



## Pathways to Success

The school improvement framework for Milton Keynes  
September 2019

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## Introduction

We want our children to have access to the best education system that is defined by diversity, collaboration and above all high quality.

Whatever form of governance our schools choose, we regard them all as our partners, central to our work to improve outcomes for all children and young people in Milton Keynes. The LA retains a legal responsibility for performance in the borough as a whole under the Education Act 1996 and we take this responsibility very seriously. Accordingly, we are determined to hold all schools, including academies, to account for their performance, acting as a strong local champion for children and families.

However, the LA has specific duties and powers in relation to monitoring, challenge, support and intervention in maintained schools. This document sets out the way in which we carry out these functions, including our school categorisation process and arrangements for targeted intervention where necessary.

Since 2010 the educational system has been under constant review and undergone many changes. To ensure that our approach to school improvement continues to reflect national and local priorities and is focused on securing ongoing improvement we are committed to responding to these initiatives with effective strategies, working in partnership with national and local agencies, as appropriate.



C. A. Eyre

Cheryl Eyre  
Head of Education Attainment and Effectiveness

## LA investment in school improvement

In 2019 we reviewed the way the LA fulfils its school improvement function. We concluded that the following activities and services are required to support continued improvement in schools:

- A streamlined LA school improvement resource in order to sustain and promote a high standard of education for all children
- Continued focus on improving early years practice across settings and schools, led by the early years improvement partner
- Support for the continued provision of targeted training and development programmes
- Continuation of a governor support service and a comprehensive package of governor development activities
- Provision of support to schools for key stage moderation of teacher assessments in primary schools
- Maintenance of the LA as an ‘appropriate body’ to quality assure the induction of newly qualified teachers and to ensure that they meet the Teachers’ Standards
- Retention of a coherent induction and development programme for newly appointed headteachers and the provision of a coaching and mentoring service
- The development and support of a network for primary deputy and assistant headteachers
- Facilitation of headteacher consultative group meetings with the director of children’s services and senior officers
- Provision of information and briefings through our regular electronic newsletters and Educ@te
- Working in partnership with school providers to support subject network meetings for primary and secondary schools
- Working in partnership with all schools to maintain a balance of school places, ensuring that there are sufficient school places to keep pace with the dramatic rise in demand across Milton Keynes, without destabilising schools due to an oversupply.

## **Focusing on more vulnerable learners**

A continuing priority for the LA is to support and challenge schools to close the gap in outcomes and the quality of experience between those who are vulnerable and/or underperforming and their peers. Priority groups in Milton Keynes who are underperforming when compared with their peers nationally currently include:

- Children in care
- Pupils SEND
- Disadvantaged pupils
- Young offenders
- Children in need (including young carers)
- Children with high mobility including travellers

The LA keeps the progress of its underperforming and vulnerable groups under review, targeting support in schools with higher proportions of these children and young people.

We promote the well-being of all children and young people through a policy of equality and inclusion. In parallel with this school improvement framework, the LA has a plan to ensure we support vulnerable children and young people, particularly learners with learning difficulties and/or disabilities.

## **SEND**

The local authority has particular responsibilities for children and young people with SEND and in ensuring that schools and settings deliver the provision as required under the Special Educational Needs Code of Practice 2015 (CoP 2015) and as detailed in

individual children and young people's education, health and care plans. These duties include:

- Providing high quality teaching that differentiated and personal to meet the need of children and young people
- Ensuring high aspirations for all children and young people and contributing to setting and delivering provision to ensure holistic outcomes for children and young people preparing them for adulthood
- Tracking their progress towards these outcomes
- Ensuring that approaches used are evidence based and are enabling progress (CoP 2015: 1.24, 1.25)

The LA has responsibility for the admissions for all children and young people with an education, health and care plan and a responsibility for ensuring that schools and settings deliver the provision detailed in these plans.

Support, guidance and challenge to schools and settings in delivering these duties are an important function of the LA's school improvement and SEND services.

## **Children and young people in care and care leavers**

The Virtual School supports the education of children in care from the time they enter education to the time they leave education, including care leavers up to the age of 18. It is responsible for monitoring the educational achievements of Milton Keynes children in care and for challenging and supporting schools so that the children and young people have access to high quality educational provision.

The Milton Keynes Virtual School strives to ensure that every child in care reaches their full potential wherever they are placed. To achieve this, the Virtual School works closely with other schools and other professionals both within Milton Keynes and in local authorities across the country. In addition the Milton Keynes Virtual School has a role of liaising with other local authority virtual schools in relation to pupils in their care who are educated in Milton Keynes schools.

The Virtual School headteacher leads a team of three full-time and two part-time officers who ensure that the appropriate support is available to schools and that the personal education plans (PEPs) remain of a high quality.

Each term, schools are requested to provide performance updates on all pupils in care. This includes, key stages 1 and 2 attainment levels in reading, writing and mathematics; key stages 3 and 4 attainment in English and mathematics and progress towards GCSE targets. Any pupils who not making expected progress are identified and appropriate support is offered by the Virtual School. Schools are challenged where progress is not at the expected level and questioned as to what additional support is in place for the young person concerned. The number of children in care in each year group is small and a high proportion has been identified as having SEND.



## Promoting good behaviour and attendance

The LA and its partners in schools recognise that the most effective way of improving behaviour (including attendance) is to intervene at an early stage. The LA has a strategy for early help which has led to the creation of three locality-based, multi-disciplinary teams called Children and Families Practices (CFP), these are closely linked with the network of children and family centres, supporting vulnerable children and families. These teams work with schools to identify children, young people and their families with additional or considerable needs, creating plans to intervene effectively. The Strengthening Families Programme further supports families, focusing on anti-social behaviour/offending and poor attendance at school in its work with families.

Within the primary and secondary phases there are developing partnerships between mainstream schools, Romans Field, a special school for pupils with social, emotional and mental health needs (SEMH), the Primary Pupil Referral Unit (PRU), the Secondary Inclusion Partnership and the Behaviour Support Service.

The LA is committed to reducing persistent absence and increasing overall attendance in our schools. With the support and guidance offered to schools through the CFP, and by working together with improvement partners and pupil support services, we will continue to work towards improving regular attendance.

## Inspection and standards

This revised Milton Keynes School Improvement Framework is informed by Ofsted's Education Inspection Framework 2019 and

the associated inspection handbooks for section 5 and section 8 inspections (2019). Ofsted's evaluation schedule sets out each aspect that will be evaluated and judged. These judgements contribute to the judgement for overall effectiveness.

- The quality of education
- Behaviour and attitudes
- Personal development
- Leadership and management
- Early years
- Sixth-form provision

There is now much greater emphasis on the quality of the curriculum and the quality of education for all pupils, including pupils with SEND. Through their new framework for inspection, Ofsted will be 'shining a light' on pupils' learning across a breadth of subjects. As with previous inspection frameworks, there are some limiting judgements. For schools to be judged 'good', the quality of education must be 'good'. Similarly, to achieve 'outstanding' for overall effectiveness, the quality of education must be judged to be 'outstanding'. The criteria for outstanding are extremely challenging. Schools will be notified of an inspection the day before the start of the inspection. The inspection will be announced by telephone between 10:30 and 2:00 pm. However, on the day prior to the inspection the lead inspector will now have a longer discussion with the headteacher. As well as a discussion about practicalities, there will be an educationally focused discussion.

The Milton Keynes School Improvement Framework also takes account of Ofsted's local area special educational needs and disabilities inspection framework. These inspections enable

inspectors to review how local areas meet their responsibilities to children and young people (from birth to age 25) who have SEND.

## Floor standards - primary schools

A school will be above the floor standards if:

- at least 65% of pupils meet the expected standard in English reading, English writing and mathematics; **or**
- the school achieves sufficient progress scores in **all three** subjects. At least -5 in English reading, -5 in mathematics and -7 in English writing.

To be above the floor standards, the school needs to meet either the attainment, or all of the progress elements.

## Floor standards - secondary schools

- A school is below the floor standard if its Progress 8 score is below -0.5, and the upper band of the 95% confidence interval is below zero.

## Roles and responsibilities

### The LA

The LA's overriding purpose is to work in partnership with schools, settings and other agencies, to raise the educational aspirations and achievement of individuals, groups and communities. The LA is unequivocal in its determination to raise the educational

achievement of all its learners irrespective of ability, age, gender or ethnicity and to counter any disadvantages they may experience. It recognises and values the diversity and distinctiveness of individual learners, groups and institutions. It actively promotes the concept of schools as self-regulating institutions within a professional, supportive and collegiate framework which sustains a climate of continuous improvement.

The role of the LA is to be a strong champion for children to ensure that the needs of all children and young people are met. It does this through monitoring provision and outcomes, challenging, providing support and, where necessary, intervening when a school is failing to provide a good standard of education. A key priority for the LA is to develop its commissioning role, working with partners to deliver targeted and integrated support leading to better outcomes for children and young people.

With regard to academies, we recognise that academies are responsible to the secretary of state for education, with delegated responsibility to the regional school commissioners, for their achievement and standards. However the LA will challenge any academy that is not offering good quality provision for local children and young people. We will do that initially through contact with the headteacher, governing board and/or sponsors, but also in consultation with the regional school commissioner and the appropriate officers from the Department for Education (DfE).

To fulfil the LA's statutory role in securing high standards in maintained settings and schools, it is prudent in the context of a changing national landscape to retain a flexible and co-ordinated setting and school improvement resource, albeit reduced, which

facilitates the strategic and targeted use of resources. Lead roles which deliver support and challenge to leadership teams in schools and settings are aligned in one business area called Setting and School Effectiveness. This has facilitated improved information sharing, more coherent packages of support to settings and schools, and promoted cross-phase development.

Each improvement partner and all officers undertake ongoing training to ensure that all aspects of their skills and knowledge are concurrent and of a high quality. In addition, we will seek to build strong partner networks between schools to ensure time-limited support for those settings and schools requiring accelerated improvement. These arrangements aim to secure sufficient capacity to sustain improvements and fulfil the LA's remaining statutory functions at a time of financial constraint.

Holding schools and settings to account for standards and supporting them to achieve these are a fundamental aspect of the Improvement partner's role. The LA has a duty to categorise all schools and settings according to how effective they are in delivering a high standard of education. (See Appendix) The involvement of improvement partners in the work of the school will be in inverse proportion to success and those schools judged most effective will have only light-touch monitoring. The work of the improvement partner will include:

- Acting as a representative of the LA in championing the children and young people served by the school
- Monitoring the performance of LA category 1 and 2 schools and supporting them as appropriate to their identified needs

- Carrying out visits, as deemed appropriate, to LA category 3 and LA category 1c, 2c, 3c and 4 schools with a targeted improvement board. These meetings will differ from school to school and will be driven by the needs of the school, the school's priorities and its agreed action plan. Improvement partners will support school improvement through an appropriate balance of challenge and support
- Providing notes of visits to the chair of governors, headteacher and the LA on the accuracy and quality of school self-evaluation, progress towards improving achievement, agreed activity and the impact of support in LA intervention schools
- Providing advice to the governing board to inform the headteacher's performance management and on the effectiveness of the school's performance management systems in LA intervention schools
- Attending TIB meetings in LA schools.

We believe it is important that a simple set of principles guides the work of improvement partners, remembering at all times that it is the responsibility of the governing board and the headteacher to secure a good quality of education in any given school. These principles include:

- Maintaining a focus on pupil achievement by monitoring the standards attained, the progress made and the behaviour and safety of pupils
- Making evidence-based assessments of a school's performance and its strategies to improve learning and teaching
- Providing professional challenge and support to improve the school's performance

- Demonstrating respect for the school's autonomy in planning its development, starting from the school's self-evaluation and the needs of the community, especially the pupils
- Providing intervention in inverse proportion to success, reporting on any causes for concern and agreeing an external support package as appropriate
- Ensuring coherence so that all partners consistently support the school's normal cycle of evaluation, planning and action.

Improvement partners provide written records of their work with schools. These include visit reports to an agreed, common and consistent format, reporting to the governing board on the performance of the school and advising the governing board on headteachers' performance management objectives (if required). Quality assurance of improvement partners' work is provided by the LA.



## Schools

Schools are expected to be self-regulating and self-evaluating, monitoring their performance and planning for continuous improvement. Effective settings and schools share their own good practice, work well in partnership and actively seek out best practice elsewhere.

The governing board (or the management committee in the case of many settings) has the responsibility for the overall strategic direction of the school and for the standards achieved. Governors have a vital role to play in making sure every child gets the best possible education. To help ensure this, governing boards should focus on their three core strategic functions:

- Ensuring clarity of vision, ethos and strategic direction
- Holding the headteacher to account for the educational performance of the school and its pupils, and the performance management of staff, and
- Overseeing the financial performance of the school and making sure its money is well spent.

In addition, governors are responsible for ensuring that the school fulfils its statutory duties, for example under the Equality Act 2010, and other duties, for example to the 'Prevent' duty and safeguarding.

## Leadership teams

Leaders and managers are charged with realising an ambitious vision for the setting or school, having high expectations of children and securing appropriate support from partners, including the LA.

They should use challenging targets to raise standards and secure the well-being of all children, eliminating low attainment among particular groups.

## **Developing partnerships**

In recognition of changes in funding to the LA and schools, we recognise that support for schools and settings will need to focus on a partnership approach between schools and central funding being secured wherever possible. Maintained schools will continue to receive a core service from the LA, however schools will need to identify their additional requirements and assign their budget accordingly.

Sharing best practice, partnerships and collaborative working will be a cost effective way for schools to develop resources and access additional support.

## **Funded support**

There will be some DfE funding available for local authorities and regional work, with a specific focus on improving standards in schools causing concern. The LA will work with schools and partners to develop viable projects that will benefit schools and support improvement.

The LA will offer a range of traded services to support school improvement across the system, which maintained schools and academies can purchase.

Teaching schools and local providers will continue to bid for funding and offer training and support to schools at an agreed cost.



## **National leaders of education (NLE) and national support schools (NSS)**

Milton Keynes has a growing number of outstanding and high performing schools lead by headteachers who have been awarded NLE and NSS status. The aim of the NLE programme is to support schools in the most challenging circumstances. Usually, this means schools identified as being in need of significant improvement by the RSC and DfE. The focus of NLE/NSS work is to assist the supported school in making significant progress.

Deployment is tailored to suit the needs of the supported school. For example an NLE could:

- In a school that has a headteacher vacancy, take the role of full-time acting or executive headteacher and arrange for there to be a significant involvement of staff from the NSS
- Work alongside an acting or executive headteacher for three days a week, providing advice and extensive support from staff in the NSS
- Provide consultancy support, with some staff from the NSS, for one to two days a week.

The minimum time expectation for a deployment is between one and two days a week although, depending on the circumstances and type of support provided, the deployment may be much more intense. This could be up to full time for a defined period of time, or permanent if the support leads to federation or academy sponsorship. A deployment typically lasts between one and three years, depending on the level of support needed.

Where the NLE is not engaged in a specific deployment, he or she is expected to undertake other work with a school or schools in challenging circumstances.

NLEs are responsible, on behalf of the NSS, for negotiating appropriate funding for deployments. It is up to the NSS governing board to decide whether the NLE or other staff are rewarded financially for their individual work as part of a deployment.

## **Local leaders of education**

Local leaders of education (LLEs) are serving headteachers or principals with at least three years' headship experience, good outcomes in attainment and Ofsted outcomes, and a successful track record of school leadership and management. LLEs work outside their own school, providing support to another headteacher and his or her school. The headteachers work together to drive forward improvements. Through a coaching and mentoring approach, the LLE's support builds the supported headteacher's leadership capacity to ensure that these improvements can be sustained.

The LLE role is flexible but typical activities include:

- Negotiating objectives for improvement and reviewing school documentation, policies and procedures
- Coaching and mentoring the headteacher to develop skills, judgement and professional effectiveness
- Supporting or arranging coaching or training for key staff in the school
- Inviting the headteacher or other staff to visit the LLE's own school for discussion, observation, development activities, coaching or placements.

Schools that are a priority for LLE support are those where:

- Attainment is below the floor standard
- The school is considered to be vulnerable
- The headteacher is new to role.

Deployments with a school improvement focus may last from six months to three years, with LLEs normally spending between half a day and one day a week working with the supported school. The LLE can allocate some of the contracted days to other members of staff in his or her own school, so for example, the LLE's deputy headteacher could be asked to work with the deputy at the partner school as part of the deployment.

Whoever is brokering the LLE's time will negotiate funding for the deployment. Any funding will be paid to the LLE's school. It is up to the LLE's school governing board to decide whether the LLE is rewarded financially for his or her individual work on the deployment.

### **Monitoring - the LA categorisation process**

In order to fulfil the LAs statutory duty to monitor and report on standards and achievement the LA categorisation of schools is reviewed annually according to the following process. This is managed and overseen by the head of setting and school effectiveness.

On a yearly basis, improvement partners will undertake a desktop exercise to evaluate the headline data for the maintained schools that they are allocated to and academies who have commissioned this service. They will do this as soon as the data becomes available and will compare data to outcomes for the previous year and provisional national data where possible.

As they complete the desk top exercise, improvement partners will compile a data review using a pro-forma. They will highlight key strengths and questions arising from the data. This review will be

sent to the headteacher and chair of governors along with arrangements for the half day improvement partner review visit to school. We refer to this visit as the 'core offer visit'. This visit will be spent considering the key questions identified from the headline data; depending on the timing of the visit it may be appropriate to consider information from the following sources:

- The school's own attainment and progress data. Other school data (for special schools)
- Ofsted's inspection dashboard
- The Inspection Dashboard Summary Report (IDSR) and Assessing School's Performance documents
- Fisher Family Trust Aspire (FFT) reports
- LA performance reports
- Ofsted published inspection reports
- Complaints about the school made by parents (and others).

After their meeting with the headteacher, the improvement partner will complete a core offer note of visit and email this to the headteacher and chair of governors.

The work outlined above will enable the LA to fulfil, in an informed manner, its duty to meet or speak with Ofsted inspectors during school inspections and attend Ofsted feedback meetings. The activity outlined above will inform an initial risk assessment which will be made based on the LA categorisation table (see Appendix). If this risk assessment indicates that there may be a significant change in the school's categorisation, the improvement partner will alert the head of setting and school effectiveness who will:

- Inform the director of children's services , LA managers and teams as appropriate
- Consider concerns and potential support to address any identified risks
- Together with the head of settings and school effectiveness, meet with the headteacher and chair of governors to discuss concerns and formulate a plan to address issues
- Regularly monitor progress against the plan and arrange follow-up meetings if and when deemed appropriate.

Towards the second part of the autumn term, the head of delivery for setting and school effectiveness will call a meeting of improvement partners at which the categorisation of primary schools will be reviewed and provisionally agreed. Secondary schools will be reviewed early in the autumn term when the key stage 4 and key stage 5 data is available and an initial category will be provisionally agreed. If additional information is required to determine a significant change in categorisation, the improvement partner will reference the information sources listed above. The LA categorisation grades are informed by the criteria Ofsted's Evaluation Schedule for the inspection of maintained schools and academies.



## Targeted improvement boards (TIBs)

When a school has been potentially identified as LA Category 1c, 2c or 3c, it is likely that the improvement partner will recommend that the school requires a TIB. The head of settings and school effectiveness will review the evidence and the improvement partner's recommendation. If the improvement partner's recommendation is endorsed, a letter will be sent to the governing board confirming the re-categorisation and a TIB will be put in place. TIBs are chaired by the head of setting and school effectiveness. When a decision has been confirmed to establish a TIB, a senior officer will visit the school to explain the process to the headteacher and a representative from the governing board (normally the chair). Any support provided to the school through the work of the TIB will form part of the local authority's extended offer.

LA categorisation 1c, 2c and 3c will trigger an action plan, developed by the school with support from the LA. The implementation of the action plan is overseen by the school's improvement partner.

The TIB will:

- Meet 3-6 times annually - as appropriate
- Secure accuracy of self-evaluation
- Ensure rigorous school improvement/development planning
- Identify additional support needed. (This may include a recommendation of up to 3 additional days of improvement partner time in school).

Where a school is identified as a Category LA 1c, 2c, 3c or 4, the school will be required to demonstrate that it is making best use of its delegated funding to support the improvement process. Where the needs of such a school require additional support, the LA will assist the school in brokering support from external sources. If a school is judged inadequate by Ofsted, or meets the coasting criteria, the LA will work with the school, the RSC and the DfE as outlined in the document Schools Causing Concern: intervening in failing, underperforming and coasting schools guidance for local authorities and RSCs (DfE March 2016) or any subsequent update to this.

**Table: LA categorisation**

Standards		Progress	Attendance and Exclusions	Inspections	Other
For the most recent year where data is available and as part of a three year trend					
EYFS	Standards at end of EYFS, using % reaching a good level of development and achieving at least the expected level in areas of Learning, with particular reference to the 3 identified prime areas				
KS1	Standards at end of KS1 in reading, writing, phonics and maths using % at age related expectations	Progress EYFS to KS1 (judge EYFS results as above, in line, below and compare with similar at KS1)			
KS2	Standards at end of KS2 in reading, writing, maths, and grammar, punctuation and spelling, using % at age related expectations Standards at end of KS2 in reading, writing and maths <b>combined</b> , using % at age related expectations	Progress from KS1 to KS2 using progress scores in all three subjects.	Latest figures for overall attendance and rates of exclusion	The findings of any recent Ofsted inspections or monitoring visits and/or LA audits	Any significant safeguarding and behavioural issues  The number, nature and seriousness of complaints received by the LA, DfE or Ofsted, and their outcomes
KS4	Standards at end of KS4, using Attainment 8	Progress KS2 to KS4, using Progress 8			
KS 5	Standards at end of KS5, using % of Level 3 at 19, % of A*-B, APS per entry				

Schools are categorised in relation to the following factors:

- Data: consistency, inconsistency, decline or improvement, performance against floor standards
- Level of concern/risk with regard to Ofsted inspection judgements
- Figures for overall attendance
- Latest figures and/or information about exclusions
- LA reviews reports
- SIAMs inspections reports (where relevant)
- Findings of HMI monitoring visits
- Any significant safeguarding issues
- The number and nature of any parental complaints received by the LA, Ofsted or DfE and their outcomes.

(Refer to Appendix 1 for categorisation chart)

### Category LA1: Outstanding schools

These are excellent schools that are consistently successful in their ambition and realisation of securing an outstanding quality of education for all pupils. Pupils at outstanding schools achieve consistently highly and pupils with SEND achieve exceptionally well. The quality of education is consistently outstanding across all key stages. Attainment has been above national averages for 3 consecutive years. Progress measures in have been sustained consistently strong. All groups of pupils make at least good progress. These schools offer many examples of excellence

including a very high quality curriculum; in summary, these schools offer 'sector-leading' provision. Such schools have the capacity to work with other schools to help raise standards and improve the quality of education. However, in order to maintain a strong relationship between the school and the LA and to identify sources of good practice and expertise, the school will be offered an annual visit from its allocated improvement partner. The focus of the visit will be the identification of good practice and the end of Key Stage outcomes and pupil progress. This visit will be scheduled for the first half of the Autumn Term.

### Category LA2: Good schools

These are schools which provide a good quality of education. Typically, performance is good overall and capacity for sustained improvement is good. Attainment is likely to be at or above national averages. Progress is consistently good for all significant groups. Where there are any minor aspects that may need further improvement, leaders have identified them and can provide robust evidence of previous activities which have led to improvement.

In addition, to allow the LA to discharge its duty to monitor the quality of provision in all schools, those categorised as good will be offered an annual visit from the allocated improvement partner. The IDSR and ASP are published late in the autumn term or early in the spring term. At that point, a further check will be conducted on LA category 1 and 2 schools as well as others to ensure the agreed category is accurate.

### Category LA3: Requires Improvement

These are schools identified by the LA or themselves as providing a variable quality of education and therefore likely to be identified by Ofsted as 'Requires Improvement'. Some aspects may be good. The degree of support and range of needs for schools in this Category is wide and therefore the degree of LA support will vary accordingly. The LA will discuss and agree the areas requiring support with the school through the school's improvement partner.

### Category LA4: (intervention schools) schools causing concern

These are schools that have been judged by Ofsted as inadequate. This judgement may also include a judgement that safeguarding is ineffective. Once the Ofsted judgement of inadequate is confirmed, the RSC will take responsibility to ensure that the school becomes a sponsored academy as swiftly as possible. Until such time as the school becomes a sponsored academy, the LA will provide support to the school.

The degree of support and range of needs for schools in this category are wide and LA support will vary accordingly. The LA will discuss and agree the areas requiring support with the school and a LA action/improvement plan will be drawn up by the improvement partner in collaboration with the school's senior leaders and chair of the governing board. This LA plan will be designed to address the areas in most urgent need of improvement identified by Ofsted and

the academisation of the school, until such time as the school becomes a sponsored academy.

A TIB will be set up. This will consist of the headteacher, the chair of the governing board and the improvement partner and will be chaired by a senior officer of the authority. Other LA officers and strategic partners will be co-opted on to the TIB as appropriate and according to the needs identified. The TIB will meet on a regularly agreed basis and will monitor and evaluate progress against the agreed improvement priorities.

### Academisation

The Secretary of State has a duty to make an academy order in respect of any maintained school that has been judged inadequate (serious weaknesses or special measures) by Ofsted. The RSC (acting on behalf of the secretary of state for education) will take responsibility for ensuring that the school becomes a sponsored academy as swiftly as possible, including identifying the most suitable sponsor and brokering the relationship between that sponsor and the school.

In the case of a foundation or voluntary school with a foundation which is subject to an academy order, the RSC is required to consult about the identity of the sponsor before entering into academy arrangements; they will consult the trustees, the person(s) who appoint the foundation governors and, in a school with a religious character, the appropriate religious body.

Under new sections of the Academies Act 2010 and the Education and Adoption Act 2016, if a maintained school is the subject of an academy order, the governing board and LA will be under a duty to facilitate its conversion into an academy by taking all reasonable steps towards that end. RSCs can use the secretary of state's power to give the governing board or the LA a direction, or directions, to take specified steps for this purpose; if the RSC has identified a sponsor for the school, the governing board and LA must take all reasonable steps to facilitate the sponsor taking responsibility for the school. Once the RSC has identified the sponsor for a maintained school that was judged inadequate, the sponsor will be under a duty to communicate to parents where the school has been judged as inadequate by Ofsted a sponsor.

Where a school or setting has been judged inadequate by Ofsted, a LA statement of action (SOFA) will be produced and submitted to Ofsted within ten days of the publication of the report; the LA will also include a LA action/improvement plan. The action/improvement will be drawn up by the improvement partner in collaboration with the school's senior leaders and chair of governors. This LA plan will be designed to support progress towards the improvement priorities identified by Ofsted and the academisation of the school. In addition, the improvement partner will maintain frequent and regular contact with the school in order to intervene early to avert further decline.

For schools judged to have 'serious weaknesses' or requiring 'special measures' the improvement partner will:

- Attend feedback and follow-up meetings with the school and governors
- Prepare a statement and a LA action/improvement plan showing how the LA will support the school
- Set a target date for the completion of specified improvement actions, academisation and support the school in writing and costing the action/improvement plan
- Commission support from officers in children and families and beyond according to need
- Prepare monitoring information as required by HMI (the school may not receive a monitoring visit prior to academisation)
- Work with the school to adapt activities in the light of the monitoring information.

We are committed to working in partnership with the Diocesan Authorities where appropriate to develop any intervention necessary to improve performance.



## Monitoring and evaluation

Intervention programmes are evaluated against children's outcomes to ensure value for money and impact. The impact of LA support and intervention in individual schools is monitored through a TIB chaired by a senior LA officer. The LA management board will monitor the progress of LA intervention schools through monthly highlight reports. This on-going scrutiny ensures consistency in approaches and the development of an exit strategy to secure ongoing improvement. Schools that are successful in being removed from LA intervention are categorised as 'sustaining success' and receive reduced support from an improvement partner.

## TIB exit strategy

Rigorous criteria for exiting from intervention have been established and made clear to all schools to ensure that independent sustainability of improvement can be maintained, once LA support is removed. These include:

- Academisation
- The school achieving the attainment and progress targets established in the plan
- The school's monitoring of in-year progress data indicates an upward trajectory is secure
- Test results are above national floor standards

- Evidence of additional capacity in the school's leadership team (including governance)
- Teaching is consistently satisfactory with the majority evaluated as good or better and none judged inadequate
- Five 'non-negotiables' are in place:

1. Robust, rigorous and regular school review and self-evaluation processes including evidence of regular reporting to the governing board and subsequent challenge
2. A school improvement plan which is focused on raising standards, improving teaching and learning and leadership and management
3. Regular tracking and monitoring against age-related expectations
4. Quality assurance of assessment to ensure accuracy across all subjects
5. A continuing professional development programme integrated into the school improvement plan and monitored for impact.

In reviewing the structure and organisation of schools in LA intervention, we are able to submit proposals to the secretary of

state for amalgamation/closure in the case of infant, junior and smaller primary schools, re-opening as primary schools on existing sites where possible and within financial constraints. In the case of underperforming primary and secondary schools, we are able to explore with governing boards opportunities for changing governance arrangements or strengthening the school through development as a sponsored academy. Other measures to strengthen governing boards may include appointment of additional governors and the use of an interim executive board (IEB).

### **Intervention – LA, RSC and secretary of state**

Where the governing board does not agree with the concerns raised, the LA will work within the procedures available as set out in the document: ‘Schools causing concern. Guidance for local authorities and regional schools commissioners on how to work with schools to support improvements to educational performance, and on using their intervention powers’ (DfE November 2018).

In extreme circumstances this might result in the following intervention powers being exercised:

- Issuing of a formal performance, standards and safety warning notice requiring the school to take specified action.
- Nominating additional governors to a school’s Governing Board
- Suspending the school’s delegated budget

- Requiring the governing board to enter into arrangements with a view to improving the performance of the school
- Replacing the governing board with an interim executive board (IEB).

The LA is required to notify the RSC if it intends to use its intervention powers.

In addition, the secretary of state has the intervention powers to appoint additional governors, nominate and pay IEB members, or to direct the closure of the school.

The LA has the power to intervene to prevent the breakdown of discipline in a maintained school. The LA will only use this statutory power as a final resort. It is possible that it may come into operation when a school is failing to respond to support or when an Ofsted inspection judges a school to be inadequate (having ‘Serious Weaknesses’ or requiring ‘Special Measures’).

### **Evaluation**

Evaluation involves making a judgement about how effective a programme of planned activity is in meeting its aims and success criteria. Evaluation takes place at a fixed point when a judgement is reached on the impact of the work carried out.

Evaluation of LA work with schools in Categories 1c, 2c, 3c and 4 schools takes place through:

- TIB meetings
- Reviews of school/LA action plans
- Ongoing scrutiny through an LA Management Board
- HMI letters following monitoring inspections of schools in Ofsted categories that comment on the work of the LA
- Feedback reports from Ofsted
- Feedback from schools.



## APPENDIX 1 - local authority school categorisation chart

Ofsted Category <b>Outstanding</b>	Ofsted Leadership Grading	Previous Ofsted Judgement	Data ( <u>any</u> of the following apply)	Other factors	LA level of concern	TIB	LA category
1			Consistent	<u>The LA will also draw upon information about the following to inform decisions about school categorisations:</u>	None	No	1
1			Small decline Inconsistent	<ul style="list-style-type: none"> <li>- Latest figures for overall attendance</li> <li>- latest figures and/or information about exclusions</li> </ul>	Risk of 2	No	1b
1			Sharp decline Below all measures of the governments minimum floor standard	<ul style="list-style-type: none"> <li>- The findings of any LA Reviews</li> <li>- The findings of any SIAMs inspections (where relevant)</li> <li>- The findings of any HMI monitoring visits</li> <li>- Any significant safeguarding issues- the number, seriousness and nature of any parental complaints received by the LA, Ofsted or DFE and their outcomes.</li> </ul>	Risk of RI/ SW/SM	Yes	1c

Ofsted Category Good	Ofsted Leadership Grading	Previous Ofsted Judgement	Data (any of the following apply)	Other factors	LA level of concern	TIB	LA category
2			Improving SEF validated as 1	<u>The LA will also draw upon information about the following to inform decisions about school categorisations:</u>	Anticipated to be 1 at next Ofsted	No	2a
2			Consistent	- Latest figures for overall attendance  - latest figures and/or information about exclusions	None	No	2
2			Small decline Inconsistent	- The findings of any LA Reviews  - The findings of any SIAMs inspections (where relevant)	Some concern and to be monitored	No	2b
2			Declining below all measures of the government's minimum floor standard	- The findings of any HMI monitoring visits  - Any significant safeguarding issues- the number and nature of any parental complaints received by the LA, Ofsted or DFE and their outcomes.	Risk of RI/ SW/SM	Yes	2c

Ofsted Category Requires Improvement	Ofsted Leadership Grading	Previous Ofsted Judgement	Data (any of the following apply)	Other factors	LA level of concern	TIB	LA category
3	2		Improving SEF validated as 2	<u>The LA will also draw upon information about the following to inform decisions about school categorisations:</u>	Anticipated to be good at next Ofsted	No	3a
3	2		Not improving. Declining Below all measures of the government's minimum floor standard	- Latest figures for overall attendance  - latest figures and/or information about exclusions	Risk RI/RI leadership SW/SM	Yes	3c
3	3		Improving	- The findings of any LA Reviews  - The findings of any SIAMs inspections (where relevant)		Yes	3c
3	3	1/ 2  3 (with leadership 2)	Declining Below all measures of the government's minimum floor standard	- The findings of any HMI monitoring visits  - Any significant Safeguarding issues- The number and nature of any parental complaints received by the LA, Ofsted or DFE and their outcomes.	Risk RI/RI leadership SW/SM	Yes	3c
3	3	3	Not improving Inconsistent		Risk of SM/ SW	Yes	3c
3	3	SM/SW	Declining Below all measures of the government's minimum floor standard		Risk of SM/ SW	Yes	3c

Ofsted Category Inadequate	Ofsted Leadership Judgement	Previous Ofsted Judgement	Data ( <u>any</u> of the following apply)	Other factors	LA level of concern	TIB	LA category
4 SM/ SW Academy Order						Yes until school converts to academy	4

- a. It is anticipated that the school will improve on its Ofsted judgement at the next Ofsted inspection
- b. There are some small changes (or a small 'dip') that is unlikely to affect the next inspection judgement but which need to be addressed to secure effectiveness
- c. There is a degree of risk in relation to the next inspection judgement because:
  - there has been a lack of improvement
  - there has been a decline

## Appendix 2

### Schools in LA intervention - responsibilities

The **headteacher** is responsible for:

- Drafting the school improvement plan (SDP)
- Agreeing the SDP with the improvement partner
- Presenting evidence for the TIB. This should draw on existing data and analysis, focusing on:
  - Standards and progress
  - Teaching and learning
  - Leadership, including governance
- Ensuring that he/she or members of the senior leadership team:
  - Lead data and evidence-driven pupil progress meetings
  - Do so half-termly in Year 2 and Year 6 and termly in other year groups
  - Ensure that 'next steps' identified in these meetings are effectively actioned, including the identification of target groups

The **governing board** is responsible for:

- Ensuring that the chair of governors or agreed representative attends the TIB
- Ensuring TIB minutes are an agenda item on the full governing board agenda
- Ensuring prospective candidates for teaching posts are discussed with the improvement partner prior to short listing.

The **Improvement Partner** is responsible for:

- Providing an agenda for all members of the TIB at least four days in advance of the TIB meeting
- Ensuring key points and actions are minuted and circulating the minutes within 10 days of the meeting
- Communicating with the Diocese where appropriate
- Regularly reviewing progress against success criteria in the school improvement plan with the headteacher
- Commissioning support where appropriate
- Providing written or oral reports of their work with the school at TIB meetings
- Bringing information about the impact of support from LA colleagues not attending the TIB meeting
- Keeping relevant LA colleagues informed of any decisions of TIB meetings which impact on support.

### **Targeted Improvement Board (TIB) meetings**

TIB meetings will focus on the impact of intervention and LA/school commissioned activity to improve outcomes. The purposes of the TIB meetings are to:

- Monitor the impact and effectiveness of LA commissioned support, agreeing redirection where necessary
- Hold the school to account for the impact of external support and achieving accelerated improvement
- Celebrate success.

Membership of the TIB includes the headteacher, deputy headteacher where agreed by the head, chair of the governing board, the improvement partner and will be chaired by the head of settings and school effectiveness.

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