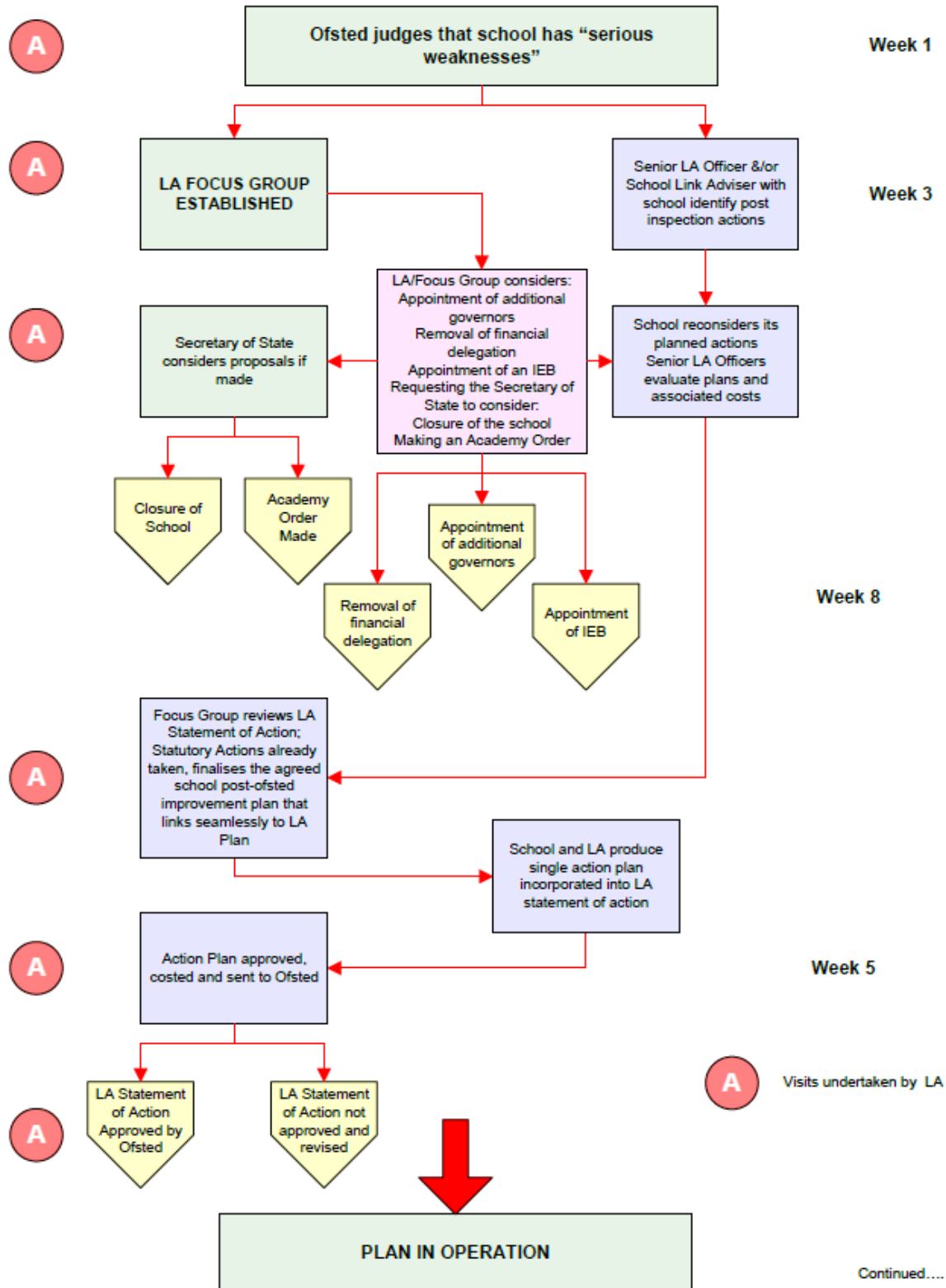
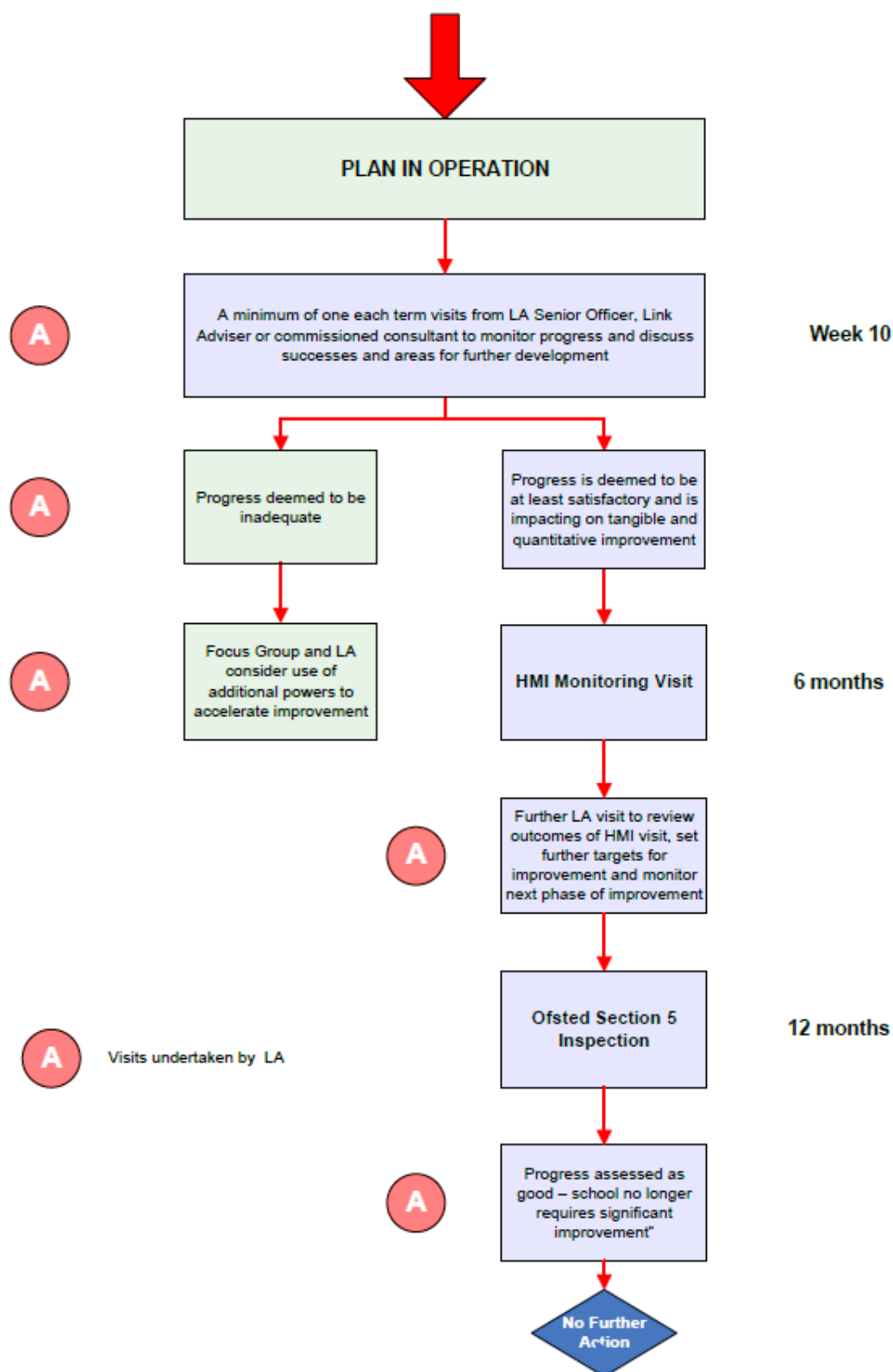


Figure 3[2]
 Framework for School Improvement
 LA Action where Ofsted has judged the school to have "Serious Weaknesses"



2 Schools judged by Ofsted to require *Special Measures*

5.27 Schools that require *special measures* will have their progress monitored by HMI within six months of identification, and subsequently as necessary, usually three times a year. The local authority, in these circumstances, must consider the use of its additional statutory powers, possible obstacles to progress and provide support.

5.28 The local authority will:

- Consider requesting the Secretary of State to make an academy order.
- Issue a warning notice to the governors and headteacher.
- Produce a statement of action for submission to the DfE and Ofsted within at least ten working days of the publication of the inspection report. Whenever possible this will be in the form of a single plan bringing together the school's improvement plan and the local authority statement of action into one.
- Consider appointing additional governors.
- Consider whether to appoint an IEB.
- Set up a Steering Group to hold the school leaders and those supporting the school to account for the progress the school makes.
- Determine both the urgent and subsequent support that the local authority may provide or commission.
- Work closely with the headteacher and governing body to construct the school's amended school improvement plan and ensure that it is designed to remove all identified concerns leading to special measures within two years, and ensure that an appropriate target date is set within this timescale.
- Ensure that the action plan is supported by sufficient high quality consultant support.
- Ensure that the findings of HMI monitoring impact appropriately on the school's improvement plan and the local authority statement of action.
- Monitor and evaluate the school's progress over and during the two year period.
- Review whether or not progress is good and consider whether to further use the local authority's powers of intervention.

Figure 4[1]

Framework for School Improvement
LA Action where Ofsted has judged the school requires "Special Measures"

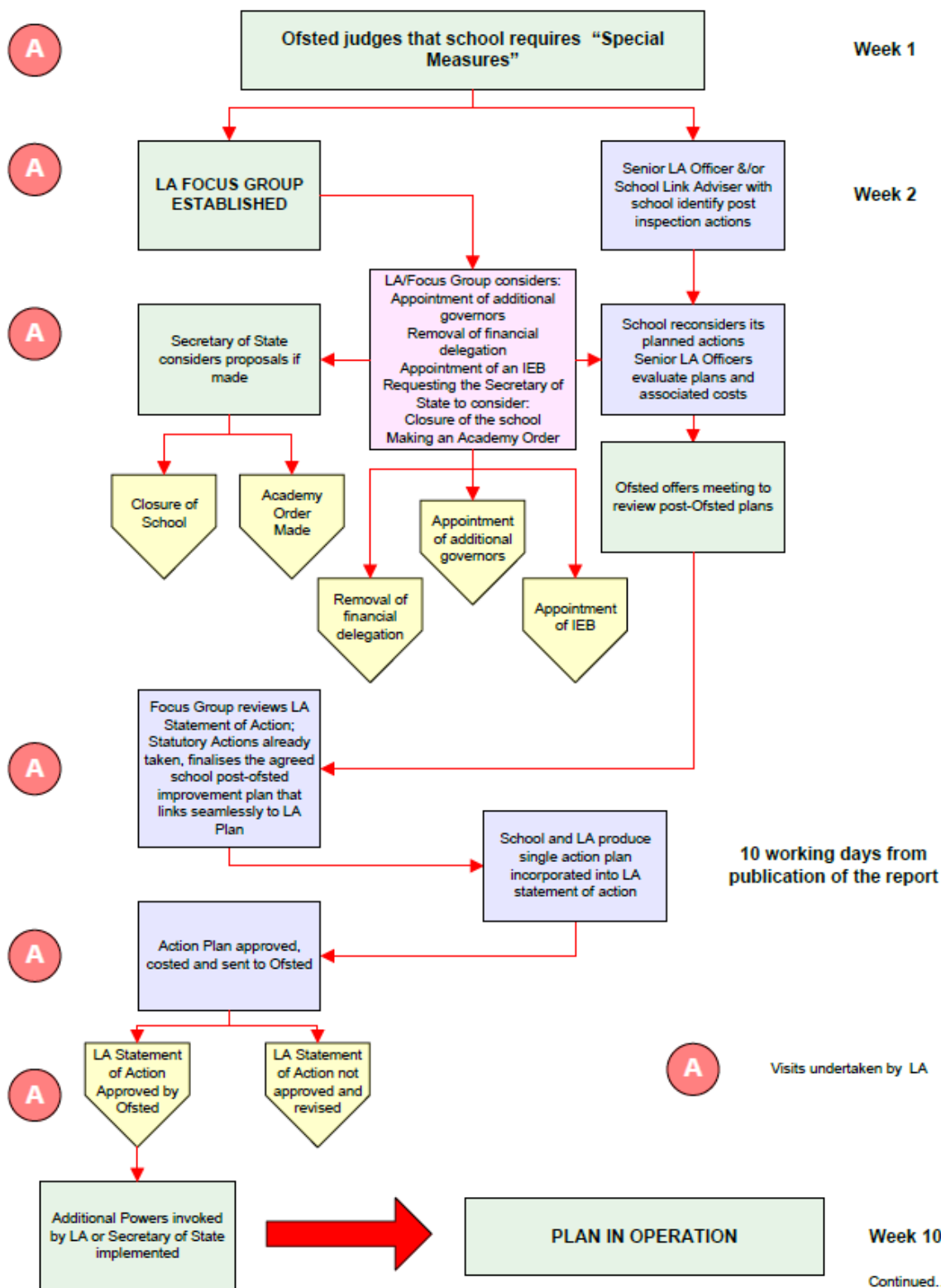
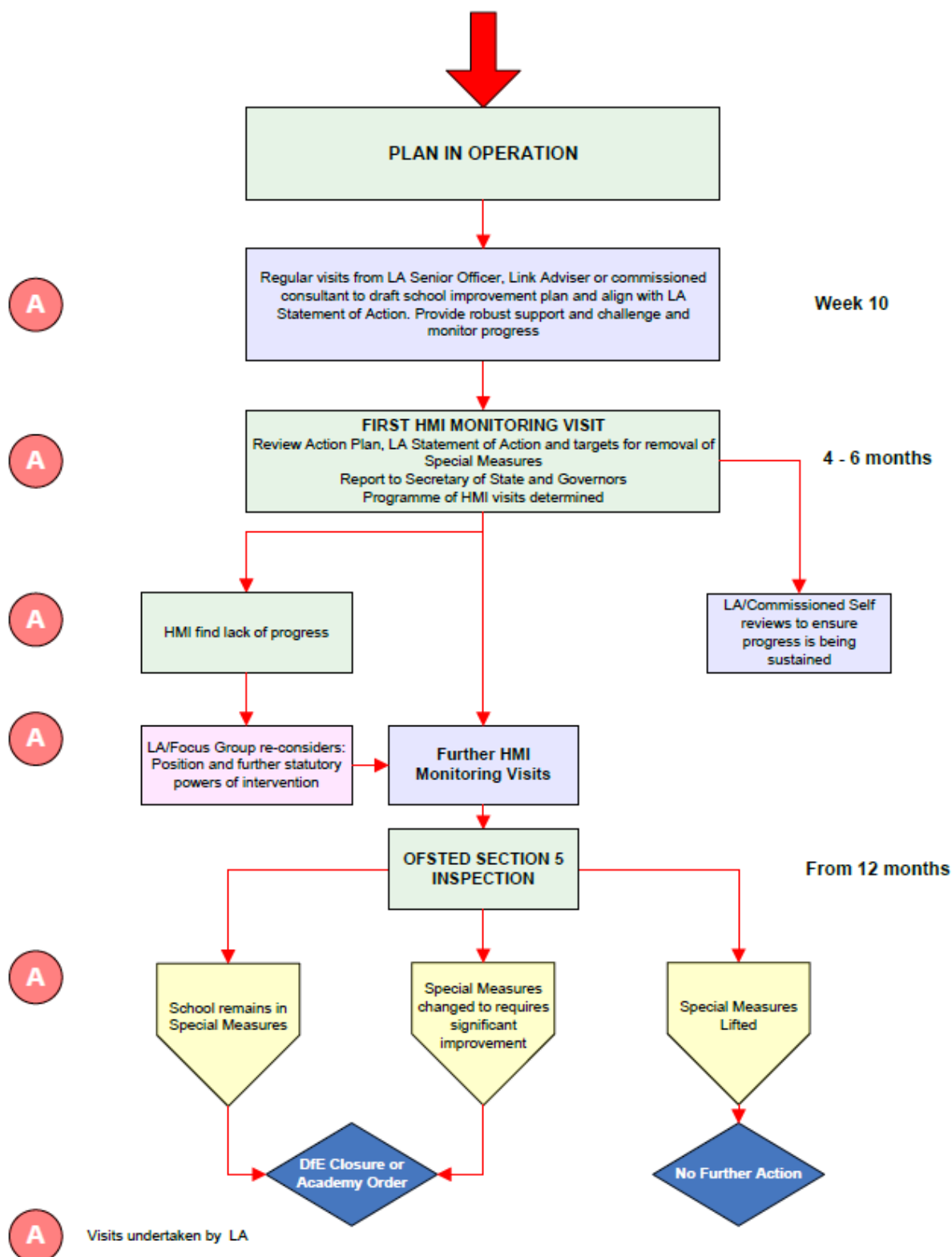


Figure 4[2]
 Framework for School Improvement
 LA Action where Ofsted has judged the school to require "Special Measures"



6 References and associated resources

- **Education and Inspections Act 2006**

External link

- **Apprenticeships, Skills, Children and Learning Act 2009**

An Act to make provision for apprenticeships, education, training and children's services.

External link

- **Academies Act 2010**

External link

- **School Standards and Framework Act 1998**

The 1998 School Standards and Framework Act contains provisions for schools and nursery education. This covers further education for young people at school, and in FE institutions across the UK.

External link

- **School Governance (Transition from an Interim Executive Board) (England) Regulations 2010**

Download the School Governance Regulations 2010 from the Opsi website.

External link

- **Schools causing concern guidance pdf (PDF, 116 Kb)**

Pdf version of schools causing concern guidance.

PDF, 116 Kb

- **Education Act 2011**

External link

- **Schools Causing Concern LA Guidance (PDF, 51 Kb)**

PDF, 51 Kb

- **The evaluation schedule for the inspection of maintained schools and academies from January 2012**

Available downloads – Ofsted website

School Inspection Handbook – September 2012 – Reference 120101

The Framework for School Inspection – September 2012 – Reference 120100