

WORKING DRAFT
(part consulted- 3rd edition)



SCHOOL IMPROVEMENT:

PROCEDURES AND PROTOCOLS
FOR
MONITORING, SUPPORT,
CHALLENGE AND INTERVENTION

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Introduction

In the context of the Island's School Improvement Strategy, there needs to be a clarity around the arrangements for monitoring, support, challenge and intervention so that those who work in schools and those supporting them in Children's Services and beyond have clear expectations over their respective contributions.

This document outlines the detail of schools' entitlements.

The Principles of the School Improvement Strategy

- Learning is our business; progress is our product.
- All pupils should be encouraged to aim for the highest standards of achievement - there can be no excuse for low aspirations.
- School self-evaluation lies at the heart of school improvement.
- Every link in the delivery chain must be secure - from strategic aims to standards achieved.
- Schools must take responsibility for the standards their pupils achieve.
- All schools must take ownership of the standards achieved in shared key stages.
- Schools need each other - we should work together as a whole-Island professional learning community.
- Successful practice should be celebrated and shared.
- Those who work at the centre of the local authority will work in partnership with those in the schools.
- The local authority must intervene when pupils' progress is at risk.
- Intervention should be in inverse proportion to success.
- External support for schools needs to be well co-ordinated.
- Procedures need to be explicit; and communication transparent.
- The local authority must challenge as well as support.

Roles and responsibilities

The Isle of Wight Local Authority seeks to effectively review performance and provide a clear framework of procedures to ensure school improvement. The authority also seeks to do this in partnership with schools, recognising that the prime responsibility for

educational standards rests within schools. The partnership roles and responsibilities are:-

Who	Responsibility
The Government	The legislative framework; Setting national targets for raising standards
Governors	The conduct of the school; Strategic planning, monitoring, and evaluating of progress as a major contribution to the leadership of the school; Ensuring statutory duties
Headteachers	Leadership, direction and management of the school within the framework set by legislation and the governors; Strategic use of resources to achieve appropriate standards, ensuring learner progress and taking action to secure improvement
Teachers	Helping pupils realise their potential; Securing learner progress; Contributing to the school's overall aims and targets
Teaching Assistants & School Support Services	Working with individual pupils and groups to make a significant contribution to their academic and personal development
School support staff	Providing vital back up services; Facilitating workforce remodelling
Parents	Key co-educators of children; Providing vital support and encouragement for effective learning
Other Partners, especially Diocesan authorities, Learning and Skills Council, Private and Voluntary providers, National Primary and Secondary Strategy Regional Advisers, and Government Office South-East officers	Contributing clear guidance, support and challenge as appropriate to the nature of business
The Local Authority	Challenging underperformance; Identifying the local priorities for improving performance, increasing access and raising standards; Promoting co-operation and collaboration between schools and their communities; Securing support and advisory services; Drawing on evidence from national and local data and monitoring standards in schools; Identifying and disseminating good practice; Championing for parents and pupils; Commissioning services

The prime purpose of the central LA team is to ensure quality in schools. The overarching function is to establish a high value for learning, through seeking consistency, continuity, progression, dynamism, rigour, and reflection in the surrounding

features for learning, such as in teaching, through curriculum planning, delivery and assessment, and particularly from the range of leadership and management skills applied to the context for learning.

Although the team recognises its duty to prevent school failure, the underlying aspect of that search is to ensure that children and young people are given the best chances of success and achievement during their time in Island maintained provision.

The senior inspector acts as the senior professional contact between the local authority and its schools, though in the main schools will have most regular contact with an assigned officer. The assigned officer is drawn from the centrally based School Improvement Team.

The senior inspector manages the central team currently made up of Link inspectors, who work in geographical clusters of the Island, and the strategy managers and their associated consultants, who work across the Island. From September 2006, the team will include School Improvement Partners (Secondary) and from April 2008 School Improvement Partners (Primary) [referred to as SIPs - Sec and SIPs - Pry]. Both forms of SIPs are responsible for monitoring and evaluating the work of schools (see Appendix 4 for SIP guidance materials).

When explaining the role of the SIP to headteachers and school staff, the Island team have found it helpful to use the following model.

Clearly the SIP cannot simply replicate the role of the old assigned inspector or adviser. However the functions previously carried out by this officer must still in part be fulfilled. The model above seeks to explain how these various elements continue to be provided to all schools in the era of the SIP and how they inter-relate in order to provide a high quality support, monitoring and challenge function. Each element needs to inform both the monitoring of school performance and the provision of advice and support. Communication is vital across those working in and with schools in order to ensure that the schools do not receive mixed messages and the principle of the “single conversation” is maintained.

All other members of the central team work with headteachers, teachers and other staff in schools. They offer specialist advice on learning, teaching, planning, assessment, recording and reporting, and on some subjects and aspects of the curriculum. They provide generic advice, principally related to the management of teaching and learning and the curriculum, and subject specific advice on the core curriculum. [N.B. as the central team is small it does not offer subject specific advice on all foundation subjects of the curriculum.]

Where appropriate, the team produce materials or toolkits (including web-based materials) to supplement those available through the national strategies; they help to identify and disseminate excellence, carry out full or selective reviews of schools, and offer a programme of professional development activities. Support previously focussed at pre- and post Ofsted school inspection is now targeted at the development of a quality school self-evaluation cycle leading to well-prioritised and succinct School Development Planning. Much of the work of the School Improvement Team will, in one way or another,

support schools in their evaluation of their effectiveness and this will, in turn, contribute to the school's ability to respond to the requirements of the School Self-Evaluation Form (SEF) in the revised inspection regime (see School Self-evaluation section below).

IMPLEMENTING THE LA'S SCHOOL IMPROVEMENT FUNCTIONS

<p>OVERVIEW OF EACH SCHOOL'S PERFORMANCE AND DEVELOPMENT</p> <p>Pastoral support including day to day contact with a school</p>	<p>Senior LA Officer who will have a responsibility for a cluster of schools and may often be the SIPs line manager</p>
<p>SUPPORT, MONITORING AND CHALLENGE - the statutory function</p>	<p>The SIPs programme of visits</p>
<p>ADVICE ON HEADTEACHER PERFORMANCE MANAGEMENT</p>	<p>An element of the SIPs programme of visits. The role includes that of the former external adviser.</p>
<p>PROVISION OF ADVICE AND SUPPORT</p>	<p>Range of LA officers implementing the national and local programme of initiatives (e.g. Secondary Strategy, Federations, etc), LA traded services and for some schools intensive support Private providers and consultants</p>
<p>MONITORING OF SCHOOL PERFORMANCE</p>	<p>LA data analysis, OFSTED data, information from schools' own self-review and information from SIP and LA officers working with schools</p>

Additionally, the central team support and advise governing bodies with headteacher and deputy headteacher appointments, and help to induct newly appointed headteachers and acting headteachers. These activities are set in the context of the development and enhancement of the skills and capacity of leadership in schools.

Whilst the central team plays the leading strategic role in working closely with a school and monitoring its work, other specialist advisers and officers, including diocesan officers and advisers with responsibility for church schools, national strategy regional advisers focussed to school improvement, and independent consultants supporting key developments on the Island, all have an important contribution to make. The local authority sees these partnerships as an essential element in harnessing appropriate resources to support school improvement. There are well-established collaborative arrangements between schools through clusters and learning networks and the LA seeks

to continue to develop all of its education improvement partnerships to support the drive to improved standards.

Seeking Quality

Supporting Documentation:

The following papers should be readily available within schools :-

- School's own prospectus / information for parents
- School Self-Evaluation Form (SEF)
- School Development Plan (SDP)
- Any separately devised Action Plans
- Latest Ofsted report
- PANDA
- School's own data analysis
- Evidence Files as they relate to SEF and particularly to demonstrate the school's contribution to the achievement of the 5 Outcomes (*Every Child Matters* agenda)
- Performance Management Policy and arrangements
- Governing Body minutes
- School Profile (replacing the governors' report to parents)
- Statutory policies and schemes
- Staffing structure, deployment and staff absence data
- School budget and monthly monitoring sheet
- School curriculum plan
- Class pupil organisation
- Specialist school application
- Learning networks plans
- Cluster development plans
- Community and extra-curricular activities
- Local regeneration or strategic developments which affect the school

The LA regularly request schools to forward to the centre electronic copies of the school's own prospectus, the current version of the SEF, and the most recently devised SDP.

School Self-evaluation:

Research shows that effective schools know themselves well. Drawing on evidence systematically collected, they know their strengths and frankly acknowledge their weaknesses. They are prepared to measure themselves against the best standards set

by similar schools and are committed to taking effective action to improve further the quality of education they provide and the standards their pupils achieve.

For schools themselves, the most effective ways of knowing how well they are doing can be obtained from their own regular self-evaluation. Effective self-evaluation is based upon a genuinely consultative approach to development planning and is likely to include these elements:

- analysing and comparing performance data;
- taking action on external reports (e.g. Ofsted or LA feedback);
- monitoring the quality of teaching and learning on a regular basis;
- consulting with governors, parents, learners and other stakeholders;
- making honest judgements about the quality of the learning environment;
- evaluating the effectiveness of resource and staff deployment to best meet needs.

LA officers believe these judgements are best captured through the termly updating of the Ofsted Self-Evaluation Form (SEF). However, it should be noted that advice from HMI is, that while the SEF is recommended for completion by schools for inspection purposes, it is not sufficiently wide-ranging in itself to meet all a school's needs for self-evaluation. All areas of the school's life and work need to be evidenced if self-evaluation is to be sufficiently comprehensive to be really effective. The LA officers will continue to focus on, and support the process of, quality practice in self-evaluation until it is well - embedded in schools across the island.

Entitlement for Schools to receive monitoring, support, challenge and intervention

A distinction is maintained between support, challenge, monitoring and intervention.

- **Support and Challenge** is the planning of appropriate activities and marshalling of the appropriate personnel and resources to create improvement in the designated area(s) of weakness - see separate section for the range of potential activities.
- **Monitoring** is the process of collecting evidence to judge the school's effectiveness. For all schools, the SSE process is the key monitoring tool. For schools causing concern, there is additional monitoring to judge the effectiveness of the authority's support and the school's improvement.
- **Intervention** is the direct action taken by the Local Authority to ensure the quality of provision in schools. It includes the consideration of full statutory powers to oversee the process of the school's improvement - as set out above.

It is within the individual school that improvement is achieved. Staff and governors, however, need well-attuned support and accessible comparative data to implement their strategies. Some of that support is from families and the communities within which the

schools operate. Some of that support should come from external agencies with the ability to provide wider perspectives or to bring specialist services which aid the overall process. The government has given LAs specific responsibilities for providing key elements of such external support, and has also given detailed duties to challenge schools in order to improve the levels of attainment of all young people.

Among the LA responsibilities and duties, there are requirements to promote high standards of education and to ensure that governing bodies have access to national and local performance and benchmark data. It also has a duty to discuss school targets with governing bodies or their representatives, how they were set and how they will be achieved. In particular circumstances, there are now more clearly defined duties on the LA to intervene in schools.

Determining the level of support:

Monitoring, support, challenge and intervention should be in proportion to the needs of individual schools. Schools will be at different stages of development and have different needs which will vary over time. It is essential that successful schools continue their development without unnecessary interference while those in more challenging circumstances are given appropriate levels of support.

It is believed that the procedures set out in the following sections will enable the LA to respond in a timely and effective manner.

- The LA will determine annually an entitlement support level for each school through a categorisation process;
- Where schools desire support above their entitlement level, an additional service level agreement can be purchased from the LA or the LA will broker partner school or consultant support as required;
- Schools will be placed in one of four support levels based upon the LA's view of overall performance. The following key indicators will be considered:-
 - School context - socio-economic background, attainment on entry
 - Engaging the voice of learners, parents/carers and stakeholders
 - Standards and Achievements - do learners achieve what they should?
 - Addressing the 5 Outcomes - ensuring impact on pupils
 - Quality of Provision - in learning, in teaching, through the curriculum and assessment, and in care, guidance and welfare
 - Leadership and Management including governance
 - Overall effectiveness including capacity to improve
- The support level in which a school is placed is that determined by the LA as necessary to maintain current standards if they are above national expectations and/or secure improvement;
- Schools in levels 1 - 3 will be considered as successfully self-evaluating schools, while those in level 4 will be considered as causing concern and subject to the procedures and support outlined in the following sections. The support level of a

school will be considered as confidential information until the Headteacher and Chair of Governors have been informed.

School Categorisation:

In January of each school year the central team will review the performance of all schools against the above key indicators and the criteria of the current Ofsted School Inspection Framework. The review will consider information such as:-

- Notes of visit and any other LA monitoring reports;
- PANDA statements, three-year trend analyses of National Curriculum assessments and other examination results, benchmark data and contextual value-added performance;
- Ofsted inspection reports;
- School SEF;
- School Development Plan;
- Use of financial resources;
- Attendance and exclusion rates;
- Management of inclusive provision, e.g. for Special Educational Needs, for Looked After Children etc
- Contribution of the school towards the achievement of the 5 Outcomes for children

If a school's performance in any part of the evaluation schedule is on the borderline between satisfactory and inadequate, particular emphasis should be given to the emboldened criteria in the Ofsted 'best fit' grade descriptions (see chart on next page)

Making the judgements:

Each school will have a different range of strengths and weaknesses; some more important than others. The process for arriving at a decision needs to be more sophisticated than cancelling out a weakness by citing a strength. The most important touchstone should be the impact of the school's work on the pupils' progress and well-being and the implications for the pupils of any identified failure in the school's work. All schools whose overall effectiveness is inadequate will be placed in the category of causing concern.

Following the main categorisation process, the central team will set out the judgements in a School Categorisation and Support Report. The attached officer will discuss this report with the school, as follows:-

- Support level 1 or 2, with the headteacher, though not necessarily by visit to the school;
- Support level 3, with the headteacher and/or Chair of Governors, by visit to the school;
- Support level 4, with the headteacher and Chair of Governors by visit to the school.

The School Categorisation and Support Report will set out the judgements in a format similar to the School's own SEF with the addition of a mapping/statement of action to show the agreed contacts from the central team or beyond.

CRITERIA FOR DECIDING CATEGORY OF SUPPORT

<p>Outstanding (1)</p>	<p>This category includes schools where the following features are securely in place:</p> <ul style="list-style-type: none"> • attainment is well above similar schools nationally • there is clear evidence that pupils make better than average progress compared with similar pupils in similar schools • teaching is at least adequate in 100% of lessons; and good in at least 65% • leadership and management of the school demonstrate the capacity for continuous improvement <p>All element of the school’s work are at least good and significant elements are exemplary.</p>
<p>Good (2)</p>	<p>This category includes schools where the following features are securely in place:</p> <ul style="list-style-type: none"> • attainment is in line with similar schools nationally • there is clear evidence that pupils make at least satisfactory progress • teaching is at least adequate in 100% of lessons • leadership and management of the school demonstrate the capacity for continuous improvement • There is a generally strong performance across all aspects of a school’s work • The capacity to improve is strong, as shown by its recent improvement. <p>A school may be good in a variety of ways, and may have pockets of excellence, but no school should be judged good if its performance is merely ordinary. No school can be judged good unless learners make good progress.</p>
<p>Satisfactory (3)</p>	<p>This category includes schools where performance is mostly satisfactory or better, but an aspect of performance may be judged to be at risk and to need support.</p> <p>The school’s work is inadequate in no major area, and may be good in some respects.</p>
<p>Schools causing concern (4)</p>	<p>This category includes schools judged by OFSTED to be requiring special measures, or with a notice to improve, as well as those schools which would be likely to fall into those categories if inspected by OFSTED.</p> <p>A school is likely to be judged to be causing concern if one or more of the following are judged to be inadequate: the standards achieved; learners’ personal development and well-being; the overall quality of provision: and leadership and management. At its worst, the school provides an unacceptable standard of education and it lacks the capacity to turn things round.</p>

In June of each year the support level of each school will be reviewed, following the same process as above. If a decision is made to change the support level of a school, the headteacher and Chair of Governors will be informed in writing. Where the support level takes a school into level 4 for the first time, both the attached officer and the Senior Inspector will visit the school to discuss the revision with the headteacher and the Chair of Governors.

Description of the support levels:

The support level of a school will determine the minimum, in-school, annual contact from the attached officer (Link Inspector or SIP-Sec/SIP-Py), as appropriate to the needs of the school. At support levels 1 - 3 this contact will usually be the attached officer alone, but for level 4 contacts will be shared between the Senior Inspector and attached officer, as appropriate to the school's agreed action plan. Until the role of the SIP-Secy and SIP-Pry is fully developed it is likely that the attached officer will be a Link Inspector for those schools in level 4; this is because the required level of contact with the school will be greater than the time assigned for SIP-Secy and SIP-Pry.

Support level 1, 2 and 3 schools are deemed to be self-evaluating schools where the following characteristics apply:

Support level 1 & 2 - Good and outstanding schools

Schools in this category demonstrate rigorous and systematic self-evaluation. They are well equipped to identify areas which need improvement and skilled in planning and implementing plans for a programme of continuous improvement. These schools can purchase additional advice and support as appropriate.

Support level 3 - Satisfactory Schools

The expectation is that satisfactory schools will work with the link inspector or SIP to identify the action needed to be moved into the 'good' category. Progress will be monitored through the termly visit. The Local Authority will give priority to schools in this category over those designated good or outstanding.

Attached officer - outline programme:

Autumn Term: Attached officer discussion with headteacher on:-

- School review of Standards and Achievement , to include school review of targets in the light of past performance and the evidence presented by the school on expected performance in following years;
- Support priorities for reaching future targets and improvements;
- HT performance Management;
- Monitoring of any LA specific priorities.

Spring Term: Attached officer two part visit focusing on:-

- Leadership and Management/ Quality of Provision
- Self-Evaluation and Review;
- Area for investigation , negotiated with school during Autumn visit;
- Planning for improvement and possible areas of external support;

- ECM outcomes as appropriate to focus;
- Monitoring of any LA specific priorities.

Summer Term: Attached officer 1 day visit focusing on:-

- School Improvement Plan;
- Capacity to improve

Attached officer 1 day equivalent to compile and present Annual Report to Governors

The allocation of different support level grades between levels 1, 2 and 3 will reflect the amount of support needed from the central team on issues agreed between the school and the attached officer. Such support must be identified in the accompanying mapping/statement of action. Where support details the work of consultants, additional time will be agreed to track the impact of such involvement in line with expectations for monitoring by the LA (e.g. with Secondary or Primary Strategy Manager).

Support level 4 - Schools Causing Concern

The Autumn, Spring and Summer Term programme, as detailed for support level 1, 2 and 3, will still apply. Additionally, the school will receive a range of support from the central team as appropriate to the needs identified. This will include input from the consultancy team e.g. primary learning support or teaching and learning consultants, secondary subject or aspect consultants, 14-19 co-ordinators, and appropriate monitoring time by their managers. This may also draw on expertise bought in by the LA from beyond its own resources e.g. regional primary and secondary national strategy advisers and consultants, or private trainers and consultants. All agreed support must be identified in the accompanying mapping/action plan.

All schools in Support Level 4 will receive visits to track improvement against actions in the plan, regularity to be agreed between school and attached officer, and with due regard to the timescale set for improvement.

Additional Entitlement Support:

The LA recognises that the working circumstances of schools can impact upon the support needed to maintain standards and secure improvement regardless of the school's overall performance. To enable school to improve effectively, the following circumstances can attract additional entitlement support by agreement between the headteacher and/or chair of governors and Senior Inspector at the levels set out below.

Challenging circumstances:

Where the school's context signifies the school is sited or serves significant disadvantage, the support level can be agreed at one level greater than that determined by the head and attached officer to give additional support as need by the school's working circumstance.

New headteacher or acting headteacher appointment:

For one year following the appointment of a new headteacher the school's support level will be set at a minimum of level 3. Where the support level prior to the appointment was smaller than 3 the Senior Inspector will review the position and agree the entitlement support level with the new headteacher. In the case of an acting headteacher appointment a similar procedure will apply and the support level agreed will be in place for the full period of acting headship.

Other additional support:

Where successful schools wish to have support beyond that set out in their entitlement they can purchase additional work through the LA, independently or through school to school partnerships. A menu of buy-back services are being considered for discussion by the School Forum.

Schools Causing Concern - Support level 4:

Schools may be designated as causing concern for several reasons:

1. where OfSTED inspection has placed the school in 'Special Measures'
2. where OfSTED inspection has identified weaknesses sufficient to give the school a 'Notice to Improve' - prior to September 2005 this category was identified as 'serious weaknesses'.
3. where LA monitoring identifies no improvement following additional support
4. where LA monitoring identifies serious issues which, in the judgement of the Senior Inspector and Assistant Director for School Effectiveness, would result in OfSTED inspection placing the school in 'special measures' or 'notice to improve' designation

When the LA identifies a school which meets these criteria, there will be a discussion between the Headteacher, Chair of Governors, attached officer and Senior Inspector to confirm the judgement - this is referred to as a Priority Meeting. The Assistant Director will write to the Headteacher and Chair of Governors to inform them formally that the school has been placed in the level and why. Schools in this designation will receive significant support to implement a priority action plan agreed between the Headteacher, Chair of Governors, attached officer and Senior Inspector.

The outcome will be to:

- assist the school with priority action planning;
- prepare the LA statement for focussed support, identifying the resources required;
- ensure the school's priority action plan contains an appropriate and realistic timetable for removal of the identified causes of weaknesses;
- ensure and monitor the delivery of the LA's support;
- report monthly to the Senior Inspector, half-termly to the Assistant Director, termly to the Director of Children's Services.

For schools identified in the first two reasons above there are additional procedures which apply through OfSTED requirements. (see Appendix 1)

The Link Inspector and Senior Inspector will work with the Headteacher and Chair of Governors to draw up a school/LA priority action plan containing specific measurable targets for improvement which will be reviewed termly and will identify members of the school's management/leadership team and governors who will be responsible for ensuring that the targets are met.

The priority action plan will identify specific and additional resources and name those officers and adviser who will provide the support. It will indicate the strategy for monitoring and evaluating the implementation and impact of the actions and support.

All visits to the school by inspectors will be followed by a note of visit to the Headteacher copied to the Chair of Governors and Senior Inspector. Every half-term a meeting will take place between the Headteacher, Chair of Governors, Link Inspector and Senior Inspector to discuss progress towards the agreed targets and what further action might be required if progress is insufficient.

The overall LA responsibility for monitoring progress in the implementation of the priority action plan lies with the Assistant Director. At the end of each term an interim report will be sent to the school on its progress and at the end of 12 months progress towards all targets will be reviewed by the Director of Children's Services.

The objective is to ensure that schools can be removed from this category within two years through a programme of active support. Wherever possible this target will have been attained earlier.

Key responsibilities:

The following commentary outlines the key responsibilities among LA staff, regional advisers and schools for supporting different aspects of priority action plans:-

Link Inspector

- LI will be main point of contact with HT
- LI will have overall LA responsibility for drawing up the priority action plan with the HT supported by the relevant strategy manager
- LI will have overall LA responsibility for agreeing the priority action plan with the HT
- LI will have overall responsibility for co-ordinating support from the LA and others involved in supporting school improvement e.g. Regional Advisers, external consultancy
- LI will have responsibility for monitoring progress towards agreed outcomes through regular LI meetings with the HT
- LI will copy LA, SMs, CoGs and the RA supporting the school into notes of visit from monitoring meetings
- LIs will keep the Senior Inspector informed of school progress towards the agreed outcomes

LA Strategy Managers

- SMs will be responsible for supported by the LI
- SMs will support the RA and consultants in drawing up subject activity plans where required
- SMs will advise the LI on potential support from LA consultants and will have responsibility for consultant deployment
- SMs will agree appropriate support from Regional Advisers

LA Strategy consultants

- Consultants will ensure dates for visits to the school are shared with the HT, LI and SMs
- Consultants will copy the HT, LI and SMs into notes of visit
- Consultants will have responsibility for drawing up the subject activity plans in consultation with the subject leaders, LA SM and Regional Adviser where appropriate

Regional Adviser

- RA will support and challenge subject leaders in implementation of subject activity plans
- RA will participate in monitoring and evaluating the subject activity plans and priority action plans as agreed with the LI and HT
- Communication with the HT will be through/ with the LI at all times unless otherwise agreed by the HT and Senior Inspector
- RA will keep the LI and HT informed of any areas of concern relating to the effectiveness of the school improvement strategy

Schools

- HT will have responsibility for agreeing the priority action plan with the LI and reviewing progress and impact
- HT will have responsibility for cross referencing school development plans with the LA priority action plan
- HT will have responsibility for sharing the strategic action and activity plans with relevant staff
- HT will have responsibility for designating a lead senior member of staff to co-ordinate the school's response to the plans and to support the HT in monitoring progress and impact
- CoGs will be involved in the monitoring of the priority action plans and advise the governing body accordingly

Moving out of the 'cause for concern' category:

The expectation is that the school should be showing good progress within 4 months and be ready to move to the 'satisfactory' category by no later than 12 months. If this is not the case, intervention strategies are further reviewed.

At this stage, the Local Authority will also consider alternative measures, such as commissioning a full local authority inspection, or requesting an OFSTED inspection. The use of Local Authority powers of intervention (see below) will also be considered.

If weaknesses in leadership and management are a significant contributory factor in the school's lack of progress, the chair of governors will be invited to meet with the link inspector to decide whether to instigate the investigation stage of the formal professional support procedures. If this is agreed, the action then follows the protocols agreed with the professional associations.

If the school is judged to be making good progress, support will be tapered and the school moved to the satisfactory category.

Intervention:

The LA would not normally have direct involvement in making decisions about a school's operation. Usually, the programme of support and challenge will be sufficient to secure rapid improvements, but the LA reserves the right to use its additional powers in any school causing concern, where that is necessary to secure rapid improvement or where children are at risk. Support and challenge by the LA, as detailed above, is such that schools will show progress towards exiting from a cause for concern category within 12 months.

However, where a school fails to engage with the support and challenge programme agreed with the school in the form of an action plan or priority action plan, yet still makes no improvement over a period of 4 months, the local authority will begin a consideration of applying one or more of its statutory powers. Persistent and severe underperformance in any of the key judgement areas (Standards; Quality of provision; Leadership and Management) will trigger consideration of intervention powers.

The LA has 6 key intervention powers:

1. to appoint additional governors;
2. to suspend the delegated budget;
3. to issue a direction requiring specified actions;
4. to issue a formal warning notice;
5. to appoint an Interim Executive Board subject to approval by the Secretary of State for schools in Ofsted categories; and
6. in extreme cases, to move towards proposals to close the school.

1. Appointing additional governors:

The LA may appoint additional governors (as many as it considers necessary) to any school judged as cause for concern.

Potential governors will be identified in advance and a list kept by the LA. All additional governors are interviewed by the Assistant Director to establish their areas of expertise and interests.

The procedure for appointing additional governors will be as follows:

- school is identified by Ofsted or the LA as cause for concern
- the Senior Inspector convenes the priority meeting to include core officer/inspector team
- the core team starts working with the school management/leadership and governing body
- the need for additional governors is identified and the governing body is informed; recommendation for additional governors from core team to Assistant Director with any specific requirements e.g. financial background
- the LA list will be consulted to suggest potential governors and candidates are agreed with the Assistant Director in liaison with the core team
- potential additional governor is contacted by Senior Inspector and asked if they are willing to be appointed
- Link inspector meets with additional governor to brief them and clarify any particular role e.g. financial or personnel
- LA appoints additional governor and sends out Induction pack as for all new governors
- LA provides any training for the additional governor that is needed
- Additional governor invited to the first governing body meeting following the agreement of the school's priority action plan

The LA sees the role of the additional governor as follows:

- to be an exemplar governor
- to participate fully in all governing body activities
- to receive training if necessary
- to ensure that the governing body takes the necessary actions to secure progress
- to monitor the work of the governing body and report back as agreed to the Assistant Director and core team
- to participate in committees set up by the governing body where specialised skills are needed
- to agree all monitoring and reporting with the Chair of Governors and Headteacher
- to assist the governing body to work effectively, identify any areas of weakness and encourage them to receive any training needed
- to alert the core team of any difficulties as soon as possible
- to be positive and encouraging but not afraid to ask challenging questions

2. Suspension of delegated powers:

The LA has the power to suspend the governing body's right to spend the school budget. If the LA decides to take this course of action the related staffing powers are also restricted. The LA will consider using these powers of intervention in any circumstances where:

- the school has received a formal warning notice but the matter has not been remedied to the satisfaction of the Director of Children’s Services;
- the school has been found by Ofsted to require special measures or have an improvement notice;
- the governors have failed to comply with any requirements under the LA’s scheme for the financing of its schools, or are not managing the delegated budget satisfactorily;
- suspension of delegation is a temporary and transitional measure, not a permanent state. The LA will work with the school during the period of suspension to ensure that the school’s capacity to take its own decisions is strengthened. The LA will set out for the governing body how it intends to do this at the outset.
- before suspending a school’s budget, normally on the advice of the core team of link inspector, senior inspector, assistant director, and senior school’s finance officer, the Director will give the governing body at least one month’s notice in writing of any suspension, except in the case of gross incompetence or mismanagement or other emergency.
- the notice will specify the grounds on which the LA proposes to suspend delegation. The LA will be selective and consider devolving back to the governing body such decision-making powers as it considers appropriate. In the case of a special measures school, a period of 10 calendar days will have elapsed after the Secretary of State has acknowledged the receipt of the LA’s post-inspection statement of action and before the LA suspends delegation.
- If the budget is to be suspended because the school has not taken the required actions with the notice of compliance formal a formal notice, there will be a two-month period before the budget is suspended.
- the school has no right of appeal unless the LA is in contravention of the LA-School Relations Code.

3. Specified direction:

(an example of how this intervention may been taken is given for clarity)

Direction in the event of breakdown of discipline:

If the behaviour of pupils is such that their education is, or is likely in the immediate future, to be severely prejudiced, the LA may give directions to the governing body or headteacher to prevent or put right a breakdown of discipline. The LA will observe the following principles in such a case:

- the power will be viewed as a reserve power of last resort and will only be used in exceptional circumstance
- the LA will inform the governing body, in writing, before it acts, unless pupils or staff may be at risk, in which case it will act urgently
- the power will be used to create the opportunity for constructive action to be taken to resolve the immediate problem and ensure that it cannot recur.

4. Formal warnings:

Section 15(2) of the School Standards and Framework Act gave LAs the power to issue a formal warning notice to a governing body where this appears necessary. The LA intends to exercise this power only in exceptional circumstances, and in accordance with the procedures set out below. However, at the time of writing, draft legislation due to be operative from April 2007 provides for the earlier and more focussed application for the use of formal warnings - the draft commentary is available on the DfES website. When the legislation is enacted this section will be updated. Meanwhile the following principles, criteria and procedures will apply:-

Principles

The LA will issue a formal warning notice if, and only if:

- it has a well-founded belief that standards of attainment, management or conduct of the school are at significant risk, and
- previous interventions have failed to remedy the specified concerns.
- The LA may issue a formal warning notice either before, after, or in combination with other interventions, such as the appointment of additional governors or suspension of the school's delegated budget.

Criteria

The LA will normally issue a formal warning notice only where:

- The evidence convinces it that the school meets the Ofsted criteria to be deemed subject to special measures
- Its concerns are grounded in evidence which has been investigated and shared with the school
- Its concerns can be addressed by specific actions which the governing body is asked to take within a specified time period (not normally less than 25 working days, unless children are at immediate risk)

Each notice will include:

- a statement of the actions the governing body is asked to take and the deadlines for compliance
- a statement of the improved outcomes sought (measurable targets within defined periods)

If the governing body feels that the LA is acting unreasonably in issuing a formal warning notice, or in the terms of that notice, it can make a complaint to the Secretary of State.

Procedure for issuing a formal notice

The decision to issue a formal warning notice will follow the three stages:

Stage One

At Stage One the LEA will have a well-founded concern that standards of attainment, arrangement or the conduct of the school are at a significant risk. The concern may have arisen from

- Monitoring of key performance indicators, including the school's capacity to set and meet appropriate targets.
- Monitoring of progress in resolving key issues for action from an OFSTED Report
- Letters of complaint or concern received about issues which are substantiated but remain unresolved.
- The Annual Review Visit

The Senior Inspector will meet the Headteacher and the Governing Body to:

- Details areas of concern
- Agree action to be taken by the school/governors and any support to be provided by the LEA.
- Agree the period within which immediate progress must be made
- Indicate formally that the LEA regards the school as a causing concern

The Senior Inspector and Assistant Director for Educational Effectiveness will review the progress of the school on a monthly basis and inform the school/governors of progress against the agreed criteria. After the agreed period the Assistant Director of Education will confirm that the school is making satisfactory progress and will cease to be at Stage 1, or the procedure moves to Stage 2.

Stage Two

At Stage Two the concerns will be such as to place the school in Special Measures as defined by the OFSTED criteria (support level 4). The Senior Inspector will visit the school and will agree immediate action to be taken by the school to remedy the area of concern, together with the support of the LEA. If there is significant progress with the specified time in addressing the issues concerned, the Assistant Director will so confirm and the school will revert to monitoring and support at Stage 1.

Stage Three

If the Director of Education and Community Development concludes that there has been insufficient progress on the issues specified in previous notifications to the school, he will:

- Notify the Lead Member for Children's Services that a formal warning notice will be issued.
- Inform the Headteacher and Chairman of the Governing Body.
- Issue the formal warning in writing.

The school will remain at Stage Three until the issues of concern specified in the notice have been adequately addressed.

The fact that a formal warning notice has been issued will not stand in the way of the LA taking any other action it may determine necessary, in respect of the school and its pupils or of pupils at other schools, to fulfil his statutory obligations.

Next steps if the Governing Body fails to comply

If the Governing Body does not comply with the notice, the LA is likely to have sufficient grounds:

- To appoint additional governors and/or suspend the school's delegated budget (if these steps have not already been taken) and/or
- To seek direction from the Secretary of State on the grounds that the Governing Body is acting unreasonably

But the LEA will not normally take these further steps if:

- The agreed actions have largely been undertaken within the specified time.
- Any failure to complete the actions is beyond the control of the Governing Body and the reasons for failure have arisen since the formal notice was issued.

5. Appointing an Interim Executive Board (subject to approval by the Secretary of State) for schools in Ofsted categories:

Appendix 1 - Ofsted Categories Procedures sets out the arrangements which are required when a school is identified as either 'special measures' or 'improvement notice'. If it is determined that the leadership and management by the governing body is one of the key features for the designation then the LA will consider whether the governing body has the capacity to drive forward the improvements required in the school's action plan response. If it is considered that the governing body cannot drive that improvement then the LA will propose that the current governing body is terminated and will seek to appoint an Interim Executive Board (as determined by the Ofsted regulations). A governing body can request that such a procedure is invoked if they feel that they cannot make the required improvements; this will require the Chair of Governors to gain full support of the governing body, minute that action, and write formally to the Director of Children's Services.

The LA will follow the selection procedures as set out in 1 - appointing additional governors, to secure the necessary complement for an Interim Executive Board.

6. Moving towards proposals to close the school:

The LA will only take this course of action when previously identified procedures have been exhausted. The final decision to invoke this course of intervention will rest with the Lead Member of Children's Services.

Communication:

Communication to headteachers and governors:

As part of the SSR process the attached officer confirms with headteachers the category and support level recommended for the school. For schools in the 'satisfactory' and 'causing concern' categories, the report will include a clear statement of what the school needs to do in order to move into the next category, and what the Local Authority will do to support. A copy of this report is sent to the chair of governors. The Local Authority recommends that these reports are shared with governors and with staff.

The Assistant Director or Senior Inspector will make a visit to schools causing concern, or about to move into this category, to discuss the concerns with the headteacher.

Officers of the Local Authority, usually the link inspector, with other officers as appropriate, will attend a governing body meeting to explain the Authority's concerns; and will continue to attend twice a year to discuss progress while the school remains in the 'causing concern' category.

Communication to members:

The Director Children's Services, the Lead Member for Children's Services and the spokespersons of opposition parties, as appropriate, are kept fully informed of the situation in the schools and are consulted on appropriate action.

All OFSTED reports are made available to the Cabinet Member for Children's Services, and local ward members.

Communication to other officers:

A grid showing the intervention category for each school as agreed by the Schools is circulated in confidence to all section managers.

Communication to media:

In the case of OFSTED inspections, the senior inspector, with support from the Assistant Director, co-ordinates links with the Press Office.

Other Issues:

Confidentiality:

The grades awarded through the categorisation process and the support level to which the school is assigned are not widely shared. Schools are not informed of each other's grades and categories.

Management of support:

The link inspector has the role of managing the authority's support for the school. He/she works in close co-operation with the SIP and other members of the Authority as appropriate.

REPERTOIRE OF SUPPORT AND CHALLENGE STRATEGIES

Sources of support

Support, in the form of training, consultancy and resources will be drawn from:

- Inspectors
- Primary and Secondary National Strategies Consultants
- Other schools, co-ordinated by inspectors or schools officers
- Educational psychologists
- Education welfare officers
- Special needs support officers
- Pupil support services
- Governor services
- Personnel services
- Financial services
- Information services
- Information technology services
- Healthy Schools services
- Extended schools services
- Family Learning services
- Wider council services, such as building design services, library service, social services, social cohesion and community action teams, publicity and marketing services, youth service or play services
- External agencies such as health, the police, the IoW college, south coast universities, partners in the early years and childcare partnership, and services via voluntary and independent providers.

Support and challenge strategies

Focus: Teaching and management. In these areas, support might take the form of:

- The appointment of additional staff
- Involvement in staff appointments - preparation of job specifications, short-listing and interviews
- Training for individuals or groups of staff
- Support for induction of new staff
- Attendance and advice at management meetings
- Working alongside teachers in the classroom
- Assistance with the preparation of lessons and schemes of work

Focus: Governance: In this area, support might take the form of:

- The appointment of additional governors
- Assistance with supporting clerking
- Governor training sessions
- Support for governors in agenda setting and preparation of papers
- Support for governors in reviewing their procedures and undertaking self-evaluation

Focus: Special needs: In this area, support might take the form of:

- Support for behaviour management - through staff training, managing on-site support facilities, anger management groups
- Support with the identification and diagnosis of special need and the preparation of individual education plans
- Support for analysing data on pupils identified with learning difficulties and/or disabilities

Focus: Resources: In this area, support might take the form of:

- Additional financial resources to the school
- Support for development of accommodation

Focus: Community and parental links: In this area, support might take the form of:

- Support with preparation of press coverage
- Support with the development of community activities

PROCEDURES FOR SECONDING STAFF TO SCHOOLS IN INTENSIVE SUPPORT

In exceptional circumstances, the Local Authority may second a headteacher or other staff to a school in the 'causing concern' category. Secondment arrangements will be made after careful discussion with the donor school and with the receiving school.

The following strategy is designed to provide the best match possible between secondee's skills and the receiving school's needs, consistent with the need to act with speed and maintain the confidence of both schools throughout the process. The receiving school's link inspector will contact colleagues, including principal officers, senior inspector, a representative from human resources as appropriate to discuss:

- views of receiving school's governing body about filling the vacancy;
- perceived needs of receiving school (with priorities and targets);
- possible secondees, identified by match to the following criteria, as appropriate:
 - strong leadership and management skills
 - experience in raising attainment; and in improving teaching quality
 - behaviour management skills
 - interpersonal skills
 - management of change
 - experience in dealing with teacher underperformance
 - experience in tackling budget problems
- capacity of donor school to release the staff member
- optimum timescale for the secondment
- financial implications for the donor school and ability of the authority to underwrite costs;
- timescale for potential secondee to consider accepting the secondment;
- consultation with headteacher if secondee is not a head; and with the donor school's governing body.

Negotiations with donor and receiving school

The link inspector will discuss the possible placement with the headteacher, chair of governors and governing body of the donor's school.

Discussion to include:

- Information about the school in difficulties
- Job remit (role at new school/any continuing role at substantive school)
- Timescales envisaged (any extension/contingency arrangements)
- Acting up arrangements (roles/salaries)
- Support for secondee at new school
- Support for replacement
- Financial issues (eg salaries)
- Communications strategy - with governors, staff, parents, children and media
- Debriefing at end of secondment
- Handover arrangements to new postholder at the end of the secondment.

The link inspector then confirms arrangements in writing.

Link Inspector discusses potential secondee with receiving school

The link inspector will discuss the possible secondment with the chair of governors and governing body of the receiving school.

Discussion to include:

- Job remit (including any continuing role at substantive school)
- Timescales envisaged (any extension/contingency arrangements)
- Support for seconded head
- Financial issues (e.g. salaries)
- Communications strategy - with governors, staff, parents, children and media
- Handover arrangements to new postholder at the end of the secondment.

The link inspector will then confirm arrangements in writing.

Support available for the donor and receiving schools

The support for each school will include a range of strategies and personnel, tailored to meet the circumstances of the schools involved, in line with the intervention and support strategies detailed above.

For the donor school, the strategies will include:

- Clear job remit(s) for the secondee, and those staff acting up, covering the expectations for what should have been accomplished by the end of the secondment, including flexibility for renegotiating priorities and targets and establishing parameters about policy-making and policy generation.
- Link inspector support and monitoring visits on a regular basis
- Support as appropriate from subject inspectors, governor services, finance.
- Peer group support (eg headteacher mentor, cluster support for subject leaders)

- Debriefings for all staff involved at the end of the secondment in preparation for resuming former roles.

For the receiving school, the strategies will include:

- A full debriefing of the school's strengths/weaknesses.
- A clear job remit, clarifying the expectations of what should be achieved by the end of the contract.
- Whole-school training of implications of school being in 'causing concern' categories.
- Link inspector support and monitoring visits on a regular basis.
- Subject inspector support as appropriate.
- Financing of initiatives if appropriate.
- Support for the governing body.
- Task group or equivalent arrangements.
- Peer group support (e.g. headteacher mentor, cluster support for subject leaders)
- Debriefing of secondee involved at the end of the secondment in preparation for resuming former roles.

NB: Additional strategies will be provided where interim managers are seconded from outside the LA (e.g. in terms of induction, handbook, visit to County Hall, etc).



APPENDIX 1

Ofsted Category

Procedures

Ofsted Category Procedures- statutory requirements and LA action

All schools whose overall effectiveness is inadequate during Ofsted Section 5 inspection will be placed in one of the formal categories of schools causing concern. Subject to legislation a school will require:

special measures if it is failing to give its pupils 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

OR

significant improvement if it does not require special measures but requires significant improvement because it is performing significantly less well than it might in all the circumstances reasonably be expected to perform (*Schools falling into this category will be issued with a notice to improve*).

Further details on procedures is given in the publication DfES/1549/2005 - 'Schools Causing Concern'. Contact www.standards.dfes.gov.uk/sie/si/SCC.

'The guiding principle is that **early and decisive action** should be taken to ensure that pupils in schools causing concern are disadvantaged for the shortest possible time.'

□ **At the end of an Inspection**

If the members of the inspection team judge that a school needs special measures, they will state this during oral feedback at the end of the inspection to the headteacher and governing body. The governing body should invite the local authority to be present at all or part of the feedback.

The governing body, in consultation with the LA should start immediately after the oral feedback to take action, including any modification of existing plans to address weaknesses identified during the inspection.

□ **Period between the end of the inspection & publication of the report**

Ofsted must send a draft inspection report to the governors as soon as possible following the inspection. In the case of special measures, the school will be asked to offer comments on the report within **5 working days**.

HMCI will authorise the special measures judgement giving notice in writing to the LA, the Secretary of State, to the LSC for schools with sixth forms. The intention is that **inspection reports will be issued within 4 weeks** of an inspection.

The governing body, in consultation with the LA should start **immediately** after the oral feedback to take action, including any modification of existing plans to address weaknesses identified during the inspection.

□ **Period following the publication of the report**

LA powers to intervene come into force 10 calendar days after the DfES informs the LA that the Secretary of State has been notified by HMCI that a school requires special measures.

LA powers of intervention include appointing additional governors, withdrawing a school's delegated budget or replace a school governing body with an IEB.

The LA should work closely with the headteacher and governing body to produce a **statement of action within 10 working days** of receiving the inspection report. The statement should

- assess the scope for the school to be closed or federated, taking into account surplus places,
- state whether the LA intends to use its powers to appoint additional governors, suspend the right to a delegated budget or replace the governing body with an interim executive board
- where the school is to remain open, specify a date for its removal from special measures
- explain the action the LA has taken and will take to support the school (including resource implications, and quantified targets for evaluating the effectiveness of the LA support)
- describe how LA services and partners will support the school
- if the school is not to be closed or federated or the LA intervention powers are not to be used, state why none of these actions are considered appropriate.

The statement of action should be copied to OFSTED, the school's governing body and where applicable to other appropriate appointing authority and/or the local LSC.

○ Monitoring Inspections

HMI will undertake their first monitoring visit about five to seven months after the school's inspection. It will usually be before the end of the term following that in which the school was judged to require special measures.

They will judge the progress of the school, its effectiveness and capacity to improve. They will also make a judgement on the quality of the LA statement of action.

HMI will report their judgements to the governors and LA, the Secretary of State and where appropriate other appointing authority and/or the LSC.

Within a 2 year period there will be subsequent monitoring visits with a re-inspection after 2 years.

Proposed Local Authority Timetable of Action

Stage 1 : At the end of the inspection

- LI attends all or part of the meeting for the school to receive oral feedback.
- Senior inspector informed of the provisional special measures judgement and the weaknesses identified.

Stage 2 : Between the end of the inspection & receiving the inspection report. (within 3 weeks of the inspection)

- Meeting convened between LA officers, HT and Chair of governors to discuss issues identified in the report & to inform governors of LA powers of intervention process.
- LI meets with HT to identify immediate support that can be put in place to address some of the issues identified and to support with the revision/modification of the school improvement plan.
- A log summarising all actions taken by the school and the LA should be kept (see appendix 2)

Stage 3 : Inspection report received with notification of special measures judgement. (within 10 days of receipt of report)

- LA and elected members meet to determine if /or which intervention power will be used.
- Case conference between HT, COG and LA officers to confirm which intervention power will be employed, identify the support that will be provided by the LA and agree the action that will be undertaken by the school. (see appendix 3 : general plan).
- The general plan should then be translated into a detailed action plan which should have a timetable, which will allow the school to be removed from special measures as soon as possible and no later than two years after the school is placed in special measures. The plan should be drawn up by the school with the support of the Link Inspector.
- The action plan must address all the key issues in the inspection report, and for each issue the plan should state:
 - what is to be done (in terms of clear and specific actions);
 - who is to do it (who is responsible for ensuring the action takes place, and who else is involved);
 - what external support the school will draw from (partner schools, the LEA and other sources);

- when it will be done (timescale with key milestones);
 - what resources are required (in particular how the school intends to use Standards Fund grants, including funding for teacher development);
 - success criteria (quantitative targets where possible) against which progress will be judged;
- (see model action planning template- appendix 1)

- Head of Learning Effectiveness and Link Inspector to produce the LA statement of action (see exemplar)

Stage 3 : Monitoring visits by LA

- For the first 6 weeks after the statement of action has been agreed, there will be a fortnightly visit by LAI to monitor progress with an aspect of the improvement plan. Oral and written feedback will be given to HT. Reports giving judgements against the evaluation schedule of the inspection will be copied to the HT and COG.
- A review visit between LAI And SI, COG & HT to review progress and determine any additional/modified support the school requires will take place after 6 weeks.
- After 6 weeks, visits will take the form of monthly mini-inspection reviews when 2 inspectors will spend a day in the school.

Appendix 1 : Action plan

School Name : _____ **Date :** _____

Key Priority : _____

Outcome Required	Actions to be taken	Start date	Target date	Success Indicators	Led by	Resources		Monitoring	Evaluation (How + evidence)	Review date
						School	LA/other			

Appendix 3 ; General Plan

<u>Key Priorities (maximum of 4)</u>				
<u>Targets:</u>				
<u>Success Criteria</u>				
<u>Monitoring :</u>				
<u>Evaluation</u>				
TASKS	Respons- ibility	Time- scale	Resources	LA action
1.0				
2.0				
3.0				
4.0				

Alternative Appendix 3

Priority/ Focus for improvement	Required Outcomes	Impact (Quantitative & qualitative data to be used to measure impact on learning)	School action (key actions with timescales & personnel)	LA support/action (key actions with timescales & personnel/time commitment)	Monitoring



APPENDIX 2

School Improvement

Data

Using data to support school improvement

There has been a revolution in the use of data in support of school education in recent years. The huge increase in available performance data at pupil level delivered by the National Curriculum assessment arrangements and GCSE has become a core element in school improvement. The power and availability of ICT infrastructure to store and process the information has enabled the data to be accessible to inform management and pedagogic decisions at national, LA, school, teaching group, and individual pupil level.

Data, used appropriately, can :-

- promote Assessment for Learning and school self-evaluation;
- assist pupils and teachers in understanding their role in contributing to school level targets;
- challenge complacency and raise standards for the learners.

The Every Child Matters (ECM) agenda has renewed the emphasis for all services dealing with young people to work together and the use of comprehensive data sets are essential to refine analysis and bring together disparate information to support the individual within the context of the five outcomes.

The Key Questions for the Cycle for School Improvement are:-

How well are we doing?

How do we compare with similar statistical neighbours?

What more should we aim to achieve?

What must we do to make it happen?

It is essential that our data systems whether at a LA level or at a school level provide a framework to inform these key questions and make a difference for our learners. The analysis and interpretation of the data rich sources we have must lead to information rich outcomes in our schools.

What is available locally?

The principal data sets we have available within the Isle of Wight LA are:-

- PLASC (Pupil Level Annual School Census) returns (usually populated by schools in late January)
- National Key Stage assessment outcomes from the Foundation Stage Profile to Key Stage 1, 2, 3, 4, and 5. This data is held in a variety of formats e.g. at pupil level within our Education Management System (EMS) module and pupil level data for School Effectiveness (PULSE), at a school and national level as reported in e-PANDA, Information from Data (IFD) reports and in NCER Educational Performance Analysis System (EPAS).

- Fischer Family Trust (FFT)/ Fischer Education Project data and analysis available at pupil and school level.
- Optional SATs outcomes at pupil level Years 4 and 8 within our EMS system (PULSE),
- CATs (Cognitive Ability Test) and SRS (Suffolk Reading Scale) assessments Years 3, 5, 7 and 9 at pupil level within our EMS system (PULSE)
- Other EMS modules for core data e.g. Attendance, SEN

Similar data sets are also held within individual school SIMS. net management system modules or are available to schools from the LA or DfES.

All schools have data from national tests and the e-PANDA report They receive support in analyses from the LA, which includes elements from commercial sources, such as IFD and FFT. Some make use of Pupil Achievement Tracker (PAT) from the DfES. Some make use of commercial assessment tests CATs, GOAL, Achieve, as well as in-house tests of work in different subjects at the end of terms or topics (or maybe at the beginning of them). Island schools have commercial data-handling systems (largely SIMS.net Assessment Manager or other simpler systems that generally rely on spreadsheets). These systems compare, for instance, outcomes for different groups of learners and track pupil progress. Schools are therefore becoming very data rich. However, it is the nature of interpretation of their data as well as the appropriate action they take as a result of evaluation and analysis which will impact on school improvement.

Where practice is effective, data is used intelligently and in a discriminating way to build a realistic and informative picture of how things stand. Use of data should enable school managers to come to a secure view on why things are as they are. In best practice, it should lead to changes that make things better for individual pupils, their teachers and the school overall. Academic performance data that does not provide evidence of progress against National Curriculum levels, or examination grades, does not support reliable target setting. However, if data is sufficiently finely graded, for example using e-PANDA fine point score grades or sub levels it can effectively enable progress to be monitored regularly or short-term targets to be recorded and pursued.

OFSTED Schools' use of performance data suggests the following Key questions about school level use of data.

- a How well does the school monitor the progress of individuals?
- b Given the sizes of the groups, how appropriate are the school's analyses, in particular by ethnicity, gender, attainment group and teaching group?

- c What is the impact of the school's use of data on pupils' achievement?
- d Are there any differences in the impact on different groups?
- e What is the impact on teaching and the curriculum?
- f How effectively are records and targets linked to National Curriculum levels and examination grades?
- g How selective and manageable are the school's systems?

Schools' need to assess the impact of its policies on the attainment of differing groups of pupils it should compare the performance of all of these pupils with that of others. It should also combine data over consecutive years to look for patterns which may not be apparent when looking at a small number of pupils in a year group. This process is supported through the LA e-PANDA analysis, FFT and IFD data reports made available to the schools as well as central pupil tracking information generated from EMS (PULSE) and shared with schools' on a cluster and individual school basis.

Data interpretation within the LA is crucial to challenging schools to take responsibility for their own improvement. The central EMS data system and other LA commissioned reports such as IFD and FFT provide school improvement personnel with validated, appropriate and up to date data of a robust quality central to this process. This informs central staff to challenge and secure target setting and effective monitoring of groups of pupils, and facilitates schools to build the capacity to use their rich data systems effectively to impact on learning.

However, in parallel to LA developments in data management, schools must develop the systems and expertise to use data effectively to enhance learning and teaching for their students, ensuring they make the best progress they can and are appropriately accessing the curriculum and enabled to learn.

Isle of Wight Sources of data to identify School Improvement issues

Key Stage	National Data	LA Data	Aspects	Pupil Level	School level	LEA Level
Foundation Key Stage		EMS, KEYPAS, IFD, Headline Documents	FKS Summary (SCH) Actual. (ELG's)	✓	✓	✓
		Headline Documents, KEYPAS	Attainment Summary		✓	✓
		IFD	Comparison with LA averages (Scores)		✓	✓
		IFD	Attainment at FKS: Comparison with LA averages by gender		✓	✓
			Comparison with national Benchmarks for all schools		✓	✓
		IFD	Comparison with LAI benchmarks for schools in Similar Contexts (FSM)		✓	✓
		IFD	Comparisons with similar schools (Free school meals)		✓	
Key Stage 1	E-PANDA	EMS, IFD	KS1 Summary (SCH) Estimates and Actual. (core subjects, levels)	✓	✓	✓
	E-PANDA	IFD	Attainment Summary		✓	✓
	E-PANDA	IFD	Comparison with national averages (levels)		✓	✓
	E-PANDA	IFD, Headline Documents	Attainment at KS1: Comparison with national: averages by gender		✓	✓
	E-PANDA	IFD	Comparison with national Benchmarks for all schools (levels and average points)		✓	✓
	E-PANDA	IFD	Comparison with National benchmarks for schools in Similar Contexts (levels)		✓	✓
	E-PANDA	IFD	Free school meals		✓	✓
		IFD	Comparison with national benchmarks for schools in Similar Contexts (average points)		✓	✓
	E-PANDA	IFD, EMS	KS1 (core subjects, levels)	✓	✓	✓
	E-PANDA	IFD, EMS	KS1 (gender, core subjects, levels)	✓	✓	✓
	E-PANDA	IFD,	Attainment at KS1: Comparison with national averages APS: Trends over Time		✓	✓
	E-PANDA	IFD, Headline Documents	KS1 (trend, core subjects, levels)		✓	✓

Key Stage	National Data	LA Data	Aspects	Pupil Level	School level	LEA Level
Key Stage 2		EMS, Testwise	Year 3, 5 CAT and Suffolk Reading	✓	✓	
		EMS	Optional Year 4 SATs	✓	✓	
	Secondary Strategy Analysis	EMS IFD, FFT	KS2 Summary (SCH) Estimates and Actual. (core subjects, levels)	✓	✓	✓
		FFT, EMS	KS2 (from KS1): Summary (SCH) Estimates and Actual	✓	✓	✓
	E -PANDA	IFD, FFT, EMS	Attainment Summary		✓	✓
	E -PANDA	IFD, FFT	Comparison with national averages (levels)		✓	✓
	E -PANDA	IFD, FFT,EMS	Attainment at KS1: Comparison with national: averages by gender	✓	✓	✓
	DfES Performance tables	IFD,FFT	Comparison with national Benchmarks for all schools (levels and average points)		✓	✓
	E -PANDA	IFD, FFT	Comparison with National benchmarks for schools in Similar Contexts (levels)		✓	✓
	E -PANDA	FFT, EMS	Prior attainment	✓	✓	✓
	E -PANDA	IFD,EMS	Free school meals		✓	✓
	E -PANDA	IFD, FFT	Comparison with national benchmarks for schools in Similar Contexts (average points)		✓	✓
	DfES Performance tables, PAT	IFD,EMS	KS2 (core subjects, levels)	✓	✓	✓
		IFD, EMS	KS2 (gender, core subjects, levels)	✓	✓	✓
	PAT	FFT, LAA, SaLTS	Targets ranges		✓	✓
	E-PANDA, DfES Performance tables	IFD, LA Headlines	Attainment at KS2: Comparison with national averages: Trends over Time		✓	✓
	E-PANDA	IFD, LA Headlines	KS2 (trend, core subjects, levels)		✓	✓

Key Stage	National Data	LA Data	Aspects	Pupil Level	School level	LEA Level
Key Stage 3	Secondary Strategy Analysis	EMS IFD, FFT	KS3 Summary (SCH) Estimates and Actual. (core subjects, levels)	✓	✓	✓
		FFT, EMS	KS3 (from KS2): Summary (SCH) Estimates and Actual	✓	✓	✓
	E -PANDA	IFD, FFT, EMS	Attainment Summary		✓	✓
	E -PANDA	IFD, FFT	Comparison with national averages (levels)		✓	✓
	E -PANDA	IFD, FFT	Attainment at KS3: Comparison with national: averages by gender		✓	✓
	DfES Performance tables	IFD,FFT	Comparison with national Benchmarks for all schools (levels and average points)		✓	✓
	E -PANDA	IFD, FFT	Comparison with National benchmarks for schools in Similar Contexts (levels)		✓	
	E -PANDA	FFT, EMS	Prior attainment	✓	✓	✓
	E -PANDA	IFD,EMS	Free school meals	✓	✓	
	E -PANDA	IFD, FFT	Comparison with national benchmarks for schools in Similar Contexts (average points)		✓	✓
	E -PANDA	FFT,EMS	Prior attainment	✓	✓	✓
	DfES Performance tables, PAT	IFD,EMS	KS3 (core subjects, levels)	✓	✓	✓
		IFD, EMS	KS3 (gender, core subjects, levels)	✓	✓	✓
	PAT	FFT, LAA, SaLTS	Targets ranges		✓	✓
	E-PANDA, DfES Performance tables	IFD, LA Headlines	Attainment at KS3: Comparison with national averages: Trends over Time		✓	✓
	E-PANDA	IFD, LA Headlines	KS3 (trend, core subjects, levels)		✓	✓
KS 2 – 3	E-PANDA		Contextual Value-Added Indicators KS3 (English, Maths and Science)		✓	
	E-PANDA		Contextual Value-Added Indicators (KS2 – KS3)		✓	
	E-PANDA		Comparison with national benchmarks: Value Added Measure between KS2 and KS3		✓	
			Value added measure:			
			• In comparison with national distribution			
			• In comparison with similar schools (FSM)			
			• In comparison with similar schools (prior attainment)			
	PAT, Secondary Strategy Analysis	FFT, EMS	Relevant analyses	✓	✓	✓

Key Stage	National Data	LA Data	Aspects	Pupil Level	School level	LEA Level
GCSE/ GNVQ	DfES Performance tables	FFT, EPAS	KS4: Summary (SCH) Estimates and Actuals	✓	✓	✓
		FFT	KS4 (from KS2): Summary (SCH) Estimates and Actuals	✓	✓	✓
	E-PANDA	EPAS, EMS	Attainment Summary	✓	✓	✓
	E-PANDA	EPAS, EMS	Attainment at KS4: Comparison with national: by Gender		✓	✓
	E-PANDA	EPAS,FFT	Comparison with national averages (levels and average points)		✓	✓
	E-PANDA	EPAS, FFT	Comparison with national benchmarks for all schools (levels and average points)		✓	✓
		EPAS, FFT	Comparison with National benchmarks for similar schools (levels and average points)		✓	
	E-PANDA	FFT, EMS	Prior attainment at KS3	✓	✓	✓
	E-PANDA	EMS	Free school meals	✓	✓	
	PAT	EPAS, EMS	KS4 (core subjects, levels)	✓	✓	✓
	E-PANDA	EPAS	Attainment at GCSE/GNVQ: Comparison with national averages by subject		✓	✓
	E-PANDA PAT	EPAS	Analysis of individual subjects		✓	✓
	E-PANDA	EPAS	Subject by subject comparison with national and local averages		✓	✓
	E-PANDA	EPAS,EMS, LA Headlines	Attainment at GCSE/GNVQ: Comparison with National averages; Trend over Time		✓	✓
		FFT, LAA, SaLTS	Target ranges		✓	✓
KS 3 – 4/GCSE	E-PANDA		Contextual Value-Added Indicators (KS2 – KS4, KS3 – KS4))		✓	
	E-PANDA		Comparison with national benchmarks: Value Added Measure between KS3 and KS4		✓	
			Value added measure:			
			• In comparison with national distribution			
			• In comparison with similar schools (FSM)			
			• In comparison with similar schools (prior attainment)			
	Secondary Strategy Analysis	EPAS, FFT, EMS	Relevant analyses	✓	✓	✓



APPENDIX 3

HEADSTART

Induction for New Headteachers

HEADSTART

The Isle of Wight New Headteacher Induction Programme

Rationale

It is intended that this complements the NCSL Headteacher Induction Programme. The Isle of Wight programme will address national issues in the local context, local priorities and support the day-to-day tasks and strategies required of headteachers.

LA Responsibilities

Isle of Wight systems and structures - Who's who

Enhanced level link inspector contact

Mentor support

Provision of LA pack including strategies and protocols (Schools' Handbook)

Welcome by the Director at County Hall and meeting key personnel - half day session

Induction visit with Link Inspector and Workforce Development Officer and Chair of Governors

Governing Body Responsibilities

To include Headstart information in the application pack

A commitment to fund £500 towards induction

Have appropriate expectations of a first time headteacher

Provide a school induction programme for the new headteacher

Monitor progress

Provide support to the new headteacher

New Headteacher Forum

Target Audience

Newly appointed heads and acting heads in their first headship. It is expected that heads attended these sessions in their first year and then select those they feel relevant.

Experienced heads newly appointed to the Island may wish to attend sessions they feel relevant.

Cost £150 per year / £50 per session for new heads to Island

Core Programme:

Governance

Leadership in your School

Performance Management

Personnel Issues including 'people handling' skills, stress management and PR

Family Learning and Support

Evaluating staff performance

Interacting with parents and members of the community

Optional Modules:

School Development Planning

Self-evaluation

Assessment for Learning

Analysis of performance data and statistics to improve standards

Extended Schools

Effective Management techniques, including performance management, leading change and problem-solving

Balancing priorities

Curriculum Development

Format

Face to face

Networking

Sharing

Observation of effective practice and presentations by practitioners

Materials available electronically

Stages in the induction of all newly appointed heads in their first headship

1. Prior to taking up post:
 - Link inspector and/or Senior inspector background briefing on the school
 - Meet with Chair of the Governing Body
 - A colleague mentor will be appointed by the LEA

2. Welcome by the Director of Children's Services at County Hall and meet with key personnel, including the Chief Executive, with an introduction to Isle of Wight systems and structures.

3. Introductory visit with Link Inspector and Senior Workforce Development Officer to:
 - ensure new head is aware of the LEA structure and procedures and role of the link inspector
 - discuss the NCSL Headteacher Induction Programme for first time headteachers
 - arrange a link inspector review visit

4. Link Inspector review visit:
 - reviewing school data;
 - school improvement plan;
 - professional development needs to address issues raised
 - entitlement of a focused school review, as agreed, within first year of headship.
5. Enhanced level of Link Inspector contact.
6. Headteacher to attend appropriate development activities including appropriate modules from the NCSL Headteacher Induction Programme.
7. Headteacher to attend the termly new headteacher forum (see programme).
8. Introduction to other NCSL Early Headship Programmes.

New Headteacher Procedures for Allocation of Mentors

Prior to taking up post

Senior Workforce Development Officer and Senior Inspector identify and allocate a mentor headteacher to a new headteacher.

Initial Considerations

Location	schools should not be in the same cluster
Experience of Mentor	Experienced headteacher who has completed LPSH and who has undertaken headteacher mentoring programme
Type of School	Catholic/WASPs schools have close contact so probably more appropriate if mentor is from a non Catholic/WASPS school It may, however, be appropriate for CE heads to be matched

Mentor

A head teacher may select not to be mentor for a particular new head teacher.
Mentor/new head teacher may request to rearrange mentorship.
A headteacher should not mentor their promoted deputy/assistant headteacher.

The Mentoring Process

Initial meeting: Mentor and new headteacher - Getting to know schools

Link inspector visit

Planning meeting: mentor and new head teacher

- identifying focus
- addressing more immediate issues

Term 1	monthly, not always in new head teacher's school
Term 2	½ termly
Term 3	termly

The new headteacher has the benefit of contacting their mentor by phone without having to feel guilty.

£500 will be provided by the LEA to support this process.