

Appendix A – draft scope for School Improvement Services at Slough Borough Council

Requirements

Fulfil the statutory requirements related to school improvement, standards, curriculum, schools causing concern and comply with the Slough School Improvement Strategy, including to:

- promote the educational achievement of looked after children
- promote the educational achievement of children with special educational needs and disability, free school meals and ethnic minorities;
- promote the educational achievement and progress of all pupils.

Curriculum

- Direct, monitor and challenge governing bodies and head teachers of maintained schools to exercise their functions with a view to ensuring that the National Curriculum and the assessment arrangements specified in the National Curriculum, are implemented;
- direct, monitor and challenge governing bodies and head teachers to exercise their curriculum functions to satisfy statutory requirements - balanced and broadly based curriculum;
- direct, monitor and challenge governing bodies or head teachers to have regard to any guidance issued by the Secretary of State about the curriculum;
- direct, monitor and challenge governing bodies or head teachers to have regard to any guidance relating to entitlement areas for pupils at key stage 4 (arts, humanities, DT, modern foreign languages) which is issued by the Secretary of State;
- establish a permanent body called a standing advisory council on religious education (SACRE) who must consider and approve applications from schools to modify the type of collective worship provided to reflect the backgrounds and traditions of the school community;
- to secure due provision of religious education to enable all registered pupils attending a maintained school to take part in a daily act of collective worship;
- have regard to statutory guidance on sex education issued by the Secretary of State when exercising any function that may affect the provision of sex education in maintained schools;
- oversee the arrangements for the music service which is delivered by a local school.

Pupil Referral Units (maintained)

- to recommend to the LA a curriculum policy for maintained PRU(s);
- support the development of a curriculum that is balanced and broadly based and ensure this is kept under review;
- recommend to the LA the establishment of management committees including the appointment of first members for maintained PRUs.

Staffing

- monitor and challenge head teachers to ensure that registered teachers in maintained schools complete formal induction periods and that maintained schools do not employ a person as a teacher unless they have satisfactorily completed their induction period;

- make recommendations to the LA in relation to the appointment, management and dismissal of school staff;
- direct, monitor and challenge schools in Slough to keep a register or single central record of the recruitment and vetting checks carried out on staff;
- provide the LA with any information necessary for school workforce training as requested by the Secretary of State;
- advise the LA on determining teachers' pay where teachers are unattached;
- draft for LA approval a written performance management policy for unattached teachers; prior to the policy being established or revised, there must be consultation with all unattached teachers and the recognised unions; to recommend to the LA the appointment of a reviewer for unattached teachers;
- direct, monitor and challenge maintained and non maintained special schools on the requirement to check that their teachers have Qualified Teacher Status or fall within the special categories outlined in the regulations;
- have in place strategies to make sure that school teachers in maintained schools are qualified.

Assessment/Moderation

- Key Stage 1: to make provision for moderating teacher assessments in respect of maintained schools in relation to at least 25% of all relevant schools;
- Key Stage 1: to collect teacher assessment information from maintained schools, quality assure it and submit it to the Department for Education;
- Key Stage 1: to offer schools training and advice on all aspects of assessment at Key Stage 1 and ensure they have an electronic system to submit Key Stage 1 data;
- Key Stage 1: to make sure schools are aware of the need to store Key Stage 1 task and test materials responsibly;
- Key Stage 1: to monitor at least 10% of relevant schools to ensure the Year 1 phonics screening check is being administered correctly;
- Key Stage 1: to visit at least 10% of relevant schools before, during and / or after the phonics screening check, and submit information / data to the DfE;
- Key Stage 2: to visit 10% of schools administering National Curriculum Tests for monitoring purposes.

Complaints

- draft responses to complaints about the curriculum in maintained schools for LA approval;
- provide to the LA information relevant to an Ofsted investigation of a parental complaint about a school maintained by the LA where this is required by the Chief Inspector;
- make arrangements on behalf of the LA for a meeting for parents to be held if requested by the Chief Inspector where the school does not have a delegated budget;
- on behalf of the LA, provide a copy of the Chief Inspector's report to parents where the school does not have a delegated budget.

Intervention

- if after an inspection the Chief Inspector considers a school to require special measures or significant improvement, to consider what action to take in light of the report and prepare a written statement of action for approval by the LA prior to sending a copy to the Chief Inspector, and in the case of a voluntary aided school, the person who appoints the foundation governors and the appropriate appointing authority;

- seek agreement from the LA where a Warning Notice needs to be issued to a school; to prepare the Warning Notice on behalf of the LA in accordance with statutory requirements;
- seek agreement from the LA where it is recommended that a school eligible for intervention (other than where a warning notice has been given) should enter in to 'arrangements' such as a collaboration/federation, including consulting the Governing Body of the school and, in the case of foundation or voluntary schools, the appropriate diocesan or appointing authority.;
- seek agreement from the LA where the appointment of additional governors is necessary for a school eligible for intervention;
- seek agreement from the LA where it is necessary to put in place an Interim Executive Board (IEB) in a school eligible for intervention, to prepare the application to the Secretary of State for consent and consult the Governing Body and in the case of foundation or voluntary schools, the appropriate diocesan or appointing authority;
- seek agreement from the LA where it is necessary to give notice to a Governing Body of a school eligible for intervention that it is suspending its right to a delegated budget;
- on behalf of the LA, to comply with any direction from the Secretary of State to give a Warning Notice to a Governing Body.

Participation

- promote the effective participation in education or training of young people in Slough to 18 (or 25 for those with SEN, learning difficulties or disabilities);
- encourage education and training for persons over compulsory school age.