

4th edition –
encompasses responses to consultation



**SCHOOL IMPROVEMENT:
PROCEDURES AND PROTOCOLS
FOR
MONITORING, SUPPORT,
CHALLENGE AND INTERVENTION**

August 2006

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<i>(please note - Appendix 4 will be added later as it still at the drafting stage)</i>	

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, the strategy managers and their associated consultants, who work across the Island, and the lead officer for governor support services. From September 2006, the team will include School Improvement Partners (Secondary) and from September 2007 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.

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>

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. Plans to ensure good communication include line management by senior LA officers, guidance and monitoring of notes of visit, reports to schools and LA by SIPs and local officers. Schools are encouraged to access the local web site for more information on the role of the SIP.

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).

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. More specifically the role of the Governor Support Services lead officer is being significantly developed through priority plans.

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. The SEF is intended to be a summary of a range of documentation, policy and practice. 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.

Ensuring reliability, validity and credibility of judgements:

Central to the quality of provision is the effective expertise and experience of practitioners which include teaching and non-teaching staff in schools and all members of the local authority School Improvement Team. Schools are expected to aspire to high quality practice in plans which show their staff's continuing professional development matched to the developmental needs of the school, through ongoing Performance Management.

For the local authority based staff the expectations are no different; all staff have a comprehensive annual Performance Development Review schedule and an individual plan showing their contribution to the current priorities and objectives of the team in which they work, the service area in which they are based, Children's Services as a whole, and the overarching themes of the Council. The local authority continues to develop its practice in ensuring consistency of approach to schools from across the School Improvement Team, through sharing of expertise and strategies, regular review meetings, and careful, person-focussed management. Staff in the team are expected to

up-date essential qualifications and attend a range of courses and conferences allied to their specialisms. Trainers are used from the best known nationally and include Ofsted, DfES, QCA and NCSL personnel where appropriate.

Increasingly the central team is supplemented by school based staff either for short projects or on secondment. The same performance management approach is taken with responsibility being shared between the school and the local authority for the duration of the work.

Absences of staff within the central team are covered by the team and occasionally by staff on secondment from schools. Where school improvement and children's achievements remains a high priority for the council it is expected that there will be no reductions in posts. The consultation process on the editions of the School Improvement Strategy are the means by which school governors and leaders can engage with council members and officers to ensure that the local authority fulfils its obligation to school improvement within the resources that are available.

Whilst the local authority cannot guarantee that judgements about a school's performance for example will match those given by external inspection such as Ofsted, staff are required to apply the same criteria strictly, and receive regular training in the interpretation of that criteria.

Where there is a continuing disagreement between a school and a local authority officer, the processes outlined in Grievance Procedures should be followed. Contact with the officer's line manager is the first step; then to Head of Service; then to the Director of Children's Services; and finally to the lead member in the Council. It should be noted that each step is consequential, the next step officer or member will not address a concern if it has not been taken to the previous officer. The Council's full 'grievance against a member of staff' policy and procedure can be viewed at:
www.wightnet2000.iow.gov.uk/library/policies_and_procedures/images/2Grievance.pdf

In order to fulfil its statutory duties the local authority has a right of access to any maintained school. Except in emergency situations, the school's headteacher should be aware of an intended visit (or block of visits) and its purpose. Usually, it is for the headteacher to determine who should be in attendance during such visits to represent the school, although the local authority can stipulate where the attendance of the headteacher or other member of staff is essential. The local authority recognises that for developmental purposes the presence of the Deputy or Assistant Head may be highly desirable for some visits, such as to secure greater school leadership engagement and non-person dependency - however the local authority is also aware of the time and budget restrictions under which we all operate. When visits are planned it is expected that both the officers and the schools are given the opportunity to ensure that those who are needed at the visit can attend; this recognises that it is not always the local authority which convenes a visit. Visit plans should also consider the venue (including travel and parking), the time of day, and the day-by-day working commitments for staff and governors.

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.

Identifying a School's Support Level:

In October 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, in order to determine the level of support that the school needs in order to improve (if appropriate). The review will consider information such as:-

- Notes of visit and any other LA monitoring reports;
- Attainment reports (e.g. RaiseonLine), 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 will be given to the emboldened criteria in the Ofsted 'best fit' grade descriptions.

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 identified as 'Cause for Concern'.

Following the main categorisation process, the central team will set out the judgements in a School Support Report (SSR). 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 SSR 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.

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.

CRITERIA FOR DECIDING LEVEL OF SUPPORT

Support Level	Descriptor	Who supports	What do they do	Time allocation
Very Low level support (1)	<p>This level 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>Schools in this level demonstrate rigorous and systematic self-evaluation. They are well equipped to identify areas which need improvement and are skilled in planning and implementing plans for a programme of continuous improvement. These schools can purchase additional advice and support as appropriate.</p>	School Improvement Partner	'Single conversation' negotiating with school the nature of support required	5 days
		Area Officer	Presenting data report, Preparing and presenting SS report, checking out good practice	1 day

Support Level	Descriptor	Who supports	What do they do	Time allocation
Low Level Support (2)	<p>This level 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>	School Improvement Partner	'Single conversation' negotiating with school the nature of support required	5 days
		Area Officer	Presenting data report, Preparing and presenting SS report, checking out good practice PLUS Support for 1 priority agreed by School/ SIP	2 days

Support Level	Descriptor	Who supports	What do they do	Time allocation
Medium level support (3)	<p>This level 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>The expectation is that schools in this level will work with the area officer 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 in support levels 1 & 2.</p>	School Improvement Partner	'Single conversation' negotiating with school the nature of support required	5 days
		Area Officer	Presenting data report, Preparing and presenting SS report, checking out good practice PLUS Support for 2 priorities agreed by School/SIP	6 days minimum
High level support (4)	<p>This level 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.</p> <p>At its worst, the school provides an unacceptable standard of education and it lacks the capacity to turn things round.</p>	School Improvement Partner	'Single conversation' negotiating with school the nature of support required	5 days
		Area Officer	Presenting data report, Preparing and presenting SS report, checking out good practice PLUS Support for prioritised issues agreed by School/SIP	12 days minimum with additional time for those schools in an Ofsted category

For schools in Support Levels 1 and 2:-

Issues identified and agreed with the SIP extra to those being supported through the local authority agreement would need to be purchased from alternative providers by the school.

For schools in Support Levels 3 and 4:-

The actual amount of support days within the range offered through the local authority agreement will be determined by the Area Officer in consultation with the SIP and authority Strategy Managers. They will take into account the trends and nature of improvements made by the school.

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.

Although it is recognised that the Primary and Secondary Strategies Support staff (e.g. consultants and advisory teachers) are focussed to supporting schools mainly in Support Levels 3 & 4, their time and allocation will be in addition to the agreement above and specifically negotiated with the school. (See also Protocols for Primary Strategy Support Team and Secondary Strategy Support Team)

PROTOCOLS FOR PRIMARY STRATEGY SUPPORT TEAM

	PROCESS	DATE	INSPECTORS	PSST	SCHOOL	ADMIN
	Involvement with named schools will be on request of attached LI		Identify concerns and request support from PSST via PSM			
INITIAL MEETING: SESSION 1	Initial meeting, which may include: Learning Walk Data analysis SEF With HT and PSST assigned members Agree draft AP and agree diary dates for support and six week review.		Arrange date and time of meeting within 1 week of block of support and to communicate arrangements to school and PSM and assigned PSST. Attend meeting. Agree draft AP	PSST to confirm attendance and attend. <ul style="list-style-type: none"> ▪ Write draft AP and circulate to all parties for agreement prior to Session 2 ▪ To agree how school will collate school support information and evidence. 	<ul style="list-style-type: none"> ▪ School to invite Chair of Governors and additional personnel ▪ Agree draft AP ▪ All staff to be informed of reasons and potential support activities ▪ AP shared with all staff 	Type and return to PSST On completion of AP, finalise and circulate to all parties; school (and Chair of Governors), Inspector, PSST, PSM
SUPPORT ACTIVITIES: SESSIONS 2-5	Implement support programme: minimum four sessions		<ul style="list-style-type: none"> ▪ Monitor support and progress via ▪ Notes of visits ▪ Discussion with relevant personnel ▪ To deliver as agreed in AP 	<ul style="list-style-type: none"> ▪ Deliver support as agreed and to record activity, issues, developments on Note of Visit against AP for each visit ▪ Review previous Note of Visit (N of V) 	<ul style="list-style-type: none"> ▪ School will engage with development activity as agreed in AP ▪ HT manage feedback to individual teachers on receipt of each Note of Visit as relevant 	Type up Note of Visit – 72 hour return to school (?)
REVIEW: SESSION 6	Review meeting held. All evidence gathered from range of sources, e.g. LW, data etc., pupil voice Review/continuation/cessation of AP as appropriate		<ul style="list-style-type: none"> ▪ LIs to attend, chair and write Note of Visit – evaluating support ▪ Agreed with/by LI 	PSST to attend New AP as appropriate	<ul style="list-style-type: none"> ▪ HE and Chair of Governors to attend. ▪ All N of V to be made available to visiting HMI/Ofsted 	<ul style="list-style-type: none"> ▪ Inspector admin to type and circulate Note of Visit

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 Assistant Director/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 reasons 1 & 2 above there are additional procedures which apply through OfSTED requirements. (see Appendix 1)

The attached officer 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 advisers 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, attached officer 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 Support level 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:-

Attached Officer (currently Link Inspector)

- LI will be main point of contact with HT
- LI will have overall LA responsibility for determining the main targets and actions for 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. SIPs, 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, SIPs, 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 drawing up the detail of the priority plan 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

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 formal professional support procedures. If this is agreed, the action then follows the protocols agreed with the professional associations.

The Local Authority expects that the governing body, or appropriate authority e.g. Interim Executive Board, will ensure that the engagement by the headteacher or other senior leadership staff in out of school activities during school hours is minimised and relates only to the achievement of the priorities within the school's action plan. Where this is not ensured by the governing body and the school does not make progress, this would be deemed sufficient evidence alone for a warning notice to be issued (see 'Intervention' in the next section).

Moving out of the 'cause for concern' category/ high support level:

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

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

Review of support level:

In February 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 'High level' 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.

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).

Additional 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 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.

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 LA 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 Assistant Director/ Senior Inspector will meet the Headteacher and the Chair of Governors to:

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

The Senior Inspector and Assistant Director 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 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 Children's Services 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 Chair 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 its 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. Further national guidance is awaited for action in this area.

Communication:

Communication to headteachers and governors:

All visits to schools are followed by a Note of Visit (NoV) which records the focus for the visit, any points of issue arising and what the form and responsibility for follow up action should be. (see Protocols on Notes of Visit and Reports).

As part of the SSR process the attached officer confirms with the headteacher the support level recommended for the school. The report will include a clear statement of what the school needs to do in order to improve, and what the Local Authority will do to support. Once agreed, a copy of this report is sent to the chair of governors. The Local Authority recommends that these reports are shared with all 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 governors' meetings twice a year to discuss progress while the school remains in the 'causing concern' category.

Communication to members:

The Director of 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. From time to time the Commission for Children and School Results requests reports on a range of school improvement themes; such reports are available through the minutes of the meetings on the web site. School staff may be asked to attend to evidence the reports.

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

Communication to media:

The Assistant Director co-ordinates links with the Press Office.

Publicity:

Information showing the support level for each school is made available via the Eduwight web site. Schools are not informed directly of each other's grades and support levels.

Communication to other officers:

Information showing the support level for each school is circulated to all section managers.

Management of support:

The attached officer, currently 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.

Protocols on Notes of Visit and Reports

- 1) All visits to schools by local authority officers in the School Improvement Team should be followed by a Note of Visit (NoV) to summarize the focus of the visit, issues arising and confirming any follow up action.
- 2) NoV may be a record of a single meeting, the outcomes of a day's planned observation, or a reflection of a block of work with a school, depending on the author and the nature of the visit.
- 3) NoV should be drafted by the officer within a week of the completion of the visit.
- 4) A copy of the draft should be forwarded electronically to the Headteacher and any member of staff involved in the visit, with a set deadline for agreement, amendment and publication.
- 5) A copy of the final version should be forwarded to the Chair of Governors - normally this will be sent electronically, but the NoV author should confirm this arrangement.
- 6) Where a headteacher, or member of staff, disagree with the commentary in a NoV, they will be asked to record an addition to the NOV reflecting the difference. There should be an agreed timescale by which the final version is published. If the agreed date is not met, the draft version will be deemed to be the final version.
- 7) Final version NoV are collected in the School's file at County Hall - increasingly this is held in an electronic format with any accompanying correspondence scanned in to the file.
- 8) Individual children or members of staff should be referred to by initials only and where the commentary may include highly confidential material this should be reflected in a "CONFIDENTIAL" flag at the top of the NoV. Additionally, such confidential NoV should be printed in hard copy and posted to the addressees rather than sent by non-secure email.
- 9) Reports (including SSRs) should meet the process as described in 1 - 8 above, although the drafting timescale is extended to 2 weeks.

The following prompts are a guide to authors of Notes of Visit/ reports (includes SIPs):

Please use the appropriate template to draft your Note of Visit/ report.

There is no requirement to write to each SEF heading on every report providing that area is covered at some stage during the year. For example, self-evaluation towards target setting and self-evaluation towards quality of learning may be covered in separate visits. Individual notes of visit need to reflect these arrangements.

In order to develop greater consistency with report writing and to take account of the Freedom of Information Act, authors are requested to follow these guidelines when producing written reports/NoV:

- Use everyday English whenever possible;
- Do not name individual members of staff/learners (see above).
- Define the purpose of and the audience for the NoV/reports you are writing;
- Consider what your audience expects;
- Determine how much background your audience needs;
- Avoid clichés, stock phrases, padding and giving too much data;
- Avoid jargon and legalistic words, and explain or define any technical terms you have to use;
- Use a concise evaluative writing style rather than merely describing what you did on a visit;
- Be cautious about making judgements where you do not have the necessary evidence. For example “The Headteacher judges teaching to be good” rather than “Teaching across the school is good.” Base your writing on secure, robust and reliable evidence rather than on assertions made by the school or others;
- Focus judgements on the appropriateness and rigour of evidence used by schools to substantiate their own evaluations of standards and provision.
- Keep your sentence length down to an average of 15 to 20 words. Try to stick to one main idea in a sentence;
- State your conclusions (main findings), briefly, clearly and explicitly;
- Any recommendations you make should say clearly what options or actions you consider can best improve the situation;
- And finally, always check that your NoV/ report is accurate, clear, concise, readable, and use the spell checker!

REPERTOIRE OF SUPPORT AND CHALLENGE STRATEGIES

Sources of support

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

- Inspectors
- School Improvement Partners
- Primary and Secondary National Strategies Managers and 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

Focus : 14-19 continuity : In this area, support might take the form of :

- Support for the development of a 14-19 strategy and for self-evaluation
- Support for curriculum development including planning for the introduction of specialised Diplomas
- Support for individual and groups of staff through training to deliver vocational courses
- Additional support/modification of curriculum for targeted groups:
 - Gifted and Talented
 - C/D borderline
 - Disaffected learners
 - Development of re-engagement programmes

PROCEDURES FOR SECONDING STAFF TO OTHER SCHOOLS

Occasionally, circumstances arise in a school such that it requires additional support from beyond its staffing complement. Most commonly the circumstances apply to absence of the headteacher or deputy/assistant headteacher, where the local authority may be requested to assist in providing a secondee from another school. Of course, schools may agree to arrangements between themselves, but this commentary applies to situations where the local authority is requested to support.

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 attached officer will contact colleagues, including principal officers, senior inspector, and a representative from human resources as appropriate to discuss:

- views of receiving school's governing body about covering the responsibilities associated with the absence;
- 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.

The local authority maintains a register of those staff who are willing to be considered for emergency cover and have already sought the approval of governors, so this will be the first point of reference for the officers in determining a short list. It is also recognised that the local authority may need to seek requests beyond the register where there are additional criteria for covering the responsibilities.

Negotiations with donor and receiving school

The attached officer 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 attached officer then confirms arrangements in writing.

Attached officer discusses potential secondee with receiving school

The attached officer 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 attached officer 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.
- Attached officer 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.
- Attached officer 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).

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.

As usual, secondment arrangements will be made after careful discussion with the donor school and with the receiving school. The strategy outlined above will be applied but additional consideration will be given to the interaction with, and work plan of, those members of the central team who are supporting and challenging the school because of its categorisation. It is likely that a secondee would need to be able to demonstrate credentials at a higher level than those listed in the criteria with a clear focus to quality of experience in Leadership and Management.

Financial arrangements

It is deemed appropriate that the secondee should be assimilated to the receiving school at the value of the post with the enhancement of 1 or 2 points to take account of the additional workload associated with the appointment. Usually this should be paid by the receiving school from their main school budget to the secondee via the appropriate payroll recoding. In some circumstances, for instance if the secondment is for a short period, payment may be made directly to the secondee's host school without any payroll recoding.

In some situations, secondments may cause the receiving school additional financial pressures that may, in turn, lead to a budget deficit. An approach to the local authority should be made by the governing body to sanction a limited period of deficit, known as a licensed deficit. The process for licensing any school deficit is governed by the Council's Scheme of Delegation, which can be found at http://www.eduwight.iow.gov.uk/the_lea/finance/formulaf.asp. It is worth noting that any licensed deficit can only be agreed by the local authority and not by the governing body alone.

In exceptional circumstance, there may be additional negotiations for further financial support beyond licensed deficit. This is rare and is only available where the local authority has funds to support such unusual contingency. Negotiations of this nature would be set in the context of 'schools causing concern' and therefore trigger additional discussions as set out in the sections on this theme in the School Improvement Strategy.



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.

The 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 2 : Log of Activity

Summary of actions between oral feedback and publication of the report

School Name :	Link Inspector: Headteacher: Chair of Governors:
Dates Week beginning:	ACTION

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.



APPENDIX 4

School Review

Guidelines



APPENDIX 1

Local Authority Priorities -

**Plans, Programmes
and Targets**

Local authority priorities – plans, programmes and targets

In the context of the *Aim High* programme established by the Council, the Children and Young People's Plan has set out five key **priorities**.

1. *Raise educational achievement*
2. *Improve emotional well-being and mental health (by reducing bullying, alcohol and substance misuse)*
3. *Increase support and employability for those aged 14 to 19*
4. *Help more children and young people to get involved in things to do in their community*
5. *Develop more support for parents, carers and families*

This section sets out the intentions of the School Improvement Service in leading on aspects which both contribute to meeting these priorities and work towards the achievement of the service aims. The following have been identified through consultation as the current, key drivers for school improvement :-

- **Consistency of quality in learning**
- Improvement in the learning environment schools provide
- *Support for the analysis of a wide range of data*
- Use of target setting as a means to raise whole school achievements
- *Development of classroom based Assessment for Learning*
- Enhancement of the skills and capacity of Leadership in schools
- *Development of quality practice in School Self-Evaluation*
- *Development of the scrutiny role of Governance*
- Systematic monitoring of statutorily required policies and schemes
- **Development of the support for parents to be involved in their child's learning**

Drivers identified in *italics* were determined as priorities in the school year 2005 - 2006 (some for a two or three year development) while those in **bold** are developed below as objectives for 2006-2007.

Objective 1: Ensure that school and central staff have a shared and common understanding of quality in **learning**, as judged against the 4 Ofsted grades, and which is seen in practice.

Objective 2: Ensure that all schools have access to a range of standard **data**, and that there is a clear protocol for engaging support for data interpretation.

Objective 3: Ensure that schools adopt **Assessment for Learning** approaches throughout classes to enhance learners' understanding of where they are in their learning and what they need to do to improve.

Objective 4: Ensure that **School Leadership** meets responsibilities for the standards the pupils achieve and the progress they make; it challenges pupils, parents and teachers to raise their aspirations and expectations; it manages every link in the delivery chain that leads from the intended curriculum through good teaching to successful learning; and it knows how to **manage performance** and ensures the school does well by each and every pupil on its roll.

Objective 5: Develop further the scrutiny role of **Governors** to improve Leadership and Management in schools.

Objective 6: Consult, launch and implement the newly developed **Parenting and Family Support Strategy**.

Objectives 7, 8 & 9: Implement the detailed local Action Plans for the **Primary and Secondary National Strategies** and the **14 – 19 Strategy**.

Objective 1: Ensure that school and central staff have a shared and common understanding of quality in **learning**, as judged against the 4 Ofsted grades, and which is observable in practice. There are 2 foci for the targets in this objective; Target 1 is aimed at developed the generic understanding of the quality of learning across the school and central workforce while Targets 2 & 3 are focussed at the development of Personalised Learning. *This is the first of a three year priority programme contributing to the Children and Young People's Plan Priority 1 – Raise educational achievement.*

LEARNING – ACTION PLAN

TARGETS	SUCCESS CRITERIA	EVALUATION METHODS	TASKS	TIMESCALE	PEOPLE RESPONSIBLE	EXTERNAL SUPPORT	MONITORING THE TASKS	COSTS
<i>1. What are the targets?</i>	<i>2. Against what criteria will success be judged and impact measured</i>	<i>3. How will the LA evaluate the degree to which the criteria have been met?</i>	<i>4. What are the tasks which need to be done in order to hit the target?</i>	<i>5. What is the timescale?</i>	<i>6. Who will carry out the task?</i>	<i>7. Who from outside could/ should be involved?</i>	<i>8. Who will monitor the carrying out of the tasks?</i>	<i>9. How much will it cost to carry out each of the tasks?</i>
1. To ensure that school and central staff have a coherent and consistently expressed understanding of the quality of learning	Improved standards at KS2, 3 & 4; Schools have detailed actions in their development plans to improve the quality of learning	Analysis of standards data Analysis of SDPs (by cluster and across Island)	All central staff of the School Improvement Service will have received update training by December 2006 The CPD programme offers a varied menu of opportunities to develop understanding Link Inspectors ensure that all schools identified as Cause for Concern are supported in their delivery of training for staff	By December 2006 In each term's programme & in PNS/SNS newsletters LI notes of visit reflect input as and when appropriate	School Improvement Team led by Senior Inspector and lead LI	External consultants if working with the LA	Head of School Improvement / Senior Inspector	Core activity – in base budget: time allocation

TARGETS	SUCCESS CRITERIA	EVALUATION METHODS	TASKS	TIMESCALE	PEOPLE RESPONSIBLE	EXTERNAL SUPPORT	MONITORING THE TASKS	COSTS
<i>1. What are the targets?</i>	<i>2. Against what criteria will success be judged and impact measure</i>	<i>3 .How will the LA evaluate the degree to which the criteria have been met?</i>	<i>4. What are the tasks which need to be done in order to hit the target?</i>	<i>5. What is the timescale?</i>	<i>6. Who will carry out the task?</i>	<i>7. Who from outside could/ should be involved?</i>	<i>8. Who will monitor the carrying out of the tasks?</i>	<i>9. How much will it cost to carry out each of the tasks?</i>
2. Personalised Learning - Strategic work with schools to support the development of critical skills	Principles for developing critical skills established within schools	Tracking of school improvement plans and pupil progress for schools involved in the project. (see Critical Skills Project Plan)	Launch of project on the island. Briefings and school based inset for schools participating in the project.	Academic Year 2006-2007	Strategy Managers/ Lead Officer for AFL/Primary and Secondary consultants/ Lead Officers in SIT	Support from RA for AFL /Lead Officers from other LA	Head of School Improvement RA/Lead Officer for AFL and Personalised Learning	Primary and Secondary Strategy Funding allocations (refer to AFL action plan)
3. Personalised Learning -To support leadership teams in developing a whole school approach to using critical skills to support learning and teaching across the curriculum	Progress against the school improvement plan/project targets Evidence of the impact of support and how critical skills has been successfully developed within schools	Tracking of progress against school project plans Measured through course attendance and INSET evaluations/ School-LA audits/pupil progress outcomes	School based training sessions Targeted project support for identified schools	Academic Year 2006-2007	PSM/SSM/ LA Consultants	Support from RA/AFL Consultant	Head of School Improvement/ PSM/SSM/ AFL lead Officer/	Primary and Secondary Strategy Funding allocations

Objective 2: Ensure that all schools have access to a range of standard **data**, and that there is a clear protocol for engaging support for data interpretation. *This is the second year of a two year priority programme contributing to the Children and Young People’s Plan Priority 1 – Raise educational achievement – target 3 (not detailed here) is to develop and implement the Data Management Strategy.*

DATA MANAGEMENT ACTION PLAN

TARGETS	SUCCESS CRITERIA	EVALUATION METHODS	TASKS	TIMESCALE	PEOPLE RESPONSIBLE	EXTERNAL SUPPORT	MONITORING THE TASKS	COSTS
<i>1. What are the targets?</i>	<i>2. Against what criteria will success be judged and impact measured</i>	<i>3. How will the LA evaluate the degree to which the criteria have been met?</i>	<i>4. What are the tasks which need to be done in order to hit the target?</i>	<i>5. What is the timescale?</i>	<i>6. Who will carry out the task?</i>	<i>7. Who from outside could/ should be involved?</i>	<i>8. Who will monitor the carrying out of the tasks?</i>	<i>9. How much will it cost to carry out each of the tasks?</i>
1. Data is available for Schools and the LA Children’s service enabling them to be proactive in supporting the raising of standards for our young people	Data systems are accessible at the point of need for appropriate analysis. Central dynamic integrated data system which is responsive to the demands from its users Pupil progress data and other significant indicators are effectively mapped across phases of education to support the closing of the gap with National Standards at all Key Stages	Accessibility in place and usage logged. Data information disseminated efficiently to stakeholders Queries raised on data dealt with within agreed turnaround times Information transfer between Central LA systems and School SIMS systems ensure current coherent data sets. School data sets are used to track pupil progress appropriately Gap is closing between Island and National Standards	All Stakeholders trained in accessing appropriate data bases. Central data system integrated for all Children’s services enabling appropriate querying. Data available according to data calendar Schools use Assessment manager v7 to access alerted spreadsheets Agreed core transfer information and templates created for Assessment manager Data used appropriately at classroom level to raise student performance	2006 - 2008	School and LA data managers Central IT Central IT Central IT, School and Cluster data managers Central IT and school/cluster data managers	National Strategies On- line testing providers DfES data administrators SIMS support Mouchel Parkman Consultants	Central IT Children’s Services Data Officers Inspector with responsibility for Data Cluster data managers School Data managers and Senior Management Teams	CPD costs Unknown None Upgrading costs for v7 Not known

					School Management and classroom teachers			CPD costs for schools
2. Standard data information services are available, LA EMS reports, Information from Data (IFD), Fischer Family Trust (FFT), to inform the school improvement standards priority	Data reports are pre populated and available according to an agreed data calendar Data streams are used effectively by schools and LA Children's services to ensure that learners make appropriate progress against school's priorities	Schools in receipt of standard reports issued to schools at agreed times Schools and LA use reports to evaluate Standards appropriately School and LA data can be used to match and identify learners and groups of learners at risk of not making expected progress	Schools make returns to LA by agreed timescales. Subscriptions to services agreed (FFT, IFD, Testwise, NCER) LA process school and central results to inform report providers Reports disseminated to stakeholders effectively Schools access appropriate CPD in the use of data to impact on learning	2006 - 2008	School / cluster data managers. Central ICT LA Inspectors with responsibility for school improvement and Children's services Data officers School's Senior Management teams	Information From Data Fischer family Trust NCER DfES On line testing Providers ((Nfer Nelson)	LA Inspectors with responsibility for school improvement Central IT Headteachers	None Testwise £25000, FFT £3000, IFD ? NCER ? None None School CPD costs

Objective 3: Ensure that schools adopt **Assessment for Learning** approaches throughout classes to enhance learners' understanding of where they are in their learning and what they need to do to improve.

This is the second year of a three year priority programme contributing to the Children and Young People's Plan Priority 1: To raise educational achievement.

ASSESSMENT FOR LEARNING ACTION PLAN

TARGETS	SUCCESS CRITERIA	EVALUATION METHODS	TASKS	TIMESCALE	PEOPLE RESPONSIBLE	EXTERNAL SUPPORT	MONITORING THE TASKS	COSTS
<i>1. What are the targets?</i>	<i>2. Against what criteria will success be judged and impact measured</i>	<i>3. How will the LA evaluate the degree to which the criteria have been met?</i>	<i>4. What are the tasks which need to be done in order to hit the target?</i>	<i>5. What is the timescale?</i>	<i>6. Who will carry out the task?</i>	<i>7. Who from outside could/ should be involved?</i>	<i>8. Who will monitor the carrying out of the tasks?</i>	<i>9. How much will it cost to carry out each of the tasks?</i>
1. Strategic work with schools to strengthen and deepen a shared understanding of AFL	AFL principles established within schools which reflects pupil progress	Regular tracking of school improvement plans and pupil progress. (see afl plan/school AFL project plans/SIS/GAP/ Personalisation plan)	Aspects of assessment for learning to be delivered through courses, briefings and school based inset	Academic Year 2006-2007	Strategy Managers/ Lead Officer for AFL/Primary and Secondary consultants/ Lead Officers in SIT	Support from RA for AFL /Lead Officers from other LA	Head of School Improvement Primary and Secondary Strategy Manager RA/Lead Officer for AFL	Primary and Secondary Strategy Funding allocations (refer to AFL action plan)

<p>2. To support schools in developing a whole school approach to embedding the principles of assessment for learning across the curriculum</p>	<p>Progress against the school improvement plan targets for AFL/LA audit information</p> <p>Evidence of the impact of support and how AFL has been successfully developed within schools</p>	<p>Tracking of progress against school Development Plan AFL priorities</p> <p>Measured through course attendance and INSET evaluations/ School-LA audits/pupil progress outcomes</p>	<p>School based training sessions organised to reflect school/cluster initiatives in AFL.</p> <p>Targeted project support for identified schools (see AFL implementation plan KS2/KS3 projects)</p>	<p>Academic Year 2006-2007</p>	<p>PSM/SSM/ LA Consultants</p>	<p>Support from RA/AFL Consultants in Link Network (AIA)</p>	<p>Head of School Improvement/Senior Inspector/PSM/SSM/ AFL lead Officer/</p>	<p>Primary and Secondary Strategy Funding allocations</p>
<p>3. To support schools in developing formative assessment procedures in order for staff to accurately identify the next steps in learning for pupils</p>	<p>Evidence of the effective use of formative assessment strategies</p>	<p>Focus of LI scrutiny work - to assess the quality of provision for T and L and impact of the use of formative assessment on pupil progress</p>	<p>Targeted training sessions organised to reflect school initiatives. (see AFL Implementation Plan)</p>	<p>Academic Year 2006 - 2007</p>	<p>PSM/SSM/ Consultants/AFL lead Officer</p>	<p>Support from RA for AFL</p>	<p>Head of School Improvement/ Senior Inspector</p>	<p>Primary and Secondary Strategy Funding allocations</p>

Objective 4: Ensure that **School Leadership** meets responsibilities for the standards the pupils achieve and the progress they make; it challenges pupils, parents and teachers to raise their aspirations and expectations; it manages every link in the delivery chain that leads from the intended curriculum through good teaching to successful learning; and it knows how to **manage performance** and ensures the school does well by each and every pupil on its roll. *Although 2 separate plans, this is the first of a three year priority programme contributing to the Children and Young People’s Plan Priority 1 – Raise educational achievement.*

LEADERSHIP ACTION PLAN - Please see also the Secondary Strategy Leadership Development proposals for the “Through the Roof” project

TARGETS	SUCCESS CRITERIA	EVALUATION METHODS	TASKS	TIMESCALE	PEOPLE RESPONSIBLE	EXTERNAL SUPPORT	MONITORING THE TASKS	COSTS
<i>1. What are the targets?</i>	<i>2. Against what criteria will success be judged and impact measure</i>	<i>3. How will the LA evaluate the degree to which the criteria have been met?</i>	<i>4. What are the tasks which need to be done in order to hit the target?</i>	<i>5. What is the timescale?</i>	<i>6. Who will carry out the task?</i>	<i>7. Who from outside could/ should be involved?</i>	<i>8. Who will monitor the carrying out of the tasks?</i>	<i>9. How much will it cost to carry out each of the tasks?</i>
1. Developing the capacity of leaders to impact on learners	School results reflect pupil progress. Maintaining above national results at KS1 and closing the gap between national and local picture at KS2 and KS3. Fewer schools below the floor targets or below national average in English and maths.	Analysis of pupil progress by tracking activities throughout the year Analysis of course evaluations. Analysis of school results 2007	Running of Thinking Leadership course 2006-7	Academic year 2006-7	Primary Strategy Manager Lead officers in School Improvement team Senior Officer Workforce and Development School improvement team Primary Strategy support team (PSST) Secondary Consultants	External consultants including mainland headteachers Children’s services directorate Leaders across Island schools	Head of School Improvement Team Primary Strategy Manager Regional Advisors (PNS) School Leadership See Leadership Strategy LS	Standards Fund: Buy Back Code £20,000

TARGETS	SUCCESS CRITERIA	EVALUATION METHODS	TASKS	TIMESCALE	PEOPLE RESPONSIBLE	EXTERNAL SUPPORT	MONITORING THE TASKS	COSTS
<i>1. What are the targets?</i>	<i>2. Against what criteria will success be judged and impact measure</i>	<i>3. How will the LA evaluate the degree to which the criteria have been met?</i>	<i>4. What are the tasks which need to be done in order to hit the target?</i>	<i>5. What is the timescale?</i>	<i>6. Who will carry out the task?</i>	<i>7. Who from outside could/ should be involved?</i>	<i>8. Who will monitor the carrying out of the tasks?</i>	<i>9. How much will it cost to carry out each of the tasks?</i>
2. To provide a co-ordinated range of training opportunities at both a universal and targeted level.	<p>Universal indicator attendance at training opportunities</p> <p>Pupil progress in targeted schools</p> <p>Feedback shows high value of courses run meeting school needs.</p>	<p>Analysis of CPD attendance related to school results</p> <p>Analysis of pupil progress by tracking activities throughout the year</p> <p>Analysis of course evaluations.</p> <p>Analysis of school results 2007</p>	To provide a wide range of courses to support the five stages of leadership identified in leadership strategy.	Academic year 2006-7	<p>Primary Strategy Manager</p> <p>Senior Officer Workforce and Development</p> <p>School improvement team</p> <p>Primary Strategy support team (PSST)</p> <p>Secondary Consultants</p>	<p>External consultants including mainland headteachers</p> <p>Children's services directorate</p> <p>Leaders across Island schools</p>	<p>Head of School Improvement Team</p> <p>Primary Strategy Manager</p> <p>Regional Advisors (PNS)</p> <p>School Leadership See Leadership Strategy LS</p>	Standards Fund Buy Back code: £20,000

TARGETS	SUCCESS CRITERIA	EVALUATION METHODS	TASKS	TIMESCALE	PEOPLE RESPONSIBLE	EXTERNAL SUPPORT	MONITORING THE TASKS	COSTS
<i>1. What are the targets?</i>	<i>2. Against what criteria will success be judged and impact measure</i>	<i>3. How will the LA evaluate the degree to which the criteria have been met?</i>	<i>4. What are the tasks which need to be done in order to hit the target?</i>	<i>5. What is the timescale?</i>	<i>6. Who will carry out the task?</i>	<i>7. Who from outside could/ should be involved?</i>	<i>8. Who will monitor the carrying out of the tasks?</i>	<i>9. How much will it cost to carry out each of the tasks?</i>
3. To develop collaboration models between schools	Successful examples of schools working in partnership developing effective practice through common initiatives. Effective coaching partnerships impacting on school improvement Evidence of other models of school collaborative projects	Common evaluation carried out by triads to be analysed centrally. SEF evidence demonstrates impact on school improvement Collation and dissemination of best practice projects across the Island and beyond.	To support schools in establishing collaboration models with initiatives such as curriculum co-developers (QCA) To actively facilitate the coaching collaboration between triads.	Academic year 2006-7	Primary Strategy Manager Senior Officer Workforce and Development External consultants where identified School Improvement team PSST/Secondary consultants	External consultants including mainland headteachers Children's services directorate Leaders across Island schools	Head of School Improvement Team Primary Strategy Manager Regional Advisors (PNS) School Leadership See Leadership Strategy LS	Standard s Fund Buy Back code £5000

Objective 4 contd.

PERFORMANCE DEVELOPMENT FRAMEWORK ACTION PLAN

TARGETS	SUCCESS CRITERIA	EVALUATION METHODS	TASKS	TIMESCALE	PEOPLE RESPONSIBLE	EXTERNAL SUPPORT	MONITORING THE TASKS	COSTS
<i>1. What are the targets?</i>	<i>2. Against what criteria will success be judged and impact measure</i>	<i>3. How will the LA evaluate the degree to which the criteria have been met?</i>	<i>4. What are the tasks which need to be done in order to hit the target?</i>	<i>5. What is the timescale?</i>	<i>6. Who will carry out the task?</i>	<i>7. Who from outside could/ should be involved?</i>	<i>8. Who will monitor the carrying out of the tasks?</i>	<i>9. How much will it cost to carry out each of the tasks?</i>
1. Ensure that all schools have action plans for the implementation of the revised Performance Management regulations.	<p>Revised policy in place for PM</p> <p>Action plan in place to revise school policies & procedures for PM</p> <p>All staff have had access to training and information appropriate to their roles and responsibilities</p>	<p>SIPs/LAIs check that policies and procedures are reviewed and updated appropriately and action plan in place</p> <p>LA check engagement in training via data base</p> <p>HD/CW review at monthly meetings in LA</p>	<p>Briefing for SIPs and LAIs in Autumn Term</p> <p>Initial briefing for HTs in Autumn Term</p> <p>Training programme in place for Governors, headteachers, reviewers and reviewees</p> <p>Information via Governors' Grapevine/ Director's newsletter</p>	<p>Planned for 5 September</p> <p>Cluster meetings and "mop up" planned for 21 September</p> <p>Autumn 2006 and Spring 2007</p>	<p>Lead Officers – HD Link</p> <p>Inspector and CW Workforce Development Officer</p>	<p>Anthony Pearce/ George Cooil</p>	<p>Head of School Improvement / Senior Inspector</p> <p>Lead Officers</p>	<p>CW to check</p>

<p>2. Ensure that schools recognise the links between raising standards, school development planning and identified professional needs</p>	<p>School Development Plan demonstrates links between raising standards, development planning and professional needs</p> <p>PM targets reflect links between school and personal professional needs</p>	<p>Use of self-evaluation mechanism (e.g. in toolkit) to monitor process (incl. guidance for governors)</p> <p>SIPs/LAIs to check toolkit is accessible and used by schools</p>	<p>Develop Performance Development Framework toolkit to include self evaluation items and guidance for governors</p>	<p>By October 31st</p>	<p>Lead Officers – HD Link Inspector and CW Workforce Development Officer</p>	<p>Anthony Pearce</p>	<p>Head of School Improvement / Senior Inspector</p> <p>Lead Officers</p>	<p>PDF toolkit costs - not yet known</p>
<p>3. Embed policies and procedures to ensure engagement of all staff in the Performance Development Framework</p>	<p>PM targets reflect staff engagement in process</p>	<p>SIPs/LAIs monitor schools’ training plans against the framework</p> <p>Use of self evaluation mechanism (e.g. in toolkit)</p>	<p>Publish PDF</p> <p>Include in toolkit evaluation tool for PDF engagement evaluation</p>	<p>By 31 October 2006</p>	<p>Lead Officers – HD Link Inspector and CW Workforce Development Officer</p>	<p>AP</p>	<p>Head of School Improvement / Senior Inspector</p> <p>Lead Officers</p>	<p>Toolkit costs</p>

Objective 5: Develop further the scrutiny role of **Governors** to improve Leadership and Management in schools.
This is the second year of a three year priority programme contributing to the Children and Young People’s Plan Priority 1 – Raise educational achievement – Targets 1 & 2 represent new activity; Targets 3 & 4 are in their second year of development

TARGETS	SUCCESS CRITERIA	EVALUATION METHODS	TASKS	TIMESCALE	PEOPLE RESPONSIBLE	EXTERNAL SUPPORT	MONITORING THE TASKS	COSTS
<i>1. What are the targets?</i>	<i>2. Against what criteria will success be judged and impact measure</i>	<i>3 .How will the LA evaluate the degree to which the criteria have been met?</i>	<i>4. What are the tasks which need to be done in order to hit the target?</i>	<i>5. What is the timescale?</i>	<i>6. Who will carry out the task?</i>	<i>7. Who from outside could/ should be involved?</i>	<i>8. Who will monitor the carrying out of the tasks?</i>	<i>9. How much will it cost to carry out each of the tasks?</i>
1. School Governors set clear strategy to raise standards	a) For Primary schools: Improved performance in Year 4 Optional SATs; in LA data returns	i) Analysis of the various Data returns to show trends over time; in Data reports and Headlines papers	Governors need to have a clear understanding of the data on school performance					Core activity – in base budget: time allocation
	b) For Middle schools: Improved performance in KS2 SATs, Year 8 optional SATs and KS3 SATs (whether taken in Year 8 or Year 9); in DfES and LA Data returns	ii) Engage with in-school analysis of the progress of pupils in the relevant year groups; through SIP or LI engagement with headteacher/ school data officer	all schools will receive a data report central training will offered on Understanding Data as part of the Governor CPD programme	during the Autumn term 2006 during the Autumn, Spring and Summer terms 2006/2007	LIs Lead officer on Data Management	SIP where appropriate –	Head of School Improvement / Senior Inspector Head of Schol Improvement / Senior Inspector	Core activity of officer – in base budget: course costs covered by a) direct fee or b) subscription
	c) For High schools: Improved performance in KS3 SATs (Year 9); KS4 examinations (Judged by points score across academic and	iii) Check on	Governors					

	<p>vocational); in DfES Data returns</p> <p>Contd.</p> <p>d) For all schools:</p> <p>(i) Clearly identified element of School Development Plans</p>	<p>content of SDPs</p>	<p>need to ensure that School Development Plans set out steps for improving standards</p> <p>There are clear expectations of content in Plans</p>	<p>During visits to schools and in CPD; 2006-07</p>	<p>SIPs, Area Officers and Governor trainers</p>	-	<p>Head of School Improvement / Senior Inspector</p>	<p>Core activity of officer & SIP– in base budget</p>
<p>2. Governors know how to hold the Headteacher and staff to account for the standards achieved</p>	<p>For all schools:</p> <p>(a) Minutes of Governors’ meetings reflect discussion of SEF issues on standards</p> <p>(b) Headteacher Report to Governors on Performance Management clearly reflects accountability for standards across the school</p> <p>(c) The Performance Management targets for the Headteacher reflect the school’s targets for standards</p>	<p>i) Check on content of SEFs</p> <p>ii) Check on content of Governors’ minutes</p> <p>iii) Improvements evaluated as in (1) above</p>	<p>Ensure Governors are clear of their options and responsibilities :</p> <p>Ensuring SIPs and Area Officers are clear of expectations in Headteacher Performance Management</p>	<p>During the year; Briefings & CPD on Performance Management (see separate Action Plan)</p>	<p>Lead officer for Performance Management; SIPs, Area Officers & governor trainers</p>	-	<p>Lead officer for Governor Support Services</p>	<p>Core activity for officers & SIP – in base budget</p>

TARGETS	SUCCESS CRITERIA	EVALUATION METHODS	TASKS	TIMESCALE	PEOPLE RESPONSIBLE	EXTERNAL SUPPORT	MONITORING THE TASKS	COSTS
<i>1. What are the targets?</i>	<i>2. Against what criteria will success be judged and impact measure</i>	<i>3. How will the LA evaluate the degree to which the criteria have been met?</i>	<i>4. What are the tasks which need to be done in order to hit the target?</i>	<i>5. What is the timescale?</i>	<i>6. Who will carry out the task?</i>	<i>7. Who from outside could/ should be involved?</i>	<i>8. Who will monitor the carrying out of the tasks?</i>	<i>9. How much will it cost to carry out each of the tasks?</i>
3. Published Menu of support and training	a) known needs of Governors and Governing Bodies are met b) programme operates without cancellations c) evaluations reflect positive views of support and courses offered	i) analysis of course evaluations ii) continuing high percentage of take-up of buy-back service iii) through GSSSG meetings iv) feedback from Island Governors Association	Develop the current menu to show core, commissioned and brokered aspects of service; improved service delivery; tracking of contacts Menu available through web site, Grapevine & training programme; & all schools circulated via Clerks	By March 2007 By March 2007	Lead Officer for GSS Lead Officer for GSS	- -	Head of School Improvement/ Senior Inspector; GSSSG Head of School Improvement/ Senior Inspector; GSSSG	Officer time and GSSSG meetings in Core activity – in base budget
4. Development of 'Best Practice' CDROM	a) CDROM available and used in CPD b) quality judged to be good by those who use it	i) analysis of CPD ii) potential sales figures	Create a CDROM which can be used for recruiting and training governors	By March 2008	Lead officer for GSS with Governor Trainer	Marriott Design	Head of School Improvement/ Senior Inspector	Time for meetings with developer; Development Est £15,000 from School Improvement

Objective 6: Consult, launch and implement the newly developed **Parenting and Family Support Strategy**.

This is the first year of a three year priority programme contributing to the Children and Young People's Plan Priority 1: To raise educational achievement and Priority 5: To develop more support for parents, carers and families

TARGETS	SUCCESS CRITERIA	EVALUATION METHODS	TASKS	TIMESCALE	PEOPLE RESPONSIBLE	EXTERNAL SUPPORT	MONITORING THE TASKS	COSTS
<i>1. What are the targets?</i>	<i>2. Against what criteria will success be judged and impact measure</i>	<i>3. How will the lea evaluate the degree to which the criteria have been met?</i>	<i>4. What are the tasks which need to be done in order to hit the target?</i>	<i>5. What is the timescale?</i>	<i>6. Who will carry out the task?</i>	<i>7. Who from outside could/ should be involved?</i>	<i>8. Who will monitor the carrying out of the tasks?</i>	<i>9. How much will it cost to carry out each of the tasks?</i>
1. To raise awareness of the importance of parenting and its impact on the personal, emotional, mental, social, intellectual and physical development of children.	<p>All appropriate multi agencies consulted with/agreed/PFS strategy.</p> <p>Ryde PFS model embedded Island wide ensuring access to quality support and guidance in supporting children's learning and development.</p> <p>Access to PFS perceived as non-stigmatised and universal. Outcomes for children's learning improved and underpinned by a positive home-school partnership.</p>	<p>Feedback from consultation.</p> <p>Analysis of Impact.</p>	<p>Evaluate impact.</p> <p>Advertise PFS service to all schools/ Children's Centres.</p> <p>Programme of Sustainability for PFS Service.</p> <p>Evaluations of returns from:</p> <ul style="list-style-type: none"> * parents * schools * central workforce 	<p>During 2006</p> <p>During 2006</p> <p>By March 2007</p> <p>2006-2008</p>	<p>PFS Manager/ PFS Coordinator</p>	<p>Parenting UK/ Multiagency reps / voluntary bodies/ FIZ</p>	<p>Steering Group/ Senior Inspector</p>	<p>SI budget</p> <p>£5k TBS</p> <p>2006/7 £150K =£30k x 5 Clusters TBS 2007/8 £100k 2008/9 £50k 2009/10 £0k</p>

Objectives 7, 8 & 9: As so much of the work of the School Improvement Team is undertaken through the activities of the **Primary and Secondary National Strategies, and the 14 – 19 Strategy**, the following objectives for local actions have been included in this overview of plans. More detailed action plans are available for each of these strategies.

PRIMARY STRATEGY OVERARCHING ACTION PLAN

TARGETS	SUCCESS CRITERIA	EVALUATION METHODS	TASKS	TIMESCALE	PEOPLE RESPONSIBLE	EXTERNAL SUPPORT	MONITORING THE TASKS	COSTS
<i>1. What are the targets?</i>	<i>2. Against what criteria will success be judged and impact measure</i>	<i>3. How will the lea evaluate the degree to which the criteria have been met?</i>	<i>4. What are the tasks which need to be done in order to hit the target?</i>	<i>5. What is the timescale?</i>	<i>6. Who will carry out the task?</i>	<i>7. Who from outside could/should be involved?</i>	<i>8. Who will monitor the carrying out of the tasks?</i>	<i>9. How much will it cost to carry out each of the tasks?</i>
1. To support schools in maintaining and continuing to improve standards at KS1	Pupil progress School results in 2007.	Regular tracking of pupil data across the island. See Data action plan. With particular focus on formative assessment tracking of target groups leading to an analysis of end of year results. Please see SIS/AFL/Governance Action Plan (GAP) Personalisation	Targeted support activities with identified schools (PSST) Delivery of a range of training courses Delivery of a range of support activities including audit moderation/data analysis/briefings/strategy materials/curriculum development	Academic year 2006-2007	Primary Strategy Manager/Lead officers in School Improvement team Primary Strategy Support Team Additional identified personnel from Children's Services External consultants where identified	Regional Advisor (PNS) External consultants as identified	Head of School Improvement Team Primary Strategy Manager Regional Advisors (PNS) School Leadership See Leadership Strategy LS	Central Co-ordination costs Standards Grant 112: £225,000 Standards Fund allocations. Grant 107 Support for underperforming schools £189,978 Raising standards in Literacy and Mathematics £100,300 Foundation Stage £13,000 Behaviour and Attendance £15,600 MFL £100,600

<p>2. To support schools in improving KS 2 results in English and Mathematics</p>	<p>Pupil progress</p> <p>School results in 2007.</p> <p>Schools achieving above the floor targets in both areas.</p>	<p>Regular tracking of pupil data across the island. See Data action plan.</p> <p>Particular focus on formative assessment tracking of target groups leading to an analysis of end of year results.</p> <p>Please see SIS/AFL/Governance Action Plan (GAP) Personalisation</p>	<p>Targeted support activities with identified schools (PSST)</p> <p>Delivery of a range of training courses</p> <p>Delivery of a range of support activities including audit moderation/data analysis/briefings/strategy materials/curriculum development</p>	<p>Academic Year 2006-2007</p>	<p>Primary Strategy Manager/ Lead officers in School Improvement team</p> <p>Primary Strategy Support Team</p> <p>Additional identified personnel from Children's Services</p> <p>External consultants where identified</p>	<p>Regional Adviser (PNS)</p> <p>External consultants as identified</p>	<p>Head of School Improvement Team</p> <p>Primary Strategy Manager</p> <p>Regional Advisors (PNS)</p> <p>School Leadership. See LS</p>	<p>As above</p>
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SECONDARY STRATEGY OVERARCHING ACTION PLAN

TARGETS	SUCCESS CRITERIA	EVALUATION METHODS	TASKS	TIMESCALE	PEOPLE RESPONSIBLE	EXTERNAL SUPPORT	MONITORING THE TASKS	COSTS
<i>1. What are the targets?</i>	<i>2. Against what criteria will success be judged and impact measure</i>	<i>3 .How will the lea evaluate the degree to which the criteria have been met?</i>	<i>4. What are the tasks which need to be done in order to hit the target?</i>	<i>5. What is the timescale?</i>	<i>6. Who will carry out the task?</i>	<i>7. Who from outside could/ should be involved?</i>	<i>8. Who will monitor the carrying out of the tasks?</i>	<i>9. How much will it cost to carry out each of the tasks?</i>
1. To support schools in maintaining and continuing to improve standards at KS3	Pupil progress School results in 2007 Schools achieving above the floor targets in all subjects	Regular tracking of pupil data across the island. See also Data Action Plan (DAP) Particular focus on formative assessment tracking of target groups leading to an analysis of end of year results See also AFL and Personalisation Action Plans (AFLAP, PAP) See also Governance Action Plan (GAP) Please see SIS	Targeted support activities with identified schools by Consultant team. Delivery of a range of training courses Delivery of a range of support activities including audit moderation/data analysis/briefings intervention strategies and materials from SS and curriculum development. Accelerated Key Stage 3 core subject support conferences	Academic year 2006-2007	Secondary Strategy Manager. Lead officers in School Improvement team (SIT) Secondary Strategy Consultants External consultants where identified Additional identified personnel from Children's Services	Senior Regional Advisor and subject Regional Advisors (SNS) External consultants as identified.	Head of School Improvement Team Secondary Strategy Manager Regional Advisors (SNS) School Leadership See also Leadership Strategy (LS)	Central Co-ordination Standard funding Grant 113: £332835 Devolved Standards Fund allocations: Standards Fund Targeted Support Grant 108 £337816 Behaviour and Attendance Central Coordination Grant 114 £ 68300

<p>2. To support schools in improving KS 4 results in the core subjects</p>	<p>Pupil progress School results 5 A* - C and 5 A* - C inc Eng and Maths in 2007</p>	<p>Regular tracking of pupil data across the High schools with particular focus on target groups leading to an analysis of end of year results</p> <p>See also AFL and Personalisation Action Plans (AFLAP, PAP) Governance Action Plan (GAP) 14 – 19 Action Plan (14_19AP)</p> <p>Pease see SIS</p>	<p>Targeted support activities with all High Schools as identified by Priority action plans.</p> <p>Delivery of a range of training courses, Intervention and Revision programmes. Curriculum review to develop a broader offer matched to learners needs.</p> <p>Delivery of a range of support activities including audit moderation/data analysis/briefings</p>	<p>Academic Year 2006-2007</p>	<p>Secondary Strategy Manager</p> <p>Lead officers in School Improvement team (SIT)</p> <p>Secondary Strategy Consultants External consultants where identified</p> <p>Additional identified personnel from Children’s Services</p>	<p>Senior Regional Advisor and subject Regional Advisors (SNS)</p> <p>External consultants as identified.</p>	<p>Head of School Improvement Team</p> <p>Secondary Strategy Manager</p> <p>Regional Advisors (SNS)</p> <p>School Leadership See also Leadership Strategy (LS)</p>	<p>See Above same Funding Stream.</p>
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14 – 19 STRATEGY OVERARCHING ACTION PLAN

Background commentary: To implement the 14-19 Strategy and 14-19 Post Inspection Action Plan (PIAP) to support the raising of standards in Island Schools and to support Achieving Economic Well-being. (See also Priorities under the Children's and Young Peoples Plan. Priority 1 – To raise educational achievement & Priority 3-Increase support and employability for those aged 14-19)

TARGETS	SUCCESS CRITERIA	EVALUATION METHODS	TASKS	TIMESCALE	PEOPLE RESPONSIBLE	EXTERNAL SUPPORT	MONITORING THE TASKS	COSTS
<i>1. What are the targets?</i>	<i>2. Against what criteria will success be judged and impact measure</i>	<i>3. How will the lead evaluate the degree to which the criteria have been met?</i>	<i>4. What are the tasks which need to be done in order to hit the target?</i>	<i>5. What is the timescale?</i>	<i>6. Who will carry out the task?</i>	<i>7. Who from outside could/should be involved?</i>	<i>8. Who will monitor the carrying out of the tasks?</i>	<i>9. How much will it cost to carry out each of the tasks?</i>
1. To support schools to improve standards at KS4, particularly the number of students securing the level 2 threshold.	Student progress. School results in 2007 show the percentage of learners securing 5+ A*-C or equivalent is 55% or above.	Regular tracking of the data of a target group of students across the island. See also Data Action Plan (DAP). Particular focus on formative assessment tracking leading to an analysis of end of year results. See also AFL and Personalisation Action Plans (AFLAP, PAP).	Targeted activities with identified students and staff in schools by 14-19 team, including AimHigher activities. Delivery of a range of training courses. Delivery of a range of support activities including audit of academic/vocational take-up and briefings to aid the broadening of the curriculum including the introduction of accreditations better matched to student needs. Support to schools to review and advise on personal development	Academic year 2006-2007 Academic year 2006/7 Audit completed by end October 2006. Remainder in academic year 2006/7	14-19 Inspector, Consultant & Coordinator, Secondary Consultants 14-19 Team External consultants where identified 14-19 consultants & Inspector	Regional Aim Higher Coordinator LSN, External consultants from exam boards. LSC	Senior Inspector 14-19 inspector Senior Inspector/Head of School improvement.	Funding from secondary strategy (3E 23) and 14-19 PIAP (0250). 14-19 PIAP funding. Secondary Strategy.
2. To support schools in	School	Analysis of	development	December	14-19	Connexions	14-19	14-19 PIAP

improving KS 4 results in the core subjects	results Show 5+ A* - C inc Eng and Maths in 2007 is in line with national average	changes to the courses & timetable of target students. Regular tracking of student data across the High schools with particular focus on target groups leading to an analysis of end of year results in the core subjects.	curriculum. Targeted support activities with other consultants in all High Schools as identified by Priority action plans.	2006	Coordinator & Consultant		Inspector & Executive Group	
			Audit of school support for revision and study support in the core subjects including advice on the use of on-line learning.	September 2006-May 2007	14-19 Inspector & Consultants, Secondary Consultants	RA for Secondary strategy, External Consultants	Senior Inspector	Secondary Strategy(3 E23)
			Delivery of a range of support activities including briefings and training on adult literacy and functional skills.	October 2006-April 2007	14-19 Coordinator & Consultant	Secondary Consultants	14-19 Inspector	14-19 PIAP
				Academic year 2006/7	14-19 Coordinator and Consultant	External Consultants, LSN	14-19 inspector 14-19 Executive Group.	14-19 PIAP

3. Complete the implementation of the 14-19 strategy and Learner	Targets for participation, retention and achievement, within 14-19 action plan and LAA are met. Increased mixed L2/3 vocational	Via focus groups, surveys and provider reviews assess learner & parents' knowledge of curriculum choices	Implement a good practice dissemination strategy with all partners.	By end September 2006	14-19 Inspector, Coordinator & Consultant.	Connexions, LSC, WBL	14-19 Executive Group.	14-19 PIAP
			Establish with 14-19 partners a monitoring	October 2006	14-19 Inspector,	LSC, 14-19	14-19 Executive Group	14-19 PIAP

<p>Entitlement in conjunction with stakeholders</p>	<p>/academic courses from 2006 on. 10% reduction in small post 16 groups (below 10 students) from 2006 baseline. by September 2007 A/AVCE points score rise by 10 fro 2006 baseline. 0.5% reduction in NEET. Learner surveys indicate satisfaction at securing first choice of courses is above 80% by 2007. Improving scores on the 14-19 Progress Check Indicators.</p>	<p>and access to key publications.</p> <p>Termly quality review involving learners in different providers.</p> <p>Minutes of curriculum consortium and quality forum meetings and progress with implementation of common progression system.</p>	<p>cycle to impact and measure outcomes of the Learner Entitlement.</p> <p>Review & establish support required to ensure effective infrastructure is in place for curriculum development via the two hubs.</p>	<p>Academic year 2006/7</p>	<p>Coordinator & Consultant.</p> <p>14-19 Inspector, Consultant & Coordinator.</p>	<p>Providers, Connexions.</p> <p>LSC, 14-19 Quality Forum, Secondary Consultants.</p>	<p>14-19 Executive Group</p>	<p>14-19 PIAP</p>
<p>4. Review the curriculum offer to ensure an appropriate balance of academic and vocational provision post-16</p>	<p>Increased mixed L2/3 vocational /academic courses from 2006 by 2007.</p> <p>10% reduction in small post 16 groups (below 10 students) from 2006 baseline by September 2007.</p>	<p>Annual analysis of the change in courses, class sizes and learner take-up.</p> <p>Scrutiny of 14-19 data report</p>	<p>Audit curriculum offer and report on the numbers of academic and vocational programmes.</p> <p>Research and collate best practice elsewhere including pathfinders</p> <p>Provide models for the delivery and rationalisation of curriculum provision.</p>	<p>October 2006</p> <p>December 2006</p> <p>January 2007</p>	<p>14-19 Inspector, Consultant & Coordinator</p> <p>14-19 Inspector, Consultant & Coordinator.</p> <p>14-19 Coordinator & Consultant</p>	<p>LSC, 14-19 Providers, Link Inspectors</p> <p>LSC, External Consultants</p> <p>LSC, External Consultant</p>	<p>14-19 Inspector & Executive Group</p> <p>Senior Inspector</p> <p>14-19 Executive Group</p>	<p>14-19 PIAP</p> <p>14-19 PIAP</p> <p>14-19 PIAP</p>

	16-19 capacity position resolved in principle by December 2006. GCSE performance indicators in line with LAA targets. A/AVCE points score rises by 10 on 2006 figure.							
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4th edition –
encompasses responses to consultation



SCHOOL IMPROVEMENT STRATEGY

EXECUTIVE SUMMARY

August 2006

"improving outcomes for children and young people"

Isle of Wight School Improvement Strategy –

Executive Summary

Why do we need a school improvement strategy ?

National regulations and initiatives have set a strong agenda around the roles and responsibilities of schools and local authorities, not least in working towards the achievement by children and young people of the 5 Outcomes of the *Every Child Matters* framework.

Standards in the Island's schools are too low at key stages 2, 3 and 4. Eight years ago, standards at 16+ were in line with the national average (45% achieving 5 higher grade GCSE passes). Although schools are improving in their operation, the quality of education they provide gives cause for concern where the quality does not translate into results at or above the national averages. The Island Children and Young People's Plan cites examples from young people who have said that they want and need better outcomes.

The statutory duty for the Island's local authority to raise standards is reflected in this summary, and the roles and responsibilities shared with maintained schools and various partners are clearly set out in the accompanying 'Procedures and Protocols for Monitoring, Support, Challenge and Intervention'.

The principles on which the strategy is based:

- 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.
- All schools must take full 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 through whole-Island approaches.
- 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.

Aim of the Strategy:

to achieve standards at least equal to national averages and for all schools to be judged 'good' by 2009.

What we need to do improve schools and raise standards:

"It is within the individual school that improvement is achieved."

Through consultation with schools, teachers and governors the following areas have been identified as the main drivers of improvement. This section sets out the features of those drivers and how the local authority will seek to ensure that those drivers turn into action for improvement.

1. Monitoring, support, challenge and intervention

Every school's performance will be closely and regularly monitored by its school improvement partner.

If a school is underperforming, it can expect to be challenged.

All schools should have plans for improvement; those schools which are underperforming will have to share their action plans with the local authority.

The local authority will co-ordinate support for schools in inverse proportion to their success. Where a school continues to under perform and fails to respond to challenge the local authority will intervene.

2. School self-evaluation

The school improvement team will make sure that:

- all schools have and maintain an up-to-date self-evaluation form (SEF).
- the self-evaluation is based on secure evidence and robust analysis; where pupil progress is evaluated in relation to previous learning and benchmarked to show value added.
- judgements about the quality of teaching are firmly based on the quality of learning and the progress achieved by pupils.
- judgements about the quality of leadership and management are firmly based on the quality of education provided – the quality of teaching, curriculum and assessment and the standards achieved.
- schools are held to account across the 5 outcomes to and for every child or young person on the school roll – inclusion is the right of every child, to include the access to education for 25 hours per school week.

3. The use of data to monitor and manage progress and the achievement of the 5 outcomes

The school improvement team will make sure that:

- all schools learn how to use data intelligently to monitor and manage progress;
- targets for individual pupils, for classes, cohorts and key stages, are based on careful analysis of
- prior attainment and potential, with appropriate, benchmarked, expectations and aspirations;
- where pupils make less progress than expected, intervention is early and targeted diagnostically to need;
- schools share information effectively with partners to ensure that vulnerable pupils are well supported.

4. Assessment for learning and the quality of teaching

The school improvement team will work in partnership with school leaders to make sure that:

- teachers know what their pupils have already learned and have clear objectives about what their pupils will learn next;
- teachers know how their pupils learn best and provide the right learning experiences to maximise their pupils' progress;
- teachers track their pupils' progress and provide them with challenging learning programmes;
- teachers know the progression pathways within their subject matter;
- teachers involve their pupils in understanding their learning and their learning targets;
- teachers plan carefully and organise their lessons well.

5. Leadership and management

The school improvement team will make sure that:

- school leaders meet their responsibilities for the standards the pupils achieve and the progress they make;
- school leaders challenge pupils, parents and teachers to raise their aspirations and expectations.
- school leaders manage every link in the delivery chain that leads from the intended curriculum through good teaching to successful learning; .
- school leaders know how to manage performance and ensure their school does well by each and every pupil on its roll.

6. The quality of governance

The school improvement team will make sure that:

- Governors set clear strategy to raise standards;
- Governors know how to hold the headteacher and staff to account for the standards achieved.

7. The quality of local authority support and challenge

The school improvement team will:

- publish clear procedures for school support and intervention
- build its skills and confidence to support schools in their improvement and to challenge underperformance wherever and whenever it occurs;
- celebrate and share good practice.

Resources and mechanisms:

The school improvement team comprises area officers (currently known as link inspectors), school improvement partners, national strategy colleagues, advisory teachers, advanced

skills teachers, and leading practitioners. The team will always seek to work in partnership with headteachers and school leaders, including governors, supported by colleagues across IOW Children's Services.

The school improvement team itself will draw on external partners to assist its members in the building of their skills and knowledge.

The key mechanisms for improvement are:

- challenge and support from the education and children's services training programmes;
- challenge and support during the programme of school visits carried out by link inspectors and school improvement partners;
- the recruitment of key change agents from other authorities;
- the complementary strands of development in the IOW Children and Young People's Plan, particularly to galvanise parental support and ambition for their children's achievement and aspiration.

Action Plans / Programmes for Development

The section "Plans, programmes and targets" sets out in detail the actions required to meet the above objectives. The actions also identify the measures to be used to judge their impact, and the timescale, responsibility, monitoring and resourcing costs.

Inevitably with this level of detail there are some overlaps in planned activity; for example, in planning for the development of School Leadership, there are actions required which address Performance Management and Workforce Development, so an overview of these plans have been included.

None of the objectives, actions, plans, or programmes will positively impact on raising standards and improving schools without the engagement of schools through their leadership teams, governors, staff and pupils. The Island's Children's Services School Improvement Team offers to lead an active partnership with schools so that all in the community can benefit.