

**APPENDIX B**

**Slough Local Authority**

**RAISING ACHIEVEMENT POLICY 2015-2017**

## **THE SLOUGH RAISING ACHIEVEMENT POLICY**

The Local Authority, through Cambridge Education, pursues a policy of working in close and supportive partnership with all settings, schools and academies across the Borough. It pursues an open communication and understanding of the priorities and challenges of all educational establishments across the town.

The LA will seek to offer support and broker arrangements that will support schools autonomy and enable all schools and settings to be 'self improving'. The LA will monitor pupil achievement across the borough and will use qualitative and quantitative data to form a view on the performance of all settings and schools. It will target its support and resources using these judgements.

The LA's working relationship with academies is set out in the protocol document on Slough Borough Council working with academies and free schools.

The Early Years Service supports all settings (including childminders, children's centres, private, voluntary and independent settings and schools) providing for children from birth to five years of age in implementing the statutory requirements of the Early Years Foundation Stage. Support, challenge, intervention and training is offered in proportion to identified need to ensure that children in Slough can access high quality early education from the earliest stage.

The priorities for the LA are to work with all schools to:

1. Maintain and improve educational and well-being outcomes for all pupils
2. Close the gap in achievement between the highest and lowest attaining groups
3. Ensure that the LA offers appropriate and timely support for any School Causing Concern (SCC).

These remain the priorities for 2015-16, regardless of any external changes.

## **OUR APPROACH TO CHALLENGE AND SUPPORT FOR ALL SCHOOLS**

The Local Authority in conjunction with Cambridge Education provides:

- Early Years information, advice and guidance for Slough schools and settings
- Statutory moderation of the EYFS profile
- Continuing professional development for all settings and schools providing for children within the EYFS
- Mandatory training for practitioners working in the early years
- Monitoring, challenge and intervention of schools causing concern
- Early support for those schools in difficulty
- Promoting schools' self-improvement and school-to-school support
- Head teacher recruitment
- Governor health checks and support
- Monitoring and moderation of assessments
- Support for vulnerable groups with the emphasis on closing the gap and assisting them in catching up with their peers

- Integrated Support Services (autism, psychology and SEN support)
- Fair Access with a focus on approaches which promote raising achievement and standards
- A psychological perspective and contribution to raising achievement
- Strong and effective support in the early years to give children the best start

### Challenge and Support in SBC Maintained schools- Criteria for levels of support and intervention

Slough as Local Authority will form a view on those schools which require additional support. This may be as a result of judgements from an OFSTED inspection or the LA's own monitoring via the autumn visit or analysis of pupil performance data.

### OfSTED Categorisation

<b>Grade 1</b>	Outstanding
<b>Grade 2</b>	Good
<b>Grade 3</b>	Requires improvement
<b>Grade 4</b>	Inadequate

<b>Grades 1 and 2 Outstanding and Good schools and all Academies</b>	<b>Expected LA Partnership</b>
<p><i>It is expected that schools will take responsibility for their continuing improvement through purchased, brokered and commissioned services. In addition, good and outstanding schools will work in partnership to support other schools to improve progress and attainment as well as enhancing educational opportunities.</i></p>	<p><b>Core Provision</b></p> <ul style="list-style-type: none"> <li>• One visit in the Autumn Term re attainment and progress</li> <li>• Quality assurance of the NQT induction process and joint responsibility for NQT supervision and training (<i>through the Slough Teaching Schools Alliance</i>)</li> <li>• Access to training on local and national initiatives</li> <li>• Briefings and 'good practice' information sharing</li> <li>• Brokerage and commissioned support</li> <li>• Data information packs (as per SLA with data team)</li> </ul>

## Requires Improvement

It is important for the school and its community that timely and effective challenge and support is put in place, and the LA will work closely with senior leaders and Governors to address what the school needs to do to improve, as described in the OfSTED report. The purpose of supporting schools is to help leaders move the school forward and thus meet the expectations of teaching and learning, as well as floor targets relating to attainment and pupil progress.

Ofsted will closely monitor all schools that require improvement to check progress towards 'good'. A full Section 5 inspection will then take place within three years of the original judgement. The LA will partner all schools requiring improvement with a specialist phase consultant, and commission, broker and provide appropriate support as identified with the school. Strategy Action Group (SAG) meetings may be implemented if required to assure accountability. Strategy Action Group meetings are chaired by the Head of School Improvement and Standards, or their representative. The Chair will ensure that school support is coherent, aligned and focused on impact and outcomes for learners. The SAG will meet as often as required, and will report to the Assistant Director with timely and relevant information on progress or intervention that is required.

<b>Grade 3 Schools 'requiring improvement'</b>	<b><i>Expected LA Partnership</i></b>
<p><i>These schools will commission support within the LA and from other partner schools, but in addition, the LA will take an early support and challenge role to ensure that the school is on an upward trajectory and well-placed for OfSTED re-inspection.</i></p>	<p><b><i>Core Provision</i></b></p> <ul style="list-style-type: none"> <li>• One visit in the Autumn Term re attainment and progress</li> <li>• Follow up Spring and Summer visits or more frequently as appropriate</li> <li>• Quality assurance of the NQT induction process and joint responsibility for NQT supervision and training (through the Slough Teaching Schools Alliance)</li> <li>• Access to training on local and national initiatives</li> <li>• Briefings and 'good practice' information sharing</li> <li>• Brokerage and commissioned support, some of which may be funded</li> <li>• Data information packs</li> </ul> <p><b><i>Core provision</i></b> as above, and in addition an LA inspection. This is:</p> <ul style="list-style-type: none"> <li>▪ 1 day Section 8 type monitoring visit, based on OfSTED criteria and conducted jointly with the Head teacher, to challenge and ensure that the upward trajectory of improvement has been sustained, especially in</li> </ul>

	<p>relation to OfSTED priorities.</p> <p>This inspection will be led by an Ofsted inspector and will be paid for by the LA as part of its provision for schools that require improvement.</p> <p>The outcomes of this inspection will determine future action. This could include partnership with a good or outstanding school or Academy or proposal to move to sponsored Academy status.</p>
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## PERFORMANCE AND OUTCOMES CAUSING CONCERN

This guidance provides information, on the legislative requirements for intervening in schools causing concern. It relates to the 2006 Act, and has been amended by several, subsequent Acts, including changes made by the Education Act 2011.

- A school will be “eligible for intervention” if they have not complied with a Warning Notice or where they require significant improvement or require special measures.
- Where schools are eligible for intervention local authorities may exercise their powers to: require the governing body to enter into arrangements; to appoint additional governors; to suspend the delegated authority for the school’s budget; to appoint an Interim Executive Board (IEB).
- Where schools are eligible for intervention, the Secretary of State has the power to appoint additional governors; appoint an Interim Executive Board, make an academy order or direct the local authority to close a school.

### Warning Notices:

Performance standards and safety Warning Notices should be used as an early form of intervention where standards are unacceptably low and other tools and strategies have not secured improvement. A performance standards and safety Warning Notice may be given by a local authority in one of three circumstances. Where:

1. the standards of performance of pupils at the school are unacceptably low and are likely to remain so unless the authority exercise their powers under Part 4 of the 2006 Act; or
2. there has been a serious breakdown in the way the school is managed or governed which is prejudicing, or likely to prejudice, such standards of performance; or
3. the safety of pupils or staff at the school is threatened (whether by a breakdown of discipline or otherwise).

The definition of what constitutes low standards of performance is set out in section 60 (3) of the 2006 Act. This is where they are low by reference to any one or more of the following:

1. the standards that the pupils might in all the circumstances reasonably be expected to attain;
2. where relevant, the standards previously attained by them; or
3. the standards attained by pupils at comparable schools.

Cases where schools are performing below the floor standards would be covered by point 1 above. There is a clear expectation that in those cases, where the school has a history of performing below floor, conversion to an academy with a strong sponsor will be the normal route to secure improvement required by the Department for Education.

## **ANNEX A**

### **Powers and types of intervention – LAs**

Where a school is eligible for intervention there are a number of powers the Local Authority or the Secretary of State may use to drive high achievement. These interventions are set out in sections 63-66 of the 2006 Act in respect of local authorities and sections 67 to 69 in respect of the Secretary of State. Local authorities must give reasonable notice in writing to the governing body that they propose to exercise their powers under any one or more of sections 63 to 66.

### **The Four Local Authority powers of intervention**

#### **1. To require the governing body to enter into arrangements.**

Section 63 enables a local authority to require a school which is eligible for intervention to enter into arrangements with a view to improving the performance of the school. The local authority may give the governing body a notice requiring them:

1. to enter into a contract or other arrangement for specified services of an advisory nature with a specified person (who may be the governing body of another school)
2. to make arrangements to collaborate with the governing body of another school
3. to make arrangements to collaborate with a further education body or
4. to take specified steps for the purpose of creating or joining a federation.

#### **Timeframe**

Where the school is eligible for intervention as a result of being given a performance standards and safety Warning Notice, this power must be exercised within a period of two months following the end of the compliance period. If the local authority fails to exercise this power within this time, it can no longer be exercised and a new Warning Notice must be given in order to do so.

## **Consultation**

Before the local authority can exercise this intervention power they must consult:

1. the governing body of the school
2. in the case of a Church of England school or a Roman Catholic Church school, the appropriate diocesan authority and
3. in the case of any other foundation or voluntary school, the person or persons by whom the foundation governors are appointed.

## **2. The appointment of additional governors**

Section 64 enables a local authority to appoint additional governors where a school is eligible for intervention. The local authority is likely to appoint additional governors when they would like a school to be provided with additional expertise and may appoint as many additional governors as they think fit. In the case of a voluntary aided school where the local authority have exercised the power to appoint additional governors, the appropriate appointing authority in relation to that school may appoint an equal number of governors to those appointed by the local authority.

## **Timeframe**

Where the school is eligible for intervention as a result of being given a performance standards and safety warning notice, this power must be exercised within a period of two months following the end of the compliance period. If the local authority fails to exercise this power within this time, a new warning notice must be given in order to do so. Where the local authority appoints additional governors there is no requirement to consult.

## **3. The appointment of an Interim Executive Board (IEB)**

Section 65 of the 2006 Act enables the local authority to apply to the Secretary of State for consent to constitute the governing body as an IEB in accordance with Schedule 6 to the 2006 Act. An IEB can be used to accelerate improvement in standards and attainment and provide challenge to the leadership of the school to secure rapid improvement or where there has been a serious breakdown of working relationships within the governing body of the school.

## **Timeframe**

This power may be exercised at any time a school is eligible for intervention and is not subject to the time limitation set out above in respect of other intervention powers.

## **Consultation**

Before the local authority can exercise this intervention power they must consult:

1. the governing body of the school
2. in the case of a Church of England school or a Roman Catholic Church school, the appropriate diocesan authority, and
3. in the case of any other foundation or voluntary school, the person or persons by whom the foundation governors are appointed.

A fair consultation must be undertaken when proposals are at a formative stage and include sufficient detail to allow those affected to give a considered response. A minimum of 14 days should be allowed for parties to respond, but each case may be different and

the length of time for consultation may vary.

IEB applications should be made using the form on the DfE website and should follow the guidance for the completion of an IEB application form. After obtaining consent in writing from the Secretary of State, the local authority must write to the governing body to give them notice that the IEB will be established (a “notice of establishment”). This notice should specify a date when the IEB will commence and will usually also give a date when the IEB will cease.

### **Delegated budget**

An IEB has a right to a delegated budget. If the school’s budget has previously been withdrawn from the governing body, then the local authority must restore the budget from

The date when the IEB commences its work. If a notice has been given to the normally constituted governing body specifying a date when it is proposed to withdraw the right to a delegated budget, the notice will cease to be valid from the date of commencement of the IEB.

### **The role and duties of the IEB**

The IEB’s main functions are to secure a sound basis for future improvement in the school and to promote high standards of educational achievement.

The IEB should be considered as the governing body of the school and any reference in the Education Acts to a governor or foundation governor has effect as a reference to an interim executive member. During the interim period, when the governing body is constituted as an IEB, the requirements concerning the governing bodies constitution set out in the School Governance (Constitution) (England) Regulations 2007 do not apply. The IEB will take on the responsibilities of a normally constituted governing body, including the management of the budget, the curriculum, staffing, pay and performance management and the appointment of the headteacher and deputy headteacher. An IEB may recommend to a local authority, or recommend that the Secretary of State give a direction to a local authority, that a school should be closed. However, the IEB cannot itself publish proposals for closure. If, following the statutory consultation and other procedures, it is agreed that the school will be closed; the IEB should continue to hold office until the implementation date of the proposal. The IEB may also seek an Academy Order from the Secretary of State to convert the school to an Academy with a strong sponsor.

### **Membership of the IEB**

As set out in Schedule 6 to the 2006 Act the number of interim executive members must not be less than two; once the IEB has been established, further interim executive members can be appointed at any time. An IEB should be a small, focused group appointed for the full period which it is expected to take to turn the school around.

Members of an IEB should be chosen on a case by case basis, depending on the needs of the school and existing governors may be appointed to the IEB.

Interim executive members may be removed in limited circumstances. This can be for incapacity or misbehaviour or where their written notice of appointment provides for termination by the appropriate authority on notice. The appropriate authority may be the local authority or the Secretary of State depending on who made the appointment.

The local authority should produce a written notice of appointment for each member of the



IEB. Copies of this notice should be sent to all other members of the IEB; the school's existing governing body; the Secretary of State; and, in the case of foundation or voluntary schools, the diocesan or other appropriate appointing authority. A local authority or the Secretary of State may choose to pay interim executive members such remuneration and allowances as is considered appropriate.

#### **4. The suspension of delegated authority for the governing body to manage a school's budget.**

Section 66 of the 2006 Act enables a local authority, by giving the governing body of the school notice in writing, to suspend the governing body's right to a delegated budget. This applies where a maintained school is eligible for intervention and the school has a delegated budget within the meaning of Part 2 of School Standards and Framework Act 1998.

A copy of the notice to suspend the right to a delegated budget must be given to the head teacher of the school and the governing body. If the local authority has appointed an Interim Executive Board (IEB), it cannot suspend the school's right to a delegated budget.

#### **Timeframe**

Where a school is eligible for intervention as a result of being given a performance standards and safety warning notice, this power must be exercised within a period of two months following the end of the compliance period. If the local authority fails to exercise this power within this time, a new warning notice must be given in order to do so. There is no requirement for the local authority to consult before exercising this power.