

Department for Children and Young People

## SCHOOL IMPROVEMENT POLICY 2010

Produced by The South Gloucestershire Learning and School Effectiveness Service

**“An holistic approach to School Improvement through supported School Self Evaluation”**



2007-2008  
Healthy Schools



2007-2008  
School Improvement



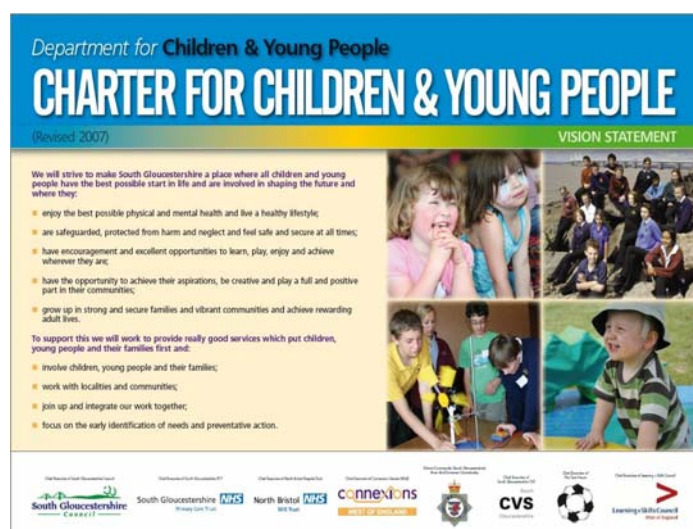
# SECTION 1

## POLICY STATEMENT

### The Rationale

***The South Gloucestershire School Improvement Policy has been designed to support a culture which promotes the South Gloucestershire Vision for Children & Young People.***

- Value learning
- Celebrate achievement
- Cultivate innovation
- Empower schools in their continuing improvement



***It aims to help schools and the Local Authority to:***

- ***meet their statutory requirements; and***
- ***enable children and young people to achieve the outcomes of the vision identified above.***

### Purposes

***The purposes of the South Gloucestershire School Improvement Policy are to:***

- improve the performance of all young people in South Gloucestershire schools and address underachievement, particularly that of vulnerable groups;
- establish a unified and collaborative Local Authority approach to school improvement;
- clarify the respective responsibilities of schools, the Local Authority and its partners for improving performance and addressing underachievement;

- ensure that effective self-evaluation underpins improvement for schools and the Local Authority;
- ensure that all schools share collective responsibility for the achievement and well-being of all children and young people in South Gloucestershire;
- ensure that support will focus on building schools' capacity for continuous self-improvement.
- identify clearly the processes by which the Local Authority will support schools in their self-evaluation and improvement;
- promote the identification, dissemination, promotion and celebration of best practice within and across schools;
- clarify the nature and extent of Local Authority intervention, support and challenge for schools identified as having additional needs or causing concern;
- achieve best value in deploying resources to support school improvement; and
- enable schools to engage with the developing local and national agenda.

### Key Principles

- Successful schools and effective school improvement depend on high quality leadership and management and improving professional practice.
- School improvement, across all five areas of the Every Child Matters agenda, relates equally to the inclusion of all children and young people, through personal and social development, broader educational outcomes and experiences, and to what is measured by national tests.
- Personal and professional needs and relationships are highly valued and are central to the process of school improvement.
- Relationships between schools, the Local Authority and its partners are based on, mutual trust, empathy and openness with secure processes for collaboration and consultation.
- Children, young people and their families have experiences and opinions that should, by right, be engaged, listened to and acted upon.

## **Other Establishments**

Over the last few years the broad principles, approaches and strategies within this School Improvement Policy have been successfully applied as appropriate to other establishments such as the Pupil Referral Unit and provision for young offenders. Where required, relevant adjustments will be made to the standard provisions in this improvement policy in order to ensure that an effective response to the need for support is achieved. In these cases dialogue with the Head of Learning & School Effectiveness or the School Improvement Partner can achieve agreement on the appropriate support.

## SECTION 2

### POLICY GUIDELINES

#### 2.1 Introduction

South Gloucestershire Local Authority is committed to celebrating success and to providing support to schools in direct proportion to needs. The needs of schools will be kept under continuous review in order to ensure that timely support can be provided.

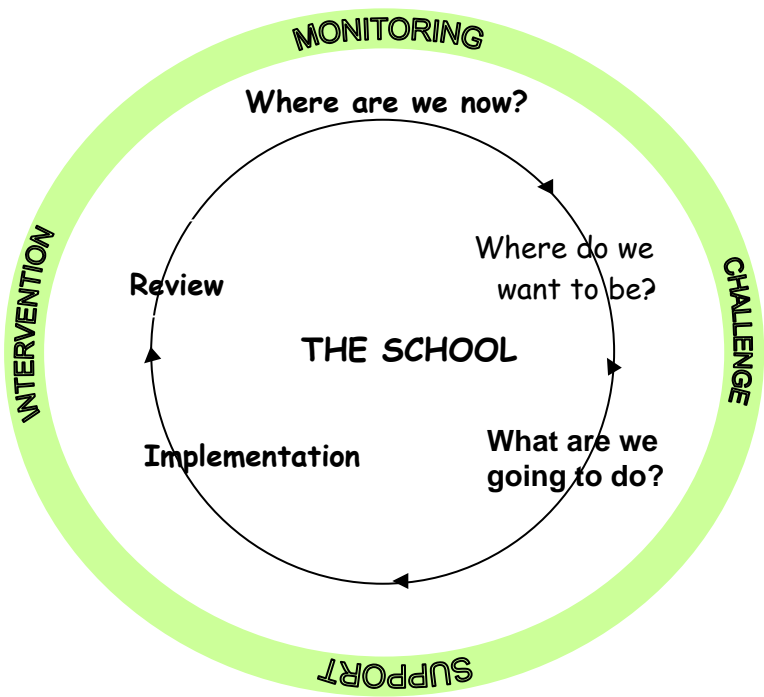
A wide range of central staff (*see Annex 7*), colleagues from other agencies and the voluntary and community sector provide support for School Improvement including:

- Advanced Skills and Leading Teachers
- Advisers, Consultants and Advisory Teachers
- Agencies involved in delivering Extended Services
- Avon Consortium Traveller Education Service (ACTES)
- Behaviour Support Team
- Central Resource Services eg. Finance, HR, Information & Management, Access & Asset Management Planning
- Children's Social Services Teams, eg. Community Teams, Child Health and Disability Team, Looked After Children Team, Family Placement, Fostering and Adoption Teams and Child and Adolescent Support Team
- Community Learning
- Community Sport and Active Lifestyles
- Diocesan Education Services
- Connexions Service
- Student Access & Support, Early Years and Child Care, School Organisation Planning, Policy & Monitoring
- Education Welfare Service
- Educational Psychology Service
- Ethnic Minority Achievement Service (EMAS)
- Governor Support Unit
- Inclusion Support Service
- Library Service
- Locality Services
- Leadership and Management Coaches

- Music Service
- Primary Care Trust
- Parent Support Advisers
- Safer South Gloucestershire Team
- School Support Co-ordinators
- School Improvement Partners (SIPs)
- Sensory Support Service
- Special Educational Needs Service
- SureStart Children's Centres
- Youth Service
- Youth Offending Team
- Young People's Learning Agency (from April 2010)

Rigorous self-evaluation is central to school improvement. SIPs and other Local Authority personnel work to support schools with their self-evaluation (*see Section 2.3*). The outcomes of this process are used to determine the extent and nature of any action required for school improvement. They contribute significantly to the identification of good practice and support dissemination and promotion through the systematic application of the evaluation and improvement cycle. In this way schools, together with SIPs and other Local Authority personnel, can identify and secure improvements where necessary, thereby making a vital contribution to raising the achievement of children and young people in South Gloucestershire.

These policy guidelines for school improvement have been developed in the context of the New Relationship with Schools as part of the Schools Act 2006.



The SIP programme is now firmly established in all South Gloucestershire schools and will be further refined in relation to impending legislation.

## ***The Local Authority has a role in monitoring, supporting, challenging and intervening.***

These four key tasks are defined as follows:

### ***Monitoring***

The regular and systematic collection and analysis of a wide range of performance data (qualitative and quantitative), in partnership with schools' self-evaluation processes, in order to inform school and Local Authority strategic planning and quality assurance processes, and to ensure that statutory requirements are met.

### ***Supporting***

Working in partnership with schools to address identified needs, either directly or through brokerage of external providers. The Local Authority's banding system is designed to ensure that schools receive sufficient and timely support to address identified concerns.

### ***Challenging***

Working in partnership with schools to ensure that opportunities for improvement are recognised and exploited to the full so that pupils' achievements, personal development and well-being are maximised through the effective use of rigorous school self-evaluation.

### ***Intervention (also see Section 2.12)***

Successful school improvement strategies should lead to improved achievement and learning, quality of teaching and leadership and management in the context of the South Gloucestershire Vision for Children & Young People. Schools are responsible for their own performance and improvement. The Local Authority is responsible for supporting schools in their own self-evaluation. Where performance, self-evaluation and plans for improvement are judged to be unsatisfactory, the Local Authority will use its powers of intervention, as specified in the New Relationship with Schools, to ensure that the school's performance improves.

## **2.2 The supported self-evaluation cycle**

SIPs, Local Authority officers, advisers and partners will work with all schools in supporting school self evaluation. The allocation of support throughout the year is differentiated according to need. The detailed schedule of support, including school visits, is outlined in Tables 1 and 2. Under this arrangement all primary, special, secondary and PRU schools will receive a minimum of 3 half day visits from a School Improvement Partner. A further visit from an Educational Psychologist/Inclusion Support Co-ordinator will be provided according to need for schools in

Bands 1 and 2 and for all schools in Bands 3 and 4. All secondary schools will receive up to 3 half day visits from the Learning Strategy Manager. Each visit will have a clear focus and agenda. Support from Teaching and Learning Advisers and Consultants will be negotiated separately according to need through partnership plans. Schools in Band 3 and 4 will receive additional visits from School Improvement Partners, Strategy Managers and Senior Advisers as outlined in Tables 1 and 2. Additional support to schools in Band 3 and 4 will be identified in Priority Support Plans for those schools. Secondary Schools in Bands 3 and 4, and in some instances Band 2, may also be allocated a Leadership and management Coach according to agreed need. Officers from the Finance Section will also discuss their financial situation as part of their review programme.

## **Purposes**

The purposes of the Local Authority work with schools in the self evaluation cycle are to:

- support schools in becoming autonomous, self evaluating and successful inclusive institutions;
- support schools across all 5 outcomes of the Every Child Matters agenda with the process of self-evaluation, challenge them to make full use of the range of evidence available in order to identify success and good practice and determine priorities for improvement;
- identify and share good practice;
- encourage schools to set challenging targets for improvement;
- effectively link the priorities identified in the CYP Plan to the needs of schools and their communities;
- evaluate the effectiveness of schools' plans in improving outcomes for young people;
- identify schools where intervention may be necessary;
- determine, in partnership with schools, the nature and extent of support to be provided or brokered through Local Authority and other services;
- support Governing Bodies in fulfilling their statutory responsibilities.

Table 1

## SUPPORTED SELF-EVALUATION CYCLE – PRIMARY/SPECIAL SCHOOLS

Band	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
	Achievement: Attainment & Progress		Quality of Provision/ ECM Outcomes		Leadership & Management	
1	<ul style="list-style-type: none"> <li>Desk Top Review</li> <li>EP/ISS visit (by invitation)</li> </ul>	<ul style="list-style-type: none"> <li>SIP visit 1 - Progress Review and target setting visit (½ day)</li> </ul>				
	<ul style="list-style-type: none"> <li>Governor support for the Headteacher 's Performance Management</li> </ul>		<ul style="list-style-type: none"> <li>SIP visit 2/3 - Supported self-evaluation (1 day or 2 x ½ days )</li> </ul>		<ul style="list-style-type: none"> <li>SIP visit 4 - Supported self-evaluation (½ day)</li> <li>Annual report presented to Governing Body by SIP (1 hour)</li> </ul>	
2	<ul style="list-style-type: none"> <li>Desk Top Review</li> <li>EP/ISS visit (by invitation)</li> </ul>	<ul style="list-style-type: none"> <li>SIP visit 1 - Progress Review and target setting visit (½ day)</li> </ul>				
	<ul style="list-style-type: none"> <li>Governor support for the Headteacher's Performance Management</li> </ul>		<ul style="list-style-type: none"> <li>SIP visit 2/3 - Supported self-evaluation (1 day or 2 x ½ days )</li> </ul>		<ul style="list-style-type: none"> <li>SIP visit 4 - Supported self-evaluation (½ day)</li> <li>Annual report presented to Governing Body by SIP (1 hour)</li> </ul>	
3	<ul style="list-style-type: none"> <li>Desk Top Review</li> <li>SLA Band 3 monitoring visit (½ day)</li> </ul>	<ul style="list-style-type: none"> <li>SIP visit 1 - Progress Review and target setting visit (½ day)</li> </ul>	<ul style="list-style-type: none"> <li>SLA Band 3 monitoring visit (½ day)</li> </ul>		<ul style="list-style-type: none"> <li>SLA Band 3 monitoring visit (½ day)</li> </ul>	
	<ul style="list-style-type: none"> <li>School Review (where appropriate)</li> <li>EP/ISS visit</li> <li>Governor support for the Headteacher's Performance Management</li> </ul>		<ul style="list-style-type: none"> <li>School review (where appropriate)</li> <li>SIP visit 2/3 - Supported self-evaluation visit (1 day or 2 x ½ days)</li> </ul>		<ul style="list-style-type: none"> <li>School review (where appropriate)</li> <li>SIP visit 4 - Supported self-evaluation visit (1 day or 2 x ½ days)</li> <li>Annual report presented to Governing body by SIP (1 hour)</li> </ul>	
4	<ul style="list-style-type: none"> <li>Desk Top Review</li> <li>SLA Band 4 monitoring visit (½ day)</li> </ul>	<ul style="list-style-type: none"> <li>SIP visit 1 - Progress Review and target setting visit (½ day)</li> </ul>	<ul style="list-style-type: none"> <li>SLA Band 4 monitoring visit (½ day)</li> </ul>		<ul style="list-style-type: none"> <li>SLA Band 4 monitoring visit (½ day)</li> </ul>	
	<ul style="list-style-type: none"> <li>School Review (where appropriate)</li> <li>SLA attends full Governing Body meetings</li> <li>EP/ISS visit</li> <li>Governor support for the Headteacher's Performance Management</li> </ul>		<ul style="list-style-type: none"> <li>School Review (where appropriate)</li> <li>SIP visit 2/3 - Supported self-evaluation visit (1 day)</li> <li>SLA attends full Governing Body meetings</li> </ul>		<ul style="list-style-type: none"> <li>SIP visit 4 - School Review (where appropriate)</li> <li>SIP visit 5 - Supported self-evaluation visit (1 day or 2 x ½ days)</li> <li>SLA attends full Governing Body meetings</li> <li>Annual report presented to Governing Body by SIP (1 hour)</li> </ul>	

Table 2

## SUPPORTED SELF-EVALUATION CYCLE – SECONDARY SCHOOLS

Band	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
	Achievement: Attainment & Progress		Quality of Provision/ECM Outcomes		Leadership & Management	
1		<ul style="list-style-type: none"> <li>• Desk Top Review</li> <li>• <b>SIP visit 1 - Progress Review and target setting meeting (½ day)</b></li> <li>• Strategy Manager visit (½ day)</li> <li>• EP/ISS visit (by invitation)</li> </ul>		<ul style="list-style-type: none"> <li>• Strategy Manager visit (½ day)</li> </ul>		<ul style="list-style-type: none"> <li>• Strategy Manager visit (½ day)</li> </ul>
	<ul style="list-style-type: none"> <li>• <b>Governor support for the Headteacher's Performance Management from SIP (¼ day)</b></li> </ul>		<ul style="list-style-type: none"> <li>• <b>SIP visit 2 - Supported self-evaluation (½ day)</b></li> </ul>		<ul style="list-style-type: none"> <li>• <b>SIP visit 3 - Supported self-evaluation (½ day)</b></li> <li>• <b>School Improvement Partner presents annual report to Governing Body (1 hour)</b></li> </ul>	
2		<ul style="list-style-type: none"> <li>• Desk Top Review</li> <li>• <b>SIP visit 1 - Progress Review and target setting meeting (½ day)</b></li> <li>• Strategy Manager visit (½ day)</li> <li>• EP/ISS visit (by invitation)</li> </ul>		<ul style="list-style-type: none"> <li>• Strategy Manager visit (½ day)</li> </ul>		<ul style="list-style-type: none"> <li>• Strategy Manager visit (½ day)</li> </ul>
	<ul style="list-style-type: none"> <li>• <b>Governor support for the Headteacher's Performance Management from SIP (¼ day)</b></li> </ul>		<ul style="list-style-type: none"> <li>• <b>SIP visit 2/3 - Supported self-evaluation (½ day)</b></li> </ul>		<ul style="list-style-type: none"> <li>• <b>SIP visit 4 - Supported self-evaluation (½ day)</b></li> <li>• <b>School Improvement Partner presents annual report to Governing Body (1 hour)</b></li> </ul>	

Table 2

Band	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
	Achievement: Attainment & Progress		Quality of Provision		Leadership & Management	
3	<ul style="list-style-type: none"> <li>• <b>SIP visit 1 - Progress Review and target setting meeting – Part 1 (½ day)</b></li> <li>• Band 3 monitoring visit (1 hour)</li> </ul>	<ul style="list-style-type: none"> <li>• Desk Top Review</li> <li>• <b>SIP visit 1 - Progress Review and target setting meeting – Part 2 (½ day)</b></li> <li>• Strategy Manager visit (½ day)</li> </ul>	<ul style="list-style-type: none"> <li>• Band 3 monitoring visit (2 hours)</li> </ul>	<ul style="list-style-type: none"> <li>• Strategy Manager visit (½ day)</li> </ul>	<ul style="list-style-type: none"> <li>• Band 3 monitoring visit (2 hours)</li> </ul>	<ul style="list-style-type: none"> <li>• Strategy Manager visit (½ day)</li> </ul>
	<ul style="list-style-type: none"> <li>• <b>Governor support for the Headteacher's Performance Management from SIP (¼ day)</b></li> <li>• EP/ISS visit</li> <li>• School Review (where appropriate)</li> </ul>	<ul style="list-style-type: none"> <li>• <b>SIP visit 2/3 - Supported self-evaluation (½ day)</b></li> <li>• School Review (where appropriate)</li> </ul>	<ul style="list-style-type: none"> <li>• <b>SIP visit 4 - Supported self-evaluation (½ day)</b></li> <li>• School Review (where appropriate)</li> <li>• <b>School Improvement Partner presents annual report to Governing Body (1 hour)</b></li> </ul>			
4	<ul style="list-style-type: none"> <li>• <b>SIP visit 1 - Progress Review and target setting meeting – Part 1 (½ day)</b></li> <li>• Band 4 monitoring visit (2 hours)</li> </ul>	<ul style="list-style-type: none"> <li>• Desk Top Review</li> <li>• <b>SIP visit 1 - Progress Review and target setting meeting – Part 2 (½ day)</b></li> <li>• Strategy Manager visit (½ day)</li> </ul>	<ul style="list-style-type: none"> <li>• Band 4 monitoring visit (2 hours)</li> </ul>	<ul style="list-style-type: none"> <li>• Strategy Manager visit (½ day)</li> </ul>	<ul style="list-style-type: none"> <li>• Band 4 monitoring visit (2 hours)</li> </ul>	<ul style="list-style-type: none"> <li>• Strategy Manager visit (½ day)</li> </ul>
	<ul style="list-style-type: none"> <li>• <b>Governor support for the Headteacher's Performance Management from SIP (¼ day)</b></li> <li>• School Review (where appropriate)</li> <li>• EP/ISS visit</li> </ul>	<ul style="list-style-type: none"> <li>• <b>SIP visit 2/3 - Supported self-evaluation (½ day)</b></li> <li>• School Review (here appropriate)</li> <li>• School Improvement Partner and/or Senior Adviser, where appropriate, attends full Governing Body meetings</li> </ul>	<ul style="list-style-type: none"> <li>• <b>SIP visit 4/5 - Supported self-evaluation (½ day)</b></li> <li>• School Review (where appropriate)</li> <li>• <b>School Improvement Partner presents annual report to Governing Body (1 hour)</b></li> </ul>			

## Types of School Visits

### Visit type:

SIP visit 1 - Progress Review and Target Setting – Autumn Term

### School Bands:

All Bands

### Length of visit:

Primary - Half-day in all schools

Secondary – Half-day in Band 1 and 2 schools, 2 x ½ days in Band 3 and 4 schools

### Purpose

- To review pupil performance, including the progress of vulnerable groups, in the previous year's national assessments/ external examinations/accreditations against targets set and benchmark data.
- To review the progress made by pupils in other year groups from the school's pupil tracking data.
- To set performance and attendance targets for two years future.
- To review progress on the School Plan and identify any amendments needed and associated support needs.
- To review the school's SEF section on 'Attainment and Progress'
- To review the Banding of the school.

### Personnel involved

Headteacher, Chair of Governors (or a representative), SIP, Education Welfare Officer (secondary and targeted primary where attendance is an issue) and any other staff invited by the Headteacher.

### Outcomes

- Performance and attendance targets set.
- Amendments to School Plan identified.
- SEF section on 'Attainment and Progress' updated.
- Banding for the school agreed.

### Visit type:

Termly monitoring visit

### School Bands:

Bands 3 and 4

### Length of visit:

Up to half-day

### Purpose

- To validate any evidence provided by the school of its progress in responding to key issues or specific areas for development identified in the Priority Support Plan.
- To consider the implications of any review activity.
- To identify school and LA actions to achieve optimum progress, as necessary.
- To monitor the effectiveness and impact of the LA support provided by/or brokered to the LA.
- To consider reports from LA officers and the Headteacher on progress with identified key issues (since the last meeting), where applicable.

### Personnel involved

Headteacher, Chair of Governors, SLA (Primary), Senior Adviser (Secondary) and Inclusion Strategy Manager (Special)

### Outcomes

- To identify the support provided to the school since the last meeting.
- To evaluate the impact of this support.
- To make judgements on the progress made on each key issue.
- To identify the next steps in the action plan.

**Visit type:**

Learning Strategy Manager

**School Bands:**

All Bands (secondary only)

**Length of visit:**

Half-day

**Purpose**

- To receive feedback on the impact of the work of Teaching & Learning Advisers and other brokered support personnel working in the school.
- To discuss the use of delegating funding to support pupil progress, including the arrangements for Intervention/ Personalisation.
- To review progress made by individual pupils/groups identified for Intervention/ Personalisation Programmes, including vulnerable groups.
- To review and support Transition Programmes.
- To identify further support needed by the school from the LA or through brokerage.
- To plan any further curricular support for the school.

**Personnel involved**

Headteacher, Curriculum Manager, Learning Strategy Manager and any other staff invited by the Headteacher.

**Outcomes**

- Termly evaluation of the impact of each Teaching & Learning Adviser working in the school.
- Plan for future support work established.
- Impact of the school's Intervention/Personalisation Programme established.
- Effectiveness of the school's Transition Programme established.
- Relevant sections of the school's SEF updated.

**Visit type:**

SIP visit – 2 Supported Self Evaluation - Spring Term

**School Bands:**

All

**Length of visit:**

Primary - Half-day in Band 1 and 2 schools, full day in Band 3 and 4 schools  
Secondary – half-day in all schools

**Purpose**

- To review the sections of the SEF relating to the quality of provision and personal development (negotiated between the SIP and Headteacher).
- To validate the judgements made in the relevant sections of the SEF.
- To review progress on the School Plan, including the provision of CPD to support improvement priorities.
- To receive feedback on the impact of any Teaching & Learning Adviser and other brokered support personnel working in the school.

The visit may include a scrutiny of the evidence base, such as: work sampling; lesson observation reports; senior management and subject leader reports; senior management and subject leader reports on the quality of teaching; joint observations; and interviews with teachers and/or pupils.

**Personnel involved**

Headteacher, School Improvement Partner, Senior Leadership Team, subject leaders, pupils and teachers.

**Outcomes**

The notes of visits to include:

- validation of the selected SEF judgements;
- updating of the selected SEF sections;
- where identified, amendments to the School Plan;
- identification of training needs.

**Visit type:**

SLA (Primary), Senior Adviser (Secondary), Inclusion Strategy Manager (Special) meeting with the Governing Body following a School Review.

**School Bands:**

Band 4

**Length of visit:**

1 hour

**Purpose**

- To provide feedback to the Governing Body following a School Review.

**Personnel involved**

SLA (Primary), Senior Adviser (Secondary), Inclusion Strategy Manager (Special) and the Governing Body

**Outcomes**

- Verbal feedback on the School Review.

**Visit type:**

EP/ISS

**School Bands:**

Bands 3 and 4, Bands 1 and 2 (by invitation)

**Length of visit:**

Up to 2 hours

**Purpose**

- To review the school's plans for development.
- To identify support for the school's plans.
- To support the school in building capacity in its inclusion and SEN provision.

**Personnel involved**

Headteacher, SENCO (at the school's discretion), Educational Psychologist and/or member of Inclusion Support Service.

**Outcomes**

- Agree the school's actions.
- Agree the support to be provided by the Local Authority

**Visit type:**

School Review

**School Bands:**

Bands 3 & 4

**Length of visit:**

1 or 2 days depending on size of school or issues to be reviewed

**Purpose**

- To audit the current situation in relation to the issues identified in the Priority Support Plan.
- To support school self-evaluation procedures by providing validation of judgements.

**Personnel involved**

Primary – SLA, Senior Adviser and other identified personnel.

Secondary – External Consultants brokered by the Senior Adviser.

Special – Inclusion Strategy Manager and other identified personnel.

Both phases - The Headteacher and/or members of the leadership team may also join part of the review process.

**Outcomes**

- Verbal feedback to the Headteacher at the end of the review.
- Verbal feedback of the report to the governing body.
- Written report sent to the Headteacher and Chair of Governors

**Visit type:**

SIP visit 3 - Supported Self Evaluation – Summer Term

**School Bands:**

All

**Length of visit:**

Primary – Half-day in Band 1 and 2 schools, full day in Band 3 and 4 schools

Secondary – Half day in all schools

**Purpose**

- To review the sections on the SEF relating to leadership and management (negotiated between the SIP and Headteacher).
- To receive feedback on the impact of any Teaching & Learning Adviser and other brokered support personnel working in the school.
- To validate the school's own judgement of its effectiveness in addressing the priorities in the School Plan.
- To validate the judgements made in the relevant sections of the SEF.
- To evaluate the quality and rigour of the school's self evaluation processes.
- To evaluate the effectiveness of the school's strategies for engaging pupils, carers and parents, including those from vulnerable groups.

The review may include a scrutiny of the evidence base such as: scrutiny of minutes of Leadership Team, staff and governors meetings; discussion with Leadership Team or middle leaders on priorities and action plans; evaluation of the School Plan against the priorities for development in the SEF, discussions with pupils and teachers.

**Personnel involved**

Headteacher, SIP, Senior Leadership Team, Governors, middle leaders, pupils, teachers.

**Outcomes**

- Selected SEF judgements validated
- Selected SEF sections updated
- School Plan and its links to the priorities identified in the SEF validated
- Training needs identified

**Visit type:**

Performance Management visit

**School Bands:**

All schools

**Length of visit:**

Quarter day

**Purpose**

- To support the Governing Body in:
  - reviewing the Headteacher's progress in their Performance Management objectives from the previous year;
  - setting the Headteacher's Performance Management objectives for the coming year
- Light touch monitoring of the school's Performance Management processes

**Personnel involved**

Headteacher, nominated governors and SIP.

**Outcomes**

Nominated governors prepare a report containing an evaluation of the Headteacher's progress against performance objectives and their new objectives.

**Visit type:**

SLA (Primary)/SIPs (Secondary/Special) and Senior Phase Adviser attend Governing Body meeting.

**School Bands:**

Band 4

**Length of visit:**

2 hours (length of meeting) twice per year (Autumn/Spring Term).

**Purpose**

- To review the work of the Governing Body.
- To evaluate Leadership and Management.
- To report to the Governing Body the progress made in addressing the issues identified in the support plan.

**Personnel involved**

SLA (Primary)/SIPs (Secondary/Special) and Governing Body.

**Outcomes**

The visit notes will include:

- an evaluation of Leadership and Management, particularly the role of the Governing Body; and
- verbal report to governors of their effectiveness in addressing the priorities in the school plan and its provision for the professional development of staff.

**Visit type:**

SIP annual report to Governing Body

**School Bands:**

All Bands

**Length of visit:**

Up to 1 hour

**Purpose**

- To present the SIPs Annual Report

**Personnel involved**

SIP, Headteacher, Governing Body

**Outcomes**

- Report on the quality of the school's self-evaluation.
- Report on the progress in addressing the priorities and targets of the school plan.
- Report on the school's capacity to improve
- To comment on the appropriateness of the school priorities.

In secondary schools to report on the impact of the school's Specialist Status on improving outcomes for children and young people.

**Activity type:**

Desk Top Review (in-house)

**School Bands:**

All

**Purpose**

- To analyse available performance data and other intelligence from across the Department for Children and Young People who work with schools in order to identify issues for discussion with the school at the Progress Review and Target Setting meeting.
- To generate questions and hypotheses.

**Personnel involved**

SIP, Senior Advisers (Early Years, Primary and Secondary), Strategy Managers, Teaching & Learning Advisers (Early Years and Primary), Principal Welfare Officer, Governor Development Officer, Educational Psychologists and representatives from other Central Services and external agencies.

**Outcomes**

- Questions and hypotheses to be shared with schools at the Progress Review and Target Setting meeting.

## 2.3 Monitoring of schools' performance – use of the Self-Evaluation Form (SEF)

Schools and the Local Authority both have a duty to monitor school performance, particularly that of vulnerable groups but the Ofsted Inspection Framework places particularly great importance on high quality school self-evaluation.

### ***Cross-service meetings***

Each Local Authority school is reviewed at least three times a year at a cross-service meeting, which are held at Bowling Hill. The purpose of these meetings is for representatives from all of the sections in the Department for Children and Young People and other agencies who work in schools to share information. This contributes to:

- good practice being disseminated;
- identifying locality based priorities;
- collaborative working being established and/or developed;
- the impact of support given to a school being evaluated;
- the early identification of any current concerns; and
- the establishment of follow up support.

### ***School based self evaluation***

In order for schools to make well-informed judgements about their individual strengths and weaknesses, a wide range of information is drawn upon. Schools will have access to the same information as the Local Authority.

These include the following sources:

- attainment, progress and value added data eg. School Profile and RAISEonline;
- comparative data from the Local Authority and between local authorities, particularly on statistical neighbours;
- data on vulnerable groups;
- Locality and school data on health, deprivation, childcare, housing, crime etc;
- attendance and exclusion data;
- complaints to the Local Authority;
- minutes of school governors' meetings;
- Ofsted reports;
- Local Authority reviews;
- audits eg. Extended Services;
- visit notes;
- feedback from pupil/parent surveys/audits etc;
- evaluation of support plans;
- reports prepared by the School Improvement Partner.

Schools will also have access to information, which may not be available as a matter of course, to the Local Authority, such as:

- the outcomes of lesson observations;
- the outcomes of other self-evaluation activities;
- reviews and audits not carried out by the Local Authority;
- School Improvement Plan monitoring and evaluation;
- monitoring reports from other agencies.

Schools are required to record the outcomes of their self evaluation on a Self Evaluation Form (SEF) which is linked to the criteria used in the Ofsted inspection framework. The SEF should be regularly updated in readiness for an OFSTED inspection at short notice (72 hours). The revised South Gloucestershire school self evaluation cycle supports schools in the preparation and validation of their SEF. Access to the most up to date version of the SEF by the Local Authority is a pre-requisite to this support. The Local Authority will work with schools to reduce the bureaucracy involved in the self evaluation process.

A copy of the South Gloucestershire Teaching & Learning Guidance can be found at Annex 8.

## 2.4 Notes of visit

The purposes of the note of visit are to:

- ensure the judgements, main points and issues arising from the visit are clear;
- enable continuity between visits;
- enable both the Chair of Governors and the Headteacher to have a summary document to support their management; and
- contribute to the school's self-evaluation

The note of visit will:

- include a judgement on the progress the school has made since the previous visit and, where appropriate, the impact of this work;
- summarise the purpose of the visit;
- outline the judgements and main points arising from discussion or feedback; and
- outline the agreed actions for the Local Authority, the school or the Governing Body.

Notes of visits are confidential to the Headteacher, the Chair of Governors, the Director for the Department for Children and Young People and other designated staff. Copies are retained in the main school file at the Local Authority. The Headteacher and the Chair of Governors may decide what may be shared more widely with staff in school and the Governing Body. Where there are references to, for

instance unsatisfactory teaching, it may be possible to identify the teacher in which case it would not be appropriate to share this more widely.

The note of visit also identifies the Band in which the school is placed. Governors and staff should be aware of this, although it is confidential between the school, the Governing Body and the Local Authority.

## **2.5 Planning and reviewing Local Authority support for schools. Differentiated support through a Banding system.**

The needs of individual schools are identified through the supported self evaluation cycle. It is anticipated that all schools will require additional support at some stage in their development, for example, where there is identified underachievement, when a new headteacher arrives, during amalgamations, during periods of falling rolls and when new schools are being established. The nature and level of support required is differentiated through a banding system. Schools are allocated to one of four bands following consultation with the headteacher and the Governing Body. The decision to place a school in a particular band is based on the judgements made against the criteria contained in Table 3. These judgements are informed by the school's validated self evaluation. In most cases schools remain within a band for a year. Termly reviews, within the supported self evaluation cycle, will establish whether additional changes need to be made to the banding of schools.

The detail of the action and support provided for all schools is provided in Table 4. This action and support is in inverse proportion to a school's success. All schools receive termly visits: their number, length and scope vary according to need. Schools in Band 3 and 4 also receive a Local Authority Support Plan.

<b>Band Suffix</b>	<b>Circumstances</b>	<b>Additional Support Entitlement (up to one year duration)</b>
A	New Headteacher with no previous permanent headship experience.	Up to one day equivalent per term.
B	New Headteacher with previous permanent headship experience.	Up to half-day equivalent per term.
C	Existing Deputy Headteacher (or senior member of teaching staff) 'acting-up' on a temporary basis.	Up to one day equivalent per term.
D	Headteacher with previous permanent headship experience 'drafted-in' on a temporary basis.	Up to half-day equivalent per term.
E	New, re-organised or amalgamated school – up to one year duration.	As identified.

Annex 1 - 4 show the flow charts that are used for the categorisation of a school into a particular band.

**Criteria for Banding Schools**

**Table 3**

<b>Band 1</b>	<b>Band 2</b>	<b>Band 3</b>	<b>Band 4</b>
<p><b>Overall description</b> The school is successfully achieving good outcomes for children and young people. The capacity to sustain these and build on improvements is secure. The school is able to advance its development drawing in external expertise where appropriate. There could be many outstanding elements of the school's performance, quality of provision and leadership. There are likely to be elements worth sharing with other schools.</p>	<p><b>Overall description</b> The school's capacity to secure improvement in any one of the three main aspects of outcomes, quality of provision and leadership and management needs strengthening. Some additional support from the LA or other providers is required to raise standards of achievement, or teaching, or curriculum provision, or leadership and management. The school may have moved out of Band 3 or 4 and needs some continued support to embed improvements.</p>	<p><b>Overall description</b> The school faces challenges with regards to outcomes, quality of provision, leadership and management and there are weaknesses in one or more of these aspects. Without additional coordinated support the school is unlikely to be able to secure the necessary progress. The school may have recently moved out of Band 4.</p>	<p><b>Overall description</b> The school is identified in this Band by either the LA or following an Ofsted inspection when a notice to improve is served or the school is deemed to require special measures. Outcomes in the school are well below statistical expectations and may be declining, stagnant or are not improving quickly enough. Significant external support is required to improve outcomes and strengthen the capacity for improvement.</p>
<p><b>Outcomes</b></p> <ul style="list-style-type: none"> <li>● School has high expectations of all its pupils including those from vulnerable groups; the achievement of pupils shows good progress from prior attainment</li> <li>● The school sets and meets appropriately challenging targets</li> <li>● Results compare well with similar schools</li> <li>● Pupils are interested in their learning and behave well</li> <li>● Their personal development is preparing them well for living in a diverse society</li> <li>● Their relationships with each other are constructive and they are involved in the life of the school</li> <li>● Attendance is good</li> <li>● Pupils feel safe and secure and there are effective safeguarding procedures in place</li> <li>● A high priority is placed on pupil well-being</li> </ul>	<p><b>Outcomes</b></p> <ul style="list-style-type: none"> <li>● Expectations and performance targets could be more ambitious</li> <li>● Attainment and/or progress may be inconsistent</li> <li>● Performance in relation to similar schools is weak in one or more subjects</li> <li>● Pupils' attendance is lower than average</li> </ul>	<p><b>Outcomes</b></p> <ul style="list-style-type: none"> <li>● Achievement is significantly below targets</li> <li>● Achievement is showing a downward trend or too slow an upward trend over the years</li> <li>● There may be signs of underachievement amongst groups of pupils</li> <li>● Attendance may be below 90% and persistent absence above floor targets</li> <li>● Levels of permanent and fixed term exclusion are high</li> <li>● Pupils' behaviour is satisfactory and the school is making limited progress to improve behaviour</li> </ul>	<p><b>Outcomes</b></p> <ul style="list-style-type: none"> <li>● Standards of achievement are significantly below expectations</li> <li>● Underachievement may be widespread amongst particular groups of pupils</li> <li>● Compared with similar schools results are low</li> <li>● Pupils show little engagement with the school or their learning</li> <li>● Behaviour may be impeding both the teaching and learning</li> <li>● Pupils' attitudes towards each other and the school are negative</li> <li>● Attendance is well below the national average</li> <li>● Safeguarding procedures may be insufficient</li> </ul>

Band 1	Band 2	Band 3	Band 4
<p><b>Quality of Provision</b></p> <ul style="list-style-type: none"> <li>Teachers are committed to the success of all pupils</li> <li>Their subject knowledge is strong</li> <li>Lessons are planned well, managed capably and have pace and challenge</li> <li>Pupils' work is assessed carefully and constructively to inform future learning needs</li> <li>There is effective support for both pupils' learning and their personal development</li> <li>Personalisation is well embedded and intervention is well targeted</li> <li>The curriculum is enriched through wider dimensions and opportunities than an academic focus alone</li> <li>Children have high quality opportunities to achieve across the curriculum</li> </ul>	<p><b>Quality of Provision</b></p> <ul style="list-style-type: none"> <li>There is a lack of subject expertise in limited areas but this , with support, is being addressed</li> <li>Planning or assessment are generally good but inconsistencies between teachers and areas of learning may persist</li> <li>Areas of concern are emerging in relation to specific year groups, classes or departments</li> <li>Opportunities to achieve across the curriculum are generally secure</li> </ul>	<p><b>Quality of Provision</b></p> <ul style="list-style-type: none"> <li>The quality of teaching is uneven</li> <li>There are inconsistent approaches to planning and information from assessment is not used to inform teaching and learning well enough to improve pupil achievement</li> <li>Teachers' subject knowledge needs strengthening</li> <li>Opportunities to achieve across the curriculum are not secure</li> </ul>	<p><b>Quality of Provision</b></p> <ul style="list-style-type: none"> <li>The quality of teaching is weak</li> <li>Too many lessons do not challenge or engage pupils sufficiently to ensure learning</li> <li>Assessment of pupils' work is insufficient and does not inform teaching and learning</li> <li>Pupils are not supported effectively in their personal or academic development</li> <li>Opportunities to achieve across the breadth of the curriculum are inadequate</li> </ul>
<p><b>Leadership and management</b></p> <ul style="list-style-type: none"> <li>The school has a common drive and vision for excellence and inclusion of all pupils evident in middle and senior leadership.</li> <li>There are very good links with parents</li> <li>There is rigorous internal monitoring, evaluation and review which involves all levels of leadership</li> <li>Morale is very high and belief in the school's success runs through all levels of staff.</li> <li>The school, together with its significant partners produces exceptionally well-focused plans.</li> <li>Actions taken by the school and, where relevant, its partners are implemented with precision and managed thoroughly</li> <li>There is effective induction and staff development, with staff supporting each other</li> <li>Educational priorities are supported by efficient financial management</li> <li>Governance is strong</li> <li>The Leadership Team is able to support other schools</li> </ul>	<p><b>Leadership and management</b></p> <ul style="list-style-type: none"> <li>The senior leadership team establishes high expectations with staff about securing improvement</li> <li>Resource management is good</li> <li>Leaders and middle managers consistently make good use of a range of rigorous monitoring activities</li> <li>School improvement planning is effective</li> <li>Self-evaluation leads to secure judgements about strengths and weaknesses</li> <li>Governors are clear how best to fulfil their role</li> <li>There are major changes in the structure of the school, e.g. falling rolls, amalgamation or a new school and additional support is needed.</li> <li>Governance is secure and strengthening</li> <li>Issues identified in the most recent Ofsted report are being or have been addressed effectively</li> </ul>	<p><b>Leadership and Management</b></p> <ul style="list-style-type: none"> <li>The senior leadership team seek further improvement and are secure in focusing the school's efforts on priorities</li> <li>With support, expectations are sufficiently high to bring about outcomes which are broadly satisfactory and improving</li> <li>The school would benefit from support to implement suitable plans aimed at improving areas of weakness</li> <li>Support is needed to secure consistent high-quality teaching and middle leadership.</li> <li>Capacity to improve is satisfactory but needs strengthening</li> <li>Parents lack confidence in some aspects of the school's work</li> <li>Governors do not fulfil their roles fully</li> <li>Improvement strategies are not well implemented</li> </ul>	<p><b>Leadership and Management</b></p> <ul style="list-style-type: none"> <li>Leaders and managers are not taking effective steps to embed their ambition for the school</li> <li>Capacity to improve is inadequate</li> <li>Management of financial resources is weak</li> <li>Leaders and managers do not drive and secure improvement</li> <li>Governors do not exercise their expected roles and responsibilities</li> <li>Staff are not well led and managed</li> <li>Staff morale is low and professional relationships are hampering progress</li> <li>The school has been in Band 3 for some time and an LA review indicates the need to move to Band 4</li> </ul>

## Action and Support

**Table 4**

Band 1	Band 2	Band 3	Band 4
<p>The school has three visits a year. The framework is the validation of the school's self evaluation under three main headings: outcomes, quality of provision and leadership and management.</p>	<ul style="list-style-type: none"> <li>● The School Improvement Partner indicates on the note of visit the need to target efforts to a specific issue and identifies the additional support which will be provided/brokered by the Local Authority.</li> <li>● If these issues are not addressed within the timescale identified in the plan, the school will move to Band 3 for more intense help.</li> </ul>	<p>Local Authority (LA) Priority Support Plans focus on the issues agreed by the school and School Improvement Partner. These plans will identify the actions to secure improvements, who will do them, by when and the success criteria used to judge progress.</p> <ul style="list-style-type: none"> <li>● The plan identifies the additional support needed by the school and the personnel with the expertise to provide it. This is drawn from across the service, from schools, and from external consultants. Costs are met between the school and the LA.</li> <li>● The School Improvement Partner co-ordinates the plan and circulates it to all involved.</li> <li>● Review of the school's improvement and the impact of LA support is carried out termly, through priority support meetings.</li> <li>● Reviews of progress are identified within the support plan and use personnel not involved with supporting the school. Reviews are designed to involve the school, promoting the skills of evaluation and leading to independent but externally validated evaluation. They also focus on the quality and impact of the support provided.</li> <li>● Monitoring visits take place twice in the academic year (plus an annual review of progress) involving Senior Advisers, School Improvement Partners, Headteacher and Chair of Governors to ascertain progress.</li> <li>● The Senior Advisers report three times per year on progress to the CYP Senior Leadership Team.</li> </ul>	<ul style="list-style-type: none"> <li>● Local Authority (LA) Intensive Support Plans focus on the key issues identified by Ofsted or the LA. These plans will identify the actions to secure improvements, who will do them, by when and the success criteria used to judge progress</li> <li>● The plan identifies the additional support needed by the school and the personnel with the experience to provide it. This is drawn from across the service, from schools and from external consultants. Costs are met between the school and the LA.</li> <li>● The School Improvement Partner co-ordinates the plan and circulates it to all involved.</li> <li>● Review of the school's improvement and the impact of LA support is carried out termly through priority support meetings.</li> <li>● Reviews of progress are identified within the support plan and use personnel not involved with supporting the school. Reviews are designed to involve the school, promoting the skills of evaluation and leading to independent but externally validated evaluation, they also focus on the quality and impact of the support provided.</li> <li>● Monitoring visits take place three times per year (two monitoring visits plus an annual review of progress) involving Senior Advisers, School Improvement Partners, Headteacher and Chair of Governors to ascertain progress. Judgements from Ofsted, HMI or LA review will indicate whether there is sufficient improvement to move to Band 3.</li> <li>● The Senior Advisers report three times per year on progress to the CYP Senior Leadership Team. The LA considers the need for formal warnings or the potential for closure.</li> </ul>

## 2.6 Notifying schools

Concerns may arise at any time in a school when the level of support it requires needs to be increased. When concerns are identified by the Local Authority they will be drawn to the attention of the Headteacher and Chair of Governors promptly. Alternatively, schools may, through their own self-evaluation, have identified a need for additional support in specific areas. In the first instance, they will discuss this with their School Improvement Partner.

All concerns identified as requiring a support plan (Bands 2, 3 and 4) will be discussed with the Headteacher together with the proposed banding. Appendices 1 – 4 show the procedures that apply to placing schools in a Band 2, 3 or 4 category.

The aim of all support plans will be to increase the capacity of the school in order that it is capable of sustaining improvement without external support.

## 2.7 Priority Support Plans (Band 3 and 4 schools)

The Learning and School Effectiveness Service, in support of school self evaluation, will plan the deployment of resources to provide priority support for schools causing concern in Bands 2, 3 and 4. Local Authority Support plans will be developed on an annual basis with ongoing review of the progress made to address the key issues. The provision of support will be broadly the same for both Band 3 and 4 schools but the schedule and content will be adjusted to suit the particular needs and urgency of the individual school.

For schools in Bands 3 and 4, where the Local Authority and/or school has identified a concern, the school and the linked School Improvement Partner (Secondary/Special)/Senior Locality Adviser (Primary) will produce an overview of the school context, concerns and challenges along with targets for improvement. The school will then build into its single plan the actions needed to address the concerns identified.

The Local Authority Support Plan will identify the actions of officers, advisers, consultants and other agencies and services to aid the school plan. Together the school and Local Authority actions will set out the measures to secure the required improvements. Local Authority Support Plans should be rigorous and robust in order to achieve clear and measurable outcomes within a year. In order to ensure that progress and impact

can be measured it is essential that the Local Authority Support Plan includes clear milestones, to outline actions that will be completed, and specific measurable targets for improvement.

For schools deemed by OFSTED to require Special Measures or be served with a Notice to Improve then the Local Authority will be bound by the requirements set out in the framework for inspection in relation to the production of a Local Authority Statement of Action and Commentary on the school's plan. In the case of schools identified as causing concern by the Local Authority then the school plan and Local Authority Support Plan should be sent to the Senior Adviser (Primary/Secondary) or the School Improvement Partner for Special Schools within 20 working days. All plans will require the formal approval of the governing body as soon as possible following completion.

The key accountabilities in the process are as follows:

- the school will be accountable for achieving the improvements identified, to the required standard and within the set timescale;
- the school will be responsible for managing the support obtained from providers outside those identified in the Local Authority Plan;
- the Local Authority will be accountable for offering and brokering advice and support within the set timescale, and for monitoring the progress of the school towards achieving the measurable outcomes.

The process for determining the readiness of a school to exit from Band 3 or 4 is as follows:

- termly (three times per year) monitoring visits (two monitoring visits plus an annual review of progress) and reports on progress against success criteria in the support plan;
- external review, where appropriate, undertaken to evaluate the capacity to sustain improvement;
- a decision is taken by the Deputy Director for the Department for Children and Young People to move a school from Band 3 or 4, following consultation with the school;
- revised support plan prepared to facilitate the change of bands.

## **2.8 Monitoring and Evaluation**

The implementation and effectiveness of any Priority Support Plan will be monitored termly by multi-agency teams of officers responsible for providing support from the Department for Children and Young People and other agencies. These meetings are chaired by the appropriate Senior Adviser or the School Improvement Partner for Special Schools and will be held at Bowling Hill.

Review meetings, on the school site, with the headteacher, Chair of Governors, SIP, SLA (primary only) and chaired by the appropriate Senior Adviser will be held three times per year for all Band 3 and 4 schools. These meetings will also be used to measure the progress on Priority Support Plans.

Schools in Band 3 and 4 will be subject to reviews, as appropriate. These reviews will be undertaken by central Local Authority staff and/or appropriately qualified external consultants. The Director for the Department for Children and Young People receives termly reports (three times per year) on progress with support plans in each Band 3 and 4 school, prepared by Senior Locality Adviser (Primary), Senior Adviser (Secondary) in consultation with the SIP.

## **2.9 Classroom Observation**

The Local Authority has developed guidance on classroom observation which has been agreed with schools and the professional associations and may be found in Annex 6.

## **2.10 Professional Development**

The Local Authority will ensure that all of its School Improvement Partners are adequately trained and that quality assurance arrangements are in place. The Local Authority will also ensure, wherever possible, that these colleagues come from a background of headship or successful experience of working in Local Authority Advisory Services. The Local Authority will only use School Improvement Partners who are trained and accredited through the national scheme. A full programme of professional development, identified through the PDPR (Professional Development Performance Review) process will be made available for all centrally employed staff and SIPs.

In addition to its own internal training programme, the Local Authority will make available a full programme of professional development for

leaders and managers in schools, which will include the elements of the National College for School Leadership and the South Gloucestershire Leadership Academy, a programme of international learning experiences, and a package of other support for Headteachers, deputies and senior and middle managers.

An annual programme of professional development opportunities is run for all staff working in schools and settings. The Headteacher Development Programme ensures that those supporting other schools are suitably trained, accredited and supported by the Local Authority. Details of the Guided Framework can be found in Appendix 5.

## **2.11 Purchasing support for School Improvement**

### **Supported self-evaluation cycle**

Support for the self-evaluation cycle, as outlined in Section 2.2, is funded centrally.

### **Local Authority Support Plans**

A Priority Support Plan will be developed for all schools in Bands 3 and 4. This will be agreed by the School Improvement Partner in consultation with the Headteacher and Chair of Governors. The funding to support these plans will be as follows:

- the main source of funding to support the plan will be the school's own delegated budget;
- support given by central staff, which is identified in the support plan, will normally be centrally funded;
- occasionally, a small amount of funding is available centrally to 'pump prime' developments in the plan. Bids for this funding are made to the Head of Learning & School Effectiveness Service by the School Improvement Partner.

The School Improvement Partner will complete a financial top sheet for all Local Authority Support Plans which summarises the amount of funding that is available to support the plan from these three sources.

### **Pay-as-you-go consultancy**

In order to provide the most flexible way of schools buying support from the Learning & School Effectiveness Service, a 'pay-as-you-go' consultancy has been set-up. Schools may

purchase support from the team in the following time blocks:

- 1 hour           – 1½ hours
- 2 hours         – Half-day
- Full day

The rates for this consultancy are determined annually and are published in the Professional Learning Community Programme. Schools wishing to purchase support should contact their School Improvement Partner, in the first instance, who will act as the broker in organising the support package to meet schools' needs.

### **Brokerage from other agencies/organisations**

School Improvement Partners (SIPs) work closely with schools, Senior Locality Advisers (Primary) and Senior Advisers to identify the support required for schools in each of the four bands.

There are two main sources of support that is brokered, that which is provided by Local Authority teams and that which is provided externally. Local Authority support is quality assured by team leaders while that provided from external agencies is carried out by a range of strategies.

Support brokered for Bands 1 and 2 schools is normally funded by the school, while that for Band 3 and 4 schools is a combination of the school and the Local Authority.

### **National Strategy Support**

Support from National Strategy Advisers, Consultants, Advisory Teachers and Strategy Managers is funded partly through Standards Fund and partly through the central budget. Support is currently provided at no additional cost to schools and is allocated on the basis of identified needs through the Banding system.

### **Advanced Skills Teachers**

Advanced Skills Teachers (ASTs) are funded partly through Standards Fund and partly through the central budget. Support is currently provided at no additional cost to schools. Schools may request AST support by contacting the Learning Adviser who is responsible for their deployment.

### **Supporting Headteacher and Deputy/First Assistant Headteacher interviews**

Schools which buy into the Local Authority Governor Support Package are entitled to two days (three in secondary) of centrally funded

Senior Locality Adviser, or other senior colleague, consultancy to support Governors in the appointment process. Additional support may be purchased on a pay-as-you-go basis. Schools which do not subscribe may purchase support on a pay-as-you-go basis.

All schools will also receive centrally funded support for the appointment of the deputy/first assistant headteacher. This will involve attendance by the Senior Locality Adviser (Primary)/Senior Adviser (Secondary)/SIP (Special).

### **Governor Development Service**

The Governor Development Service is provided by the Department for Children and Young People to all subscribing Infant, Junior, Primary, Special and Secondary schools. The service is responsible for providing, to all subscribing schools, the following services, at no cost, to the school:

- access to advice via e-mail or telephone (including voice mail during out of office hours);
- access to governor support website ([www.southglosgovernors.org](http://www.southglosgovernors.org));
- six bulletins per year for Chairs, Heads and Clerks;
- annual conference for Governors and Elected Members;
- assistance with recruitment of governors;
- appointment of LA governors;
- investigation of complaints against governing bodies;
- information to support Parent and Staff Governor Elections;
- central filing of Governing Body minutes;
- liaison with South Gloucestershire Governor Executive and Elected Members;
- regular Governor Newsletters for all governors;
- liaison with DCSF, National Co-ordinators of Governor Services (NCOGS), Regional COGS and National Benchmarking on behalf of South Gloucestershire Governing Bodies, including attendance at conferences;
- provision of support to Governing Bodies through Priority Support Plans.

The following Governor Support is available for purchase, through an annual subscription:

- Induction and Support Programme;
- training courses;
- support for Headteacher appointment.

Non-subscribing schools may choose to purchase individual elements on a pay-as-you-go scheme

### **Strategies for the identification and promoting of good practice**

The Local Authority actively seeks out effective practice through a wide range of interactions with schools, training events, work with expert practitioners, visits to schools, locality review meetings, scrutiny of schools' own self-evaluation and Ofsted inspection reports.

Practice which has proved particularly effective is shared among LA officers through meetings and visit notes, which, in turn, informs and strengthens the quality of advice, guidance and support officers can offer. It is also shared more widely through:

- school improvement visits;
- the Local Authority's website;
- the Portal (South West Grid for Learning);
- Best Practice Fora;
- a wide range of collaboratives and networks;
- letters and publications;
- training

### **2.12 Local Authority Powers – Intervention Procedures**

The Local Authority rarely uses its formal powers of intervention. However, in the interests of mutual accountability and transparency, procedures are outlined below. This should support a clear understanding about how the accountabilities are designed to work in practice.

A school where the Local Authority is considering intervention is likely to have been identified as requiring significant additional support and placed within Bands 3 or 4.

Formal warning notices are meant to remedy situations comparable in seriousness to concerns which would result in the school being placed in special measures or judged to require significant improvement on inspection by Ofsted. The use of Ofsted criteria by authorities in considering the issuing of a formal warning is recommended. These criteria are available at:  
<http://www.ofsted.gov.uk/inspectors>.

Where schools do not comply with a formal warning, are placed in special measures or judged to need significant improvement, powers are available to local authorities in partnership with the Diocese or other appropriate appointing

bodies, where appropriate, to drive and support improvements.

### **Formal Warning Notices**

#### **The legal basis**

Section 15 of the School Standards and Framework Act 1998 provides for a Local Authority to issue a formal warning notice to the Governing Body where:

1. The Local Authority is satisfied that one or more of the following conditions apply:
  - standards of pupils' performance are unacceptably low and likely to remain so unless the Local Authority appoints Additional Governors and/or suspends the school's delegated budget; or
  - there has been a serious breakdown in the way the school is managed or governed which is prejudicing, or likely to prejudice, pupils' standards of performance; or
  - the safety of pupils or staff at the school is threatened, whether by a breakdown of discipline or otherwise.
2. The Local Authority has previously informed the Governing Body and Headteacher of the matters which its conclusions are based, and these matters have not been remedied to the Local Authority's satisfaction within a reasonable period.

#### **The South Gloucestershire Process**

1. Concerns will have been raised with the school over a period of time and recorded in the Notes of Visit, copies of which are given to the Headteacher and the Chair of Governors. Advice will be given on appropriate action.
2. Where concerns continue the Senior Adviser will convene a meeting with the Headteacher, Chair of Governors and the School Improvement Partner. At this meeting a plan of action and an agreed timescale will be defined, along with monitoring arrangements.
3. Where concerns are not remedied and the Head of Learning & School Effectiveness Service considers that the school does not have the capability to address them within its own resources, the Director for Children and Young People, following consultation with the portfolio holder for the Department for Children and Young People, will write to the Chair of Governors.
4. The letter will enclose either a 'minded to warn' or a 'formal warning' notice and a copy sent to the Headteacher. It will outline the:

- nature of and basis for concerns;
  - support provided by the Local Authority;
  - action the Local Authority requires the Governing Body to take;
  - further support the Local Authority will give;
  - period during which the Governing Body is expected to address the issues (not normally longer than six months). In the case of a 'minded to warn' notice, where the school has not made sufficient progress on the identified issues within six months then a 'formal warning' notice will normally be issued.
  - criteria by which the Local Authority will judge whether sufficient progress has been made; and
  - dates of review meetings and expected attendees.
5. Local Authority support to the school will be co-ordinated by the School Improvement Partner. A review meeting involving the Director will be held three times per year.
  6. Once the Head of Learning & School Effectiveness Service is satisfied that weaknesses have been overcome, a recommendation that the 'minded to warn' or 'formal warning' notice be lifted will be made to the Director for Children and Young People.
  7. If the school has not made sufficient progress the Director may consider exercising additional powers granted under Sections 16 and 17 of the School Standards and Framework Act (appointment of additional governors/suspension of school's delegated budget).

### **Powers of Intervention Exercisable by the Local Authority**

If the Governing Body does not comply with a 'formal warning' notice, Section 16, 16A and 17 of the School Standards and Framework Act 1998 (as amended by the Education Act 2002) allows the Local Authority to take both the first two options below or the third option:

- a) to appoint additional governors to the school's Governing body (Section 16 as amended by Schedule 5 to the Education Act 2002); and/or
- b) to suspend the school's delegated budget; or
- c) with the consent of the DfES, to replace the Governing Body with an Interim Executive Board (Section 16A, inserted by Section 57 of the Education Act 2002). Where an IEB is appointed, the Local Authority cannot suspend the school's right to a delegated budget.

### **Appointment of Additional Governors**

Under Section 16, a Local Authority can appoint unlimited numbers of Additional Governors to a school in the following circumstances:

- when a school requires special measures or significant improvement; or
- if a school has been subject to a 'formal warning', the Local Authority may appoint Additional Governors within two months of the end of the 'formal warning' compliance period and after it has informed the Governing Body and the Headteacher in writing that it intends to use this power.

### **The South Gloucestershire process**

- The need for Additional Governors in schools in the circumstances above will be identified by the School Improvement Partner or the Senior Adviser (Primary/Secondary).
- The decision to appoint Additional Governors will be made by the Director for Children and Young People in liaison with Diocesan Officers, where appropriate, and will inform the Governor Development Officer.
- The Governor Development Officer, in consultation with the Senior Adviser, selects appropriately skilled governors from the Additional Governor register and checks their availability.
- Governor Administrative Assistant will send the Additional Governor Approval Form to the Director for Children and Young People for approval. Neither the Secretary of State or the Local Authority can appoint Additional Governors while an IEB is in place.
- Once appointed, the Governor Administrative Assistant sends letters of appointment to Additional Governors and copies to the Clerk, Chair of Governors, Senior Adviser and School Improvement Partner. This will include an invitation to a meeting with the School Improvement Partner and Senior Adviser. At this meeting relevant paperwork (see Local Authority Additional Governors Support Guidance) will be given to the Additional Governors.
- The Senior Adviser introduces the Additional Governors to the Full Governing Body at their first meeting and explains the role of the additional governors.

## **Suspending the School's Delegated Budget**

### **Notice of Concern**

The Local Authority may issue a notice of concern to the governing body of any school it maintains where, in the opinion of the Chief Finance Officer and the Director for Children and Young People, the school has failed to comply with any provision of the scheme, or where actions need to be taken to safeguard the financial position of the Local Authority or the school. Such a notice will set out the reasons and evidence for it being made and may place on the governing body restrictions, limitations or prohibitions in relation to the management of funds delegated to it. The notice of concern should not be used in place of the withdrawal of financial delegation where that is the appropriate action to take. However, it may provide a way of making a governing body aware of the Authority's concerns short of withdrawing delegation and identifying the actions the governing body should take in order to improve their financial management to avoid withdrawal.

### **Suspension of Delegated Budget**

Section 17 of the School Standards and Framework Act 1998 (as amended) provide for the Local Authority to suspend a Governing Body's right to delegated powers in schools subject to a 'formal warning' notice; schools in special measures or those which need significant improvement.

### **The South Gloucestershire Process**

1. Concerns will have been raised with the school over a period of time and recorded in the Notes of Visit, copies of which are given to the Headteacher and the Chair of Governors. Advice will be given on appropriate action.
2. Where concerns continue the Senior Adviser will convene a meeting with the Headteacher, Chair of Governors, School Improvement Partner and Deputy Director. At this meeting a plan of action and an agreed timescale will be defined, along with monitoring arrangements.
3. Where concerns are not remedied and the Head of Learning and School Effectiveness Service considers that the Governing Body is unable to manage the delegated budget satisfactorily, s/he will recommend that the Director for Children and Young People, following consultation with the portfolio holder for the Department for Children and Young People, will write to the Chair of Governors.
4. The letter will enclose either a 'minded to warn' notice or a 'formal warning' notice specifying the grounds for suspension. A

copy will be sent to the Headteacher. It will include:

- details of any failure to comply with a delegation restriction or requirement, or details of mismanagement;
  - the action the Local Authority requires the Governing Body to take;
  - the further support the Local Authority will give;
  - the period during which the Governing Body is expected to address the issues (not normally longer than six months). In the case of a 'minded to warn' notice, where the school has not made sufficient progress on the identified issues within six months, then a 'formal warning' notice will normally be issued;
  - the criteria by which the Local Authority will judge whether sufficient progress has been made; and
  - the dates of review meetings and expected attendees.
5. The Local Authority will work closely with the Governing Body with the intention of restoring delegation as soon as possible.
  6. The School Improvement Partner will work closely with the Governing Body and co-ordinate Local Authority support.

## **Urgent Cases and Suspension of Delegated Powers**

### **The legal basis**

In addition to the powers granted under Sections 16 and 17 of the Schools Standards and Framework Act, powers were granted to local authorities under the Education Act 2002 which allow for swifter intervention in schools causing concern and the appointment of an IEB.

Sections 54 and 55 enable a Local Authority to take action as soon as Her Majesty's Chief Inspector has informed the Secretary of State that a school is in need of special measures. This removes the need to wait for the publication of the report.

In urgent cases the Senior Adviser may convene a meeting with the Deputy Director, Headteacher, Chair of Governors and School Improvement Partner. A recommendation will be made to the Director.

## **Appointment of an Interim Executive Board (IEB)**

### **The legal basis**

Sections 56-59 of the Education Act 2002 introduced the power to appoint an IEB to schools, in need of special measures, or judged to require significant improvement or which have failed to comply with a formal warning from the Local Authority. Schedule 6 gives the detailed provisions for IEB's and interim executive members.

### **The South Gloucestershire Process**

1. Concerns will have been raised with the school over a period of time and recorded in the Notes of Visit, copies of which are given to the Headteacher and the Chair of Governors. Advice will be given on appropriate action.
2. Where concerns continue in schools that meet one of the three criteria above, the Senior Adviser will convene a meeting with the Headteacher, Chair of Governors, School Improvement Partner and Deputy Director. At this meeting a plan of action and an agreed timescale will be defined, along with monitoring arrangements.
3. Where concerns are not remedied and the Head of Learning & School Effectiveness Service considers that the Governing Body does not have the capability to address them within its own resources or is obstructing progress, s/he will recommend the Director for Children and Young People who, following consultation with the portfolio holder for education, will write to the Chair of Governors and ask for a meeting with the Governing Body to be convened in order to consult with them about the appointment of an IEB. Where appropriate, the Diocesan authorities will also be consulted.
4. The members of the IEB will be appointed by the Local Authority. The IEB will work to secure the improvements identified in the action plan, running the school as a Governing Body with the usual range of responsibilities.
5. Once improvement has been secured, plans for reconstituting the Governing Body will be made. Interim executive members will leave office when a normally constituted Governing Body is restored.

### **Suspension of Financial Delegation**

#### **The legal basis**

Section 51 and Schedule 15 of the Schools Standards and Framework Act 1998 (as amended by the Education Act 2002, Schedule 3,

paragraph 5) provide for a Local Authority to act if it appears that the Governing Body:

1. has been guilty of substantial or persistent failure to comply with any delegation requirement or restriction; or
2. is not managing the expenditure or appropriation of its delegated budget satisfactorily; or
3. is not managing in a satisfactory manner any expenditure, or sums received, in the exercise of the power conferred by Section 27 of the Education Act 2002 (power to provide community facilities etc).

### **Local Authority concern about the performance of a Headteacher**

#### **The legal basis**

Where the Local Authority has a serious concern about the performance of a Headteacher, paragraph 23 of Schedule 16 of the School Standards and Framework Act 1998 places a duty on the Local Authority to make a written report to the Chair of Governors.

### **The South Gloucestershire Process**

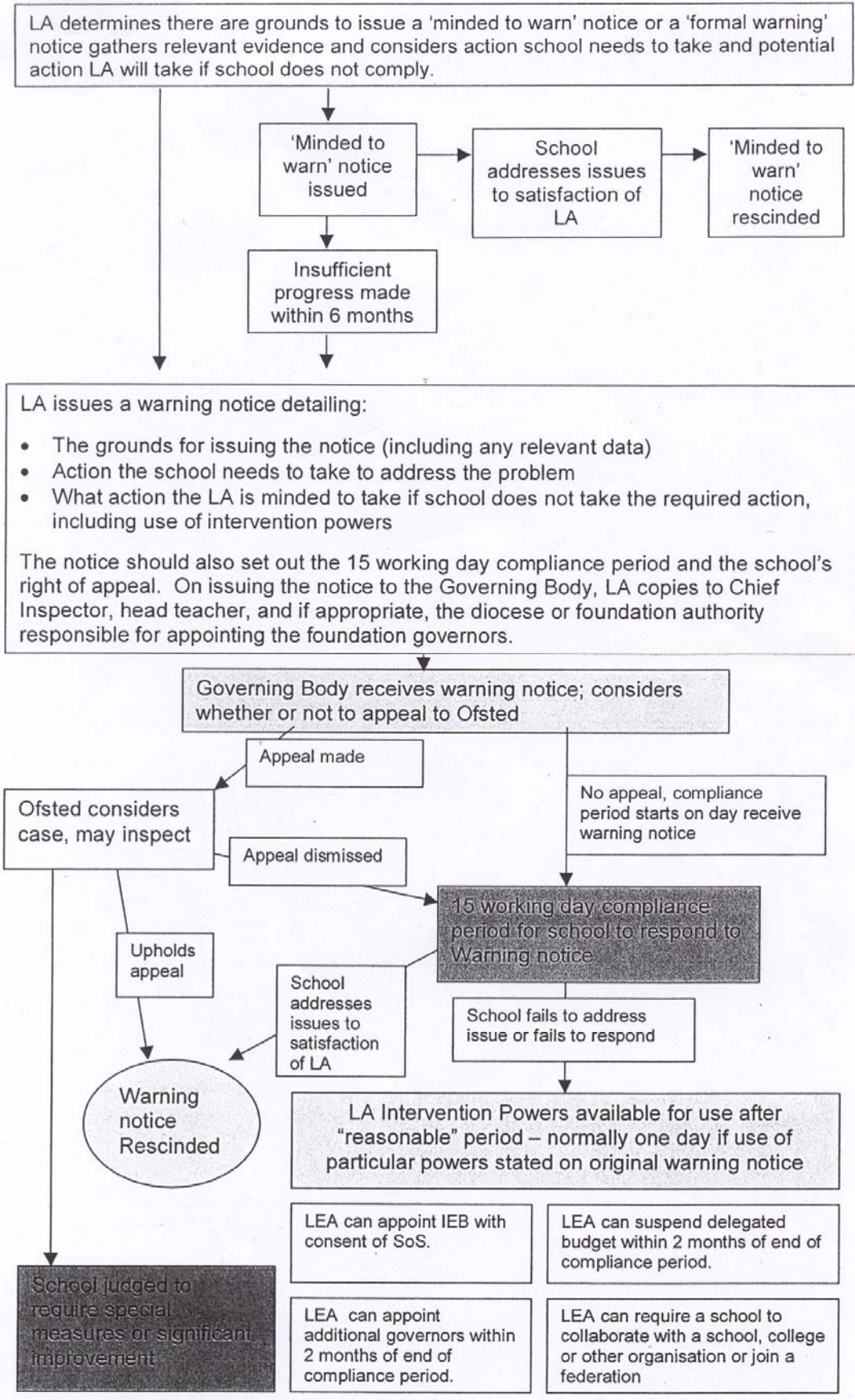
1. The Local Authority will first raise concerns with the Headteacher through the School Improvement Partner. Support will be given to address the issues speedily.
2. Where the issues are not addressed within a reasonable period, the Senior Adviser will convene a meeting with the Deputy Director, the Headteacher, the Chair of Governors and the School Improvement Partner. At this meeting the concerns will be shared and a support plan agreed.
3. If the concerns are not addressed within the timescale of the support plan, the Director in consultation with the Chair of Governors, may advise that the matter should be dealt with through personnel procedures. Alternatively, a performance report will be issued to the Chair of Governors.
4. The report will state the reasons for concern and the evidence on which these are based. A copy of the report will be sent to the Headteacher.
5. The Chair of Governors will give the Headteacher the opportunity to respond to the report. A Local Authority Adviser, with knowledge of the concerns, will be present to hear any representations and respond on behalf of the Local Authority.
6. The School Improvement Partner will advise the Chair of Governors and attend any relevant Governing Body meetings.

7. The Senior Adviser will arrange review meetings with the Chair of Governors, Headteacher, Deputy Director and the School Improvement Partner.
8. If concerns are unresolved, the Director may use further intervention powers.

## **Appeal**

The Governing Body has the right to appeal if it feels the Local Authority has acted unreasonably. They may write to the Director for Children and Young People, who will refer the matter to the portfolio holder for the Department for Children and Young People. It is open to the Governor Body to appeal to the Secretary of State in relation to issues of a formal warning notice or the removal of delegated powers.

### Revised LA Warning Notice System



## GLOSSARY

**AST** – Advanced Skills Teacher

**LA** – Local Authority

**Leading Teacher** – teacher recognised within the Local Authority as having outstanding practice in particular subjects and commissioned to support other schools.

**MCSI** – monitoring, challenge, support and intervention.

**New Relationship with Schools** – outlines a new relationship between the government and its schools, including changes in the inspection process and the introduction of the single conversation.

**Ofsted** – Office for Standards in Education

**National Assessment** – standard assessment tests/tasks undertaken by pupils at the end of Key Stage and externally marked; and teacher assessment undertaken at the end of the Early Years Foundation Stage and KS1 and externally moderated.

**RAISEonline** – a web-based database that provides interactive analysis of school and pupil performance data. It replaces the Ofsted Performance and Assessment (PANDA) reports and DCSF's Pupil Achievement Tracker (PAT). It enables schools to analyse performance data in greater depth, provides a common set of analyses for schools, local authorities, inspectors, SIPs and supports teaching and learning.

**SEF** – self evaluation form, a means of summarising a school's self evaluation outcomes to be completed as part of the OFSTED inspection process.

**Self evaluation** – the process by which schools identify their strengths and weaknesses.

**Single Conversation** – a process through which the School Improvement Partner supports and challenges a school as part of its self evaluation process.

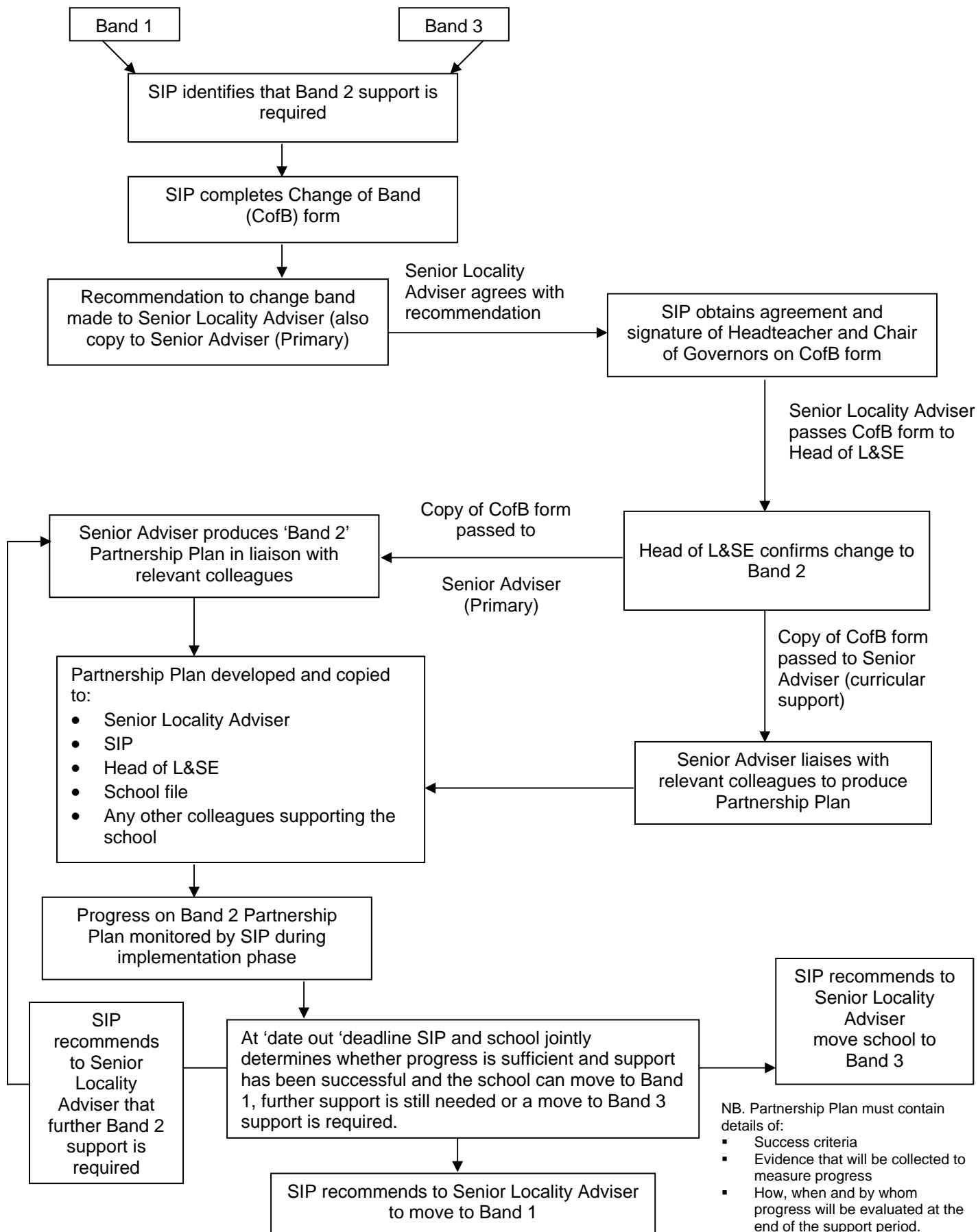
**SIP (School Improvement Partner)** – an externally trained (DCSF) professional working on behalf of the Local Authority to carry out a single conversation with a school/schools.

**SLA** – Senior Locality Adviser



## LEARNING &amp; SCHOOL EFFECTIVENESS SERVICE

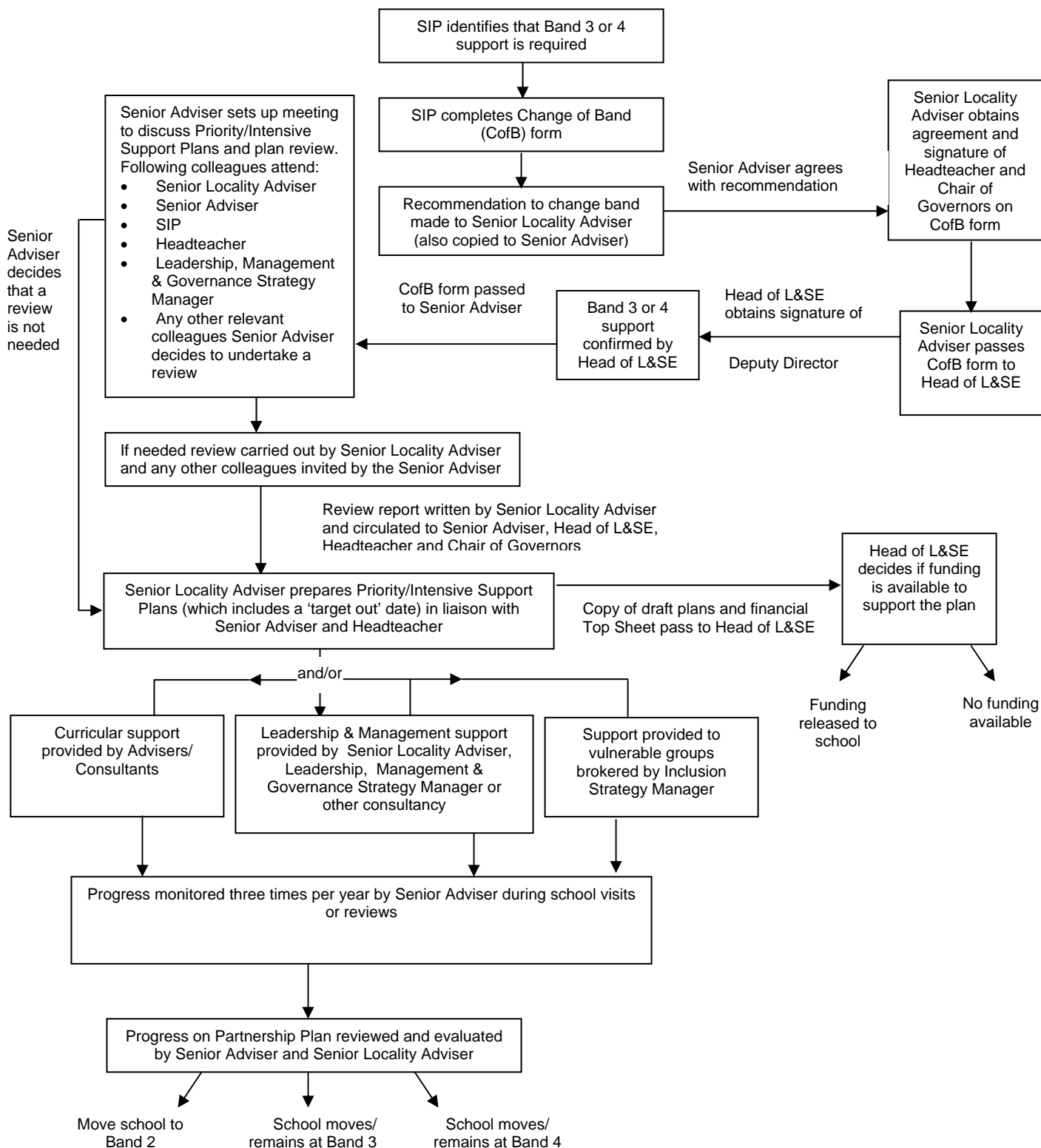
## BAND 2 SUPPORT – PRIMARY





LEARNING & SCHOOL EFFECTIVENESS SERVICE

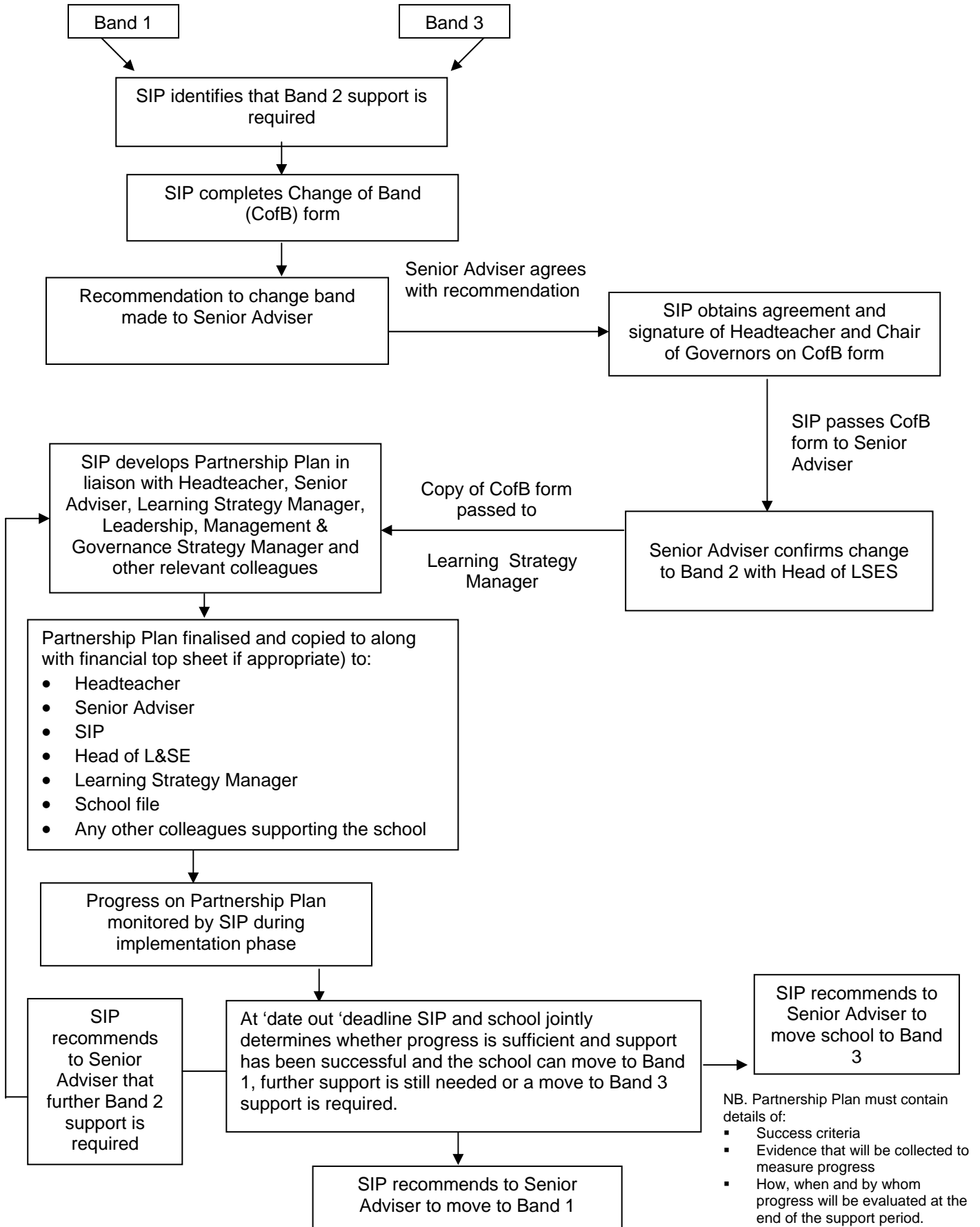
**BAND 3 AND 4 SUPPORT – PRIMARY**





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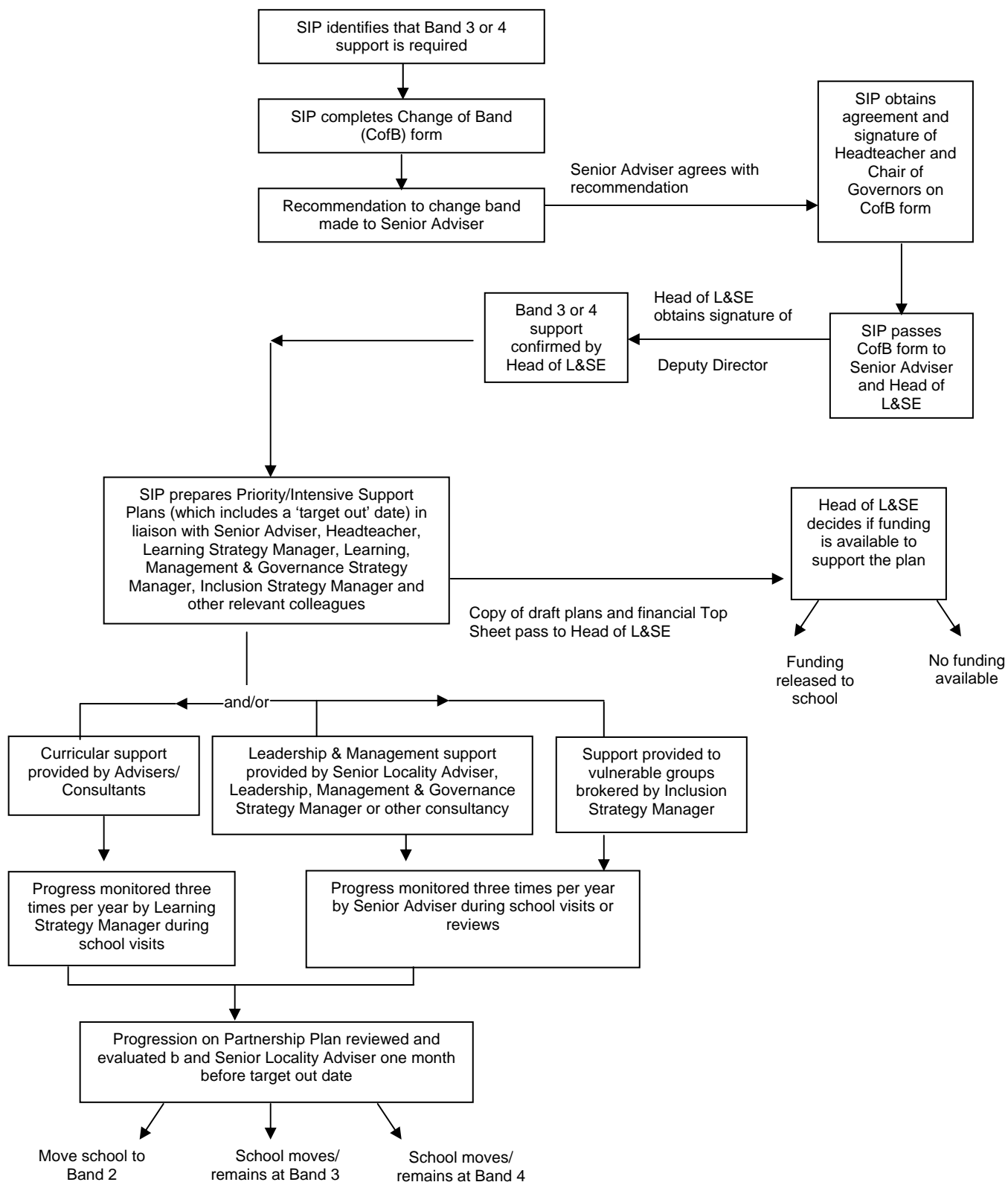
**BAND 2 SUPPORT – SECONDARY**





LEARNING & SCHOOL EFFECTIVENESS SERVICE

**BAND 3 AND 4 SUPPORT – SECONDARY**





LEARNING & SCHOOL EFFECTIVENESS SERVICE

## HEADTEACHER DEVELOPMENT PROGRAMME FRAMEWORK

### PROFESSIONAL PARTNERS

**The Professional Partner Programme is facilitated by the National College; the Local Authority supports the work of the College in the delivery of this programme.**

#### **Role of the Professional Partner**

- To provide personalised support to new headteachers in their transition into headship, which:
  - is determined by the needs identified by the new headteacher
  - promotes their psychological well-being, enhancing their confidence and reducing stress
  - is unconditional – not contributing to performance management; not involving the role of the School Improvement Partner or reporting back the detail of support or content to national agencies, local authorities or dioceses
  - is confidential, within ethical and legal boundaries.
- To support, challenge and advise new headteachers through the distinctive techniques of coaching and mentoring, based on an initial meeting to agree roles, protocols and ways of working.
- To encourage new heads to reflect on their professional practice and use action based learning techniques.
- To support new heads in the leadership and management of change.
- To help the new headteacher make sense of:
  - all the sources of help, advice, support and challenge
  - the local and national children's service agendas.
- To offer an entitlement of between 20 and 30 hours equivalent support, to include:
  - an initial meeting with the newly appointed headteacher post-appointment and prior to the headteacher taking up post
  - face-to-face meetings
  - access by telephone/e-mail as appropriate and required
- To support one, two or three new headteachers at any one time, dependent upon capacity.

#### **Experience required to enter the programme**

Professional Partners will be serving headteachers who:

- have an Ofsted judgement of good or outstanding for leadership or are deemed by the local or diocesan authority to be a good or outstanding headteacher demonstrating improving outcomes;
- have experience of supporting the development of others within or beyond their school;
- lead a school that has the leadership capacity to enable the Professional Partner to work beyond the school; and
- have a good understanding of the local context, are well connected to local education networks and are able to signpost specific expert professional support.

#### **Mentor accreditation process**

Regional training and ongoing support will be provided free of charge by the National College.

The standard Professional Partner training programme will consist of a two day residential programme followed by a single day approximately one month later. A single day conversion course is planned for headteachers who have already undertaken similar National College training (e.g Local Leaders of Education and NPQH coaches).

### **Deployment of Mentors**

The National College will be responsible for the deployment of the Professional Partners.

### **Quality Assurance arrangements**

The National College will be responsible for the quality assurance arrangements of the Professional Partners.

### **Professional Development**

The National College will be responsible for the professional development of the Professional Partners.

## **HEADTEACHER MENTOR PROGRAMME**

### **Role of the Mentor**

- To provide mentor support for Headteachers in their second Headship or beyond in South Gloucestershire.
- To provide mentor support for Acting Headteachers in South Gloucestershire

### **Experience required to enter the programme**

- 2 years successful experience as a Headteacher
- The full recommendation of the School Improvement Partner (SIP) for the school both with regard to Headteacher/school context and the capacity of the mentor to undertake and deliver support

### **Mentor accreditation process**

- Headteacher discusses proposed application with their Senior Locality Adviser (Primary)/Senior Adviser (Secondary), Inclusion Strategy Manager (Special).
- Senior Locality Adviser agrees proposal. If the application is not supported by the Senior Locality Adviser (Primary)/Senior Adviser (Secondary), Inclusion Strategy Manager (Special) then the Headteacher may appeal to the relevant Senior Adviser
- Headteacher registers application with Leadership Adviser.
- Headteacher provides a 50 word summary of their key leadership skill areas which will be included in the South Gloucestershire Headteacher Mentor Register.
- Headteacher participates in a one day mentor training/accreditation programme run by the Leadership Adviser.
- Accredited mentors identified in the South Gloucestershire Headteacher Mentor Register.

### **Deployment of Mentors**

- The deployment of mentors will be managed by the Leadership Adviser.
- Mentors will normally be deployed for a period of 12 months to support another colleague.
- The mentor will be contracted to meet with the mentee for the equivalent of 6 half days during the course of the year. This will normally be one each term with the first visit taking place within the first three weeks the mentee takes up post.
- Mentors should contact the Leadership Adviser immediately if they identify that additional support is required by the mentee.
- The Leadership Adviser will make telephone contact with mentors 3 times a year to discuss progress with identified leadership and management needs of the mentee.
- A fee is payable for the provision of mentor support.

### **Quality Assurance arrangements**

- Mentees will provide feedback on the quality of support they have received from their mentor three times during the year.
- Mentors will carry out an agreed annual self evaluation exercise.

### **Professional Development**

- The Leadership Adviser will discuss professional development needs on an annual basis with mentors.
- Mentors will be eligible for a 10% discount on all Leadership Academy training/events.

## **COACH PROGRAMME**

### **Role of the Coach**

- To provide targeted support to Headteachers in the areas of leadership and management.
- To provide targeted support to senior managers in schools in areas of L&M.
- To provide targeted support to middle managers in schools in areas of L&M.

### **Experience required to enter the programme**

- Successful completion of the mentor training/accreditation day(or equivalent).
- Successful experience as a Headteacher mentor within the last two years (or equivalent experience).
- Pro-active engagement in the South Gloucestershire Leadership Programme of research and enquiry (or equivalent).
- Attained further professional study/certification in relation to one or more leadership development e.g. Ofsted accreditation, MA, NCSL, Head for the Future (previously LPSH), SLICT, consultant leader (NCSL) within the last 3 years.

### **Coach accreditation process**

- Headteacher discusses proposed application with their Senior Locality Adviser (Primary)/Senior Adviser (Secondary), Inclusion Strategy Manager (Special).
- Senior Locality Adviser agrees proposal. If the application is not supported by the Senior Locality Adviser (Primary)/Senior Adviser (Secondary), Inclusion Strategy Manager (Special) then the Headteacher may appeal to the relevant Senior Adviser.
- Headteacher registers interest with relevant Senior Adviser.
- Application form completed and submitted to Senior Adviser.
- Interview with panel, if required (Senior Adviser, Leadership, Management & Governance Strategy Manager and Headteacher representative).
- Completion of 2 day coaching training/accreditation course.

### **Deployment of coaches**

- The deployment of coaches will be managed by the relevant Senior Adviser.
- Coaches will initially be deployed for an agreed fixed period of time, which will be subject to review. The pattern of deployment will be tailored to meet individual needs of the coachee.
- Coaches will complete visit notes for each meeting with the coachee.
- Coaches should contact the relevant Senior Adviser immediately if they identify that additional support is required by the coachee.
- The Senior Adviser will meet with coaches termly to ascertain progress on the key elements of their work.
- A fee is payable for the provision of coaching support.

### **Quality assurance arrangements**

- Coaches will be shadowed by the Senior Adviser once a year for the first two years of their work with South Gloucestershire.

- Coachees will provide feedback on the support they have received from their coach three times a year.
- Coaches will carry out an agreed annual self evaluation exercise.

### **Professional Development**

- The relevant Senior Adviser will discuss professional development needs on an annual basis with coaches.
- An ongoing programme of training and development in coaching and its associated skills will be provided for all coaches.
- Coaches will be eligible for a 25% discount on all Leadership Academy training/events.

## **ADVISORY HEADTEACHER PROGRAMME**

### **Role of the Advisory Headteacher**

- To provide in-school support to strengthen the senior leadership team of the school.
- Support will usually be provided on a full time basis.

### **Experience required to enter the programme**

- Significant successful experience as a Headteacher.
- Successful experience as a Headteacher coach within the last two years (or equivalent).
- Pro-active engagement in the South Gloucestershire Leadership programme of research and enquiry (or equivalent).
- Attained further professional study/certification in relation to leadership development e.g. Ofsted accreditation, MA, NCSL, Head for the Future (previously LPSH), SLICT, consultant leader (NCSL), SIP within the last 3 years.

### **Advisory Headteacher appointment process**

- Advisory Headteacher post(s) advertised.
- Headteacher discusses proposed application with their Senior Adviser/Chair of Governors.
- Headteacher decides whether to apply on a secondment basis.
- Headteacher registers application with relevant Senior Adviser.
- Application form completed and submitted to Senior Adviser.
- Interview with panel, if required (Head of Learning and School Effectiveness, Senior Adviser, Leadership, Management & Governance Strategy Manager and Headteacher representative).
- Completion of Local Authority Induction Programme.

### **Deployment of Advisory Headteachers**

- The deployment of Advisory Headteachers will be managed by the relevant Senior Adviser.
- Advisory Headteachers will initially be deployed for an agreed fixed period of time, which will be subject to review. The pattern of deployment will be tailored to meet individual needs of the school.
- Advisory Headteachers should contact the relevant Senior Adviser immediately if they identify that additional support is required by the school.
- The Senior Adviser will meet with Advisory Headteachers on a regular basis to ascertain progress on the key elements of their work.
- A fee is payable for the provision of Advisory Headteacher support.

### **Quality assurance arrangements**

- Senior Advisers will quality assure the work of Advisory Headteachers.
- Advisory Headteachers will carry out an agreed annual self evaluation exercise.

### **Professional Development**

- The relevant Senior Adviser will discuss professional development needs on an annual basis with Advisory Headteachers.
- An ongoing programme of training and development in the skills needed by Advisory Headteachers will be provided.
- Advisory Headteachers will be eligible to attend all Leadership Academy training/events free of charge.

<b>SCHOOL IMPROVEMENT PARTNER (SIP) PROGRAMME (as part of the South Gloucestershire Headteachers Development Programme)</b>
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### **Role of the SIP**

- To provide professional challenge and support to identified schools.
- To carry out the supported self-evaluation programme as identified in the South Gloucestershire School Improvement Policy.
- To provide an annual report to the Governing Body.
- To draw up a package of support for the school as required.
- To provide reports to the Local Authority, Headteacher and Chair of Governors as agreed with the Local Authority.
- To report to the National Strategies and DCSF as required.
- To provide support to the Governors in carrying out the performance management of the Headteacher.

### **Experience required to enter the programme**

- Significant successful experience as a Headteacher.
- Successful experience as a Headteacher coach within the last two years (or equivalent).
- Pro-active engagement in the South Gloucestershire Leadership programme of research and enquiry (or equivalent).
- Attained further professional study/certification in relation to leadership development eg. Ofsted accreditation, MA, NCSL, Head for the Future (previously LPSH), SLICT, consultant leader (NCSL) within the last three years.

### **SIP accreditation process**

- Headteacher discusses proposed application with their Senior Locality Adviser (Primary)/Senior Adviser (Secondary), Inclusion Strategy Manager (Special).
- Senior Locality Adviser (Primary)/Senior Adviser (Secondary), Inclusion Strategy Manager (Special) agrees proposal and agrees to provide a Local Authority reference. If the application is not supported by the Senior Locality Adviser (Primary)/Senior Adviser (Secondary), Inclusion Strategy Manager (Special) then the Headteacher may appeal to the relevant Senior Adviser.
- Headteacher registers application with NCSL.
- Application form completed on-line.
- On-line assessment carried out.
- Successful completion of two day SIP training/accreditation course with NCSL.

### **Deployment of SIPs**

- The deployment of SIPs will be managed by the relevant Senior Adviser.
- SIPs will be deployed on an annual basis to carry out the SIP function in a specified number of schools. The number of visits a school receives will be linked to its banding.
- SIPs will complete visit notes for each school visit.
- SIPs should contact the relevant Senior Adviser immediately if they identify that additional support is required by the school.
- The Senior Adviser will meet with SIPs three times a year to ascertain progress on the key elements of their work.

- A fee is payable for the provision of SIP consultancy.

#### **Quality assurance arrangements**

- SIPs will be shadowed once a year for the first two years of their work with South Gloucestershire.
- Headteachers and governors will be asked to provide feedback on the work of the SIP in their school.
- SIPs will carry out an agreed annual self evaluation exercise.

#### **Professional Development**

- SIPs will be subject to the Councils PDPR Performance Management arrangements which will be carried out by the relevant Senior Adviser.
- The relevant Senior Adviser will discuss professional development needs on an annual basis with SIP as part of the PDPR process.
- An ongoing programme of training and development in the skills needed by SIPs will be provided both locally (by the Local Authority) and regionally (by the National Strategy).
- SIPs will be eligible to attend all Leadership Academy training/events free of charge.



LEARNING & SCHOOL EFFECTIVENESS SERVICE

## **Classroom Observation Good Practice**

### **Guidance for schools, centrally based staff and Governors when making visits to classrooms**

This document is intended to give guidance on good practice when carrying out lesson observations within South Gloucestershire schools. There are a wide range of reasons why another adult might be in the classroom with a teacher carrying out some form of observation. These may be grouped under 7 headings namely:

- Management observation, including those for Performance Management and NQT induction
- Curriculum development classroom visits
- Pupil focussed observations
- Professional development classroom visits
- Good practice classroom visits
- Other classroom visits
- Walking the school

### **Management Observations**

In this type of visit the visitor will observe the teacher in order to identify strengths and areas for development in the teaching, and its impact on learning, that is taking place in the classroom. The purpose of the observation should be clearly identified before the observation takes place and may focus on objectives identified during the teacher's Performance Management review. The observation, and following discussion, provides an opportunity to celebrate good practice/strengths and, if appropriate, to offer advice to support weaker practice. These types of visit are undertaken by a wide range of educational professionals from within and outside the school. They should be undertaken sensitively, unobtrusively and professionally. The visitor should have received the necessary training in order to carry out classroom observations and provide constructive feedback and support. It should be noted that classroom visits are only one way of making judgements about teaching and learning. Others include work scrutiny, discussions with pupils, looking at planning and assessment data. These classroom visits may form part of the school self-evaluation process and/or be part of performance management procedures.

Observations for Performance Management purposes should be limited to no more than three hours per year, although if concerns arise, or the reviewee's circumstances change, it is possible to revisit the amount of classroom observation agreed at the beginning of the cycle. The number of classroom visits is not specified however this should be limited to a reasonable number. Each visit will normally be for at least 20/30 minutes. This time limit does not apply to Ofsted inspections, Local Authority monitoring, NQT induction programmes, or to schools' own self-evaluation.

The following should be discussed and agreed before the lesson by the teacher and the visitor:

- date, of the visit (at least 5 working days in advance);
- context of the visit;
- focus for the observation;

- lesson content;
- conduct/involvement of the visitor in the lesson;
- time and nature of the feedback.

**During** the lesson the visitor should work to reasonable requests of the teacher in charge and attempt to be as unobtrusive as possible.

**After** the lesson the following should take place:

- the teacher should receive feedback as soon as possible on the same day as the visit. PPA time should not be used for giving feedback;
- care should be taken to ensure that the teacher has a reasonable break before going to their next class if the feedback takes place at break or during the lunch period;
- the feedback should include both strengths and areas for development;
- a copy of any notes made by the visitor during the observed lesson should be handed to the teacher after the feedback;
- as most school based observers will not be Ofsted trained, we would advise that Ofsted grades are not given to teachers following a lesson observation. However teachers do need to be aware if a lesson is judged as unsatisfactory or outstanding;
- a handwritten (but clearly legible) or personally typed commentary identifying strengths and areas for development should be provided for the teacher within two days of the observed lesson;
- the teacher must be given an opportunity to append his/her own comments to this commentary;
- the circulation of the commentary and any notes made by the visitor must be made clear to the teacher and would normally only include the headteacher, the teacher and his/her professional association representative. For NQT/GTP observations a copy would be passed to the induction tutor. For deputy headteacher observations, these might be shared with the School Improvement Partner;
- all notes and commentaries should be retained for at least 3 years in line with the Ofsted inspection cycle (teachers may retain theirs longer for threshold application).

## **Capability procedures**

For the very small number of South Gloucestershire teachers who undergo formal capability procedures the number of lesson observations will be more frequent than for other staff. However, the good practice listed above should still be followed.

All observations should be carried out with a view to confirming good practice demonstrated by the teacher and constructively informing the teacher about improvements he/she can make to their practice. Detailed and practical advice should accompany any comments which indicate areas for improvement. Progress on these areas can then be assessed during future observations.

Further guidance on capability procedures can be found in the South Gloucestershire Capability Guidance documentation.

## **Curriculum development classroom visits**

In this type of visit where general aspects of the school or the curriculum are being observed, such as literacy across the curriculum or support for pupils with special educational needs, the general guidelines above should be followed. However, individual teachers should not be identified in the notes from the observations or any resulting report. Verbal feedback should be made available but no written commentary is made about the individual teacher. Judgements made during these observations will normally be focused on the issue under investigation e.g. range of questioning strategies used.

Increasingly these types of visits may take the form of short (10-15 minutes) visits to classroom across a year group or across the school. This enables the visitor to pick up an issue, such as use of objectives in teaching, questioning or handwriting across a larger sample of lessons. When this type of activity is carried out it may not be possible to feedback

to every teacher observed. In this case any report produced by the visitor should not name individual teachers.

### **Pupil focussed observations**

In this type of visit a named pupil(s) is the focus of the visit. Examples of these types of visit are those carried out by educational psychologists or behaviour support staff. The purpose of these visits is to assess a pupil's needs and begin to identify what additional support may be required. For these types of visit the following good practice is recommended:

- arrangements for the visit are set up well in advance. The teacher, visitor and the headteacher are all informed with the necessary information – date, time, reason for the visit etc;
- arrangements are made for the visitor to be greeted when they arrive at the school. They should be accompanied to the classroom;
- where possible the teacher may meet with the visitor prior to the lesson to explain the lesson content, objectives etc. The role of the visitor during the lesson should be agreed;
- following the lesson the teacher should be able to meet with the visitor to answer any questions they might have;
- any case notes made by the visitor should not identify individual teacher's names. Generally, visit notes are not prepared for these types of classroom visit.

### **Professional development classroom visits**

In this type of classroom visit two teachers (or a teacher and a curriculum adviser/consultant) work together to identify ways by which curriculum provision, teaching and learning can be further improved. Where two teachers work together it is often referred to as peer observation (for both coaching or mentoring purposes). This type of working together is a very practical and powerful way to support a teacher's practice and knowledge about teaching and learning.

This involves one teacher observing another colleagues practice and feeding back, in a reflective way, on what they have observed. It is about trust and support between colleagues so that the observation is mutually productive. It works best when the teachers (or teacher and curriculum consultant/adviser) have agreed to work together. This can take the form of a variety of approaches such as team teaching, demonstration lessons, paired teaching, joint observations etc.

Good practice for this type of work includes the agreement of the following between the two teachers (teacher and curriculum consultant/adviser):

- thorough preparation for the activity;
- ground rules being clear;
- manageable and agreed recording techniques being employed;
- appropriate time and context for the observation;
- time and context for feedback/open ended discussion;
- future development work/opportunities.

There is usually no written outcome where teachers work together in this way, however where this activity has involved the work of a national strategy consultant/adviser their visit note may identify the outcomes of the activity but will not mention the teacher by name.

### **Good practice classroom visits**

In this type of visit the teacher has been identified as one who is able to model good practice and has volunteered to allow other teachers to come and watch his/her lessons. Examples of these types of lessons are those given by Advanced Skills or Leading Teachers. The visiting teachers may be from the teacher's own school or from other schools. For these classroom visits the following good practice is recommended:

- the arrangements for the visit are set up well in advance. The teacher, visitor(s) and the headteacher are all informed with the necessary information – date, time, focus for the observation etc;
- arrangements are made for the visiting teachers to be greeted when they arrive at the school. They should be accompanied to the classroom;
- where possible, the teacher should meet with the visitors prior to the lesson to explain the lesson content, objectives etc. The role of the visitors during the lesson should be agreed;
- following the lesson the teacher should be able to meet with the visitors for a discussion session in order that learning points for them can be identified;
- any notes made by the visitors during the lesson are destroyed after the discussion with the teacher. With the permission of the teacher curriculum materials may be kept by the visitors, if appropriate.

### **Other classroom visits**

In this type of visit the visitor is present in the classroom to learn more about the work that is being carried out by the school. Examples of visits of this nature are those by literacy or numeracy governors. These visits are to support the visitor's knowledge about the school curriculum offered and not for judging the quality of teaching or learning in the classroom. For these classroom visits the following good practice is recommended:

- arrangements for the visit are set up well in advance. The teacher, visitor and the headteacher are all informed with the necessary information – date, time, reason for the visit etc;
- arrangements are made for the visitor to be greeted when they arrive at the school. They should be accompanied to the classroom;
- where possible, the teacher should meet with the visitor prior to the lesson to explain the lesson content, objectives etc. The role of the visitor during the lesson should be agreed;
- following the lesson the teacher should be able to meet with the visitor to answer any questions they might have;
- any notes made by the visitor during the lesson should be destroyed after the discussion with the teacher.

### **Walking the school**

Headteachers are responsible for what goes on within their schools across a whole range of issues ranging from teaching, learning and the curriculum to health and safety and pupil well being. Many headteachers, quite rightly, spend some time each day "walking the school" which will include visits to classrooms which have not been pre-arranged. Where headteachers identify something that is of concern to them one would expect them to discuss it with members of staff, where appropriate. This may happen during the "walk" if the matter is deemed serious enough or at a later time. In all cases this discussion should not be able to be overheard by students or other staff. The "walk" does not constitute a formal observation, except where there are issues of child protection, since it does not follow the good practice listed above. However, the headteacher may decide to follow up the issue in a future formal observation to ensure that the practice that was causing concern has been addressed.



This Annex will be updated in the next version of the School Improvement Policy following all the office moves that are programmed to take place during 2010.



Department for Children and Young People

## LEARNING AND TEACHING POLICY

### Foreword

In South Gloucestershire we want all children and young people to have the best possible start in life and we recognise that high quality learning and teaching play a crucial part in achieving this ambition. We also believe that children and young people learn best when the important people in their lives take good care of them and promote every aspect of their physical and emotional wellbeing.

This is a highly inclusive authority which values and celebrates the diversity of local children and young people and their families. We are committed to building increasingly cohesive communities in which all can come together to build a better future and we firmly believe that successful learning and teaching have a pivotal place in achieving this goal.

From birth to adulthood, every day presents chances for learning and every phase of education has its own vital contribution to make. The Early Years Foundation Stage and the Primary and Secondary phases each have their own very distinctive characteristics, but all share a common set of qualities and values. This policy has been written in terms which describe as clearly as possible what we expect of effective learning and teaching for all children and young people, regardless of their age, their individual needs or where they are being educated. These qualities and values are then explored in greater detail for each phase of learning.

Good outcomes for children and young people depend not just on their own endeavours, but also on the skill and determination of adults to inspire them and to enable their active engagement in lifelong learning. Whatever role you play, we hope that you will find this policy helpful in evaluating and continually improving the learning and teaching which our children and young people enjoy and the successes which they achieve.

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## **1. RATIONALE**

The South Gloucestershire Learning and Teaching Policy has been designed to support a culture which promotes the South Gloucestershire Charter for Children and Young People and:

- Values learning
- Celebrates achievement
- Cultivates innovation
- Empowers all learners, schools and settings
- Values diversity and promotes community cohesion

## **2. AIMS**

The overarching aim of this policy is to help ensure that all South Gloucestershire's children and young people, regardless of their background, needs and circumstances, have the best possible opportunities to achieve well and develop a lifelong enjoyment of learning.

- The ultimate proof of good teaching is good learning.
- High expectations lie at the heart of South Gloucestershire's vision for children and young people. They need and deserve the best we can offer and so the provision of satisfactory learning experiences is a foundation on which to build, not a goal in itself.

## **3. PURPOSE**

The purpose of the South Gloucestershire Learning and Teaching Policy is to help ensure that all learners benefit from an environment for learning in which there is:

- i. consistently high quality learning delivered through a broad range of experiences;
- ii. a clear focus on meeting the particular needs of all learners;
- iii. a common understanding of the core principles and practices of high quality learning and teaching shared by all teachers and practitioners;
- iv. the opportunity to be active participants in the creation of their own learning;
- v. a culture, ethos and climate which is fully supportive of learning for all;
- vi. the active promotion of skills and attitudes which foster a commitment to lifelong learning;
- vii. a community of professionals which identifies and promotes best practice;
- viii. increasingly confident use of accurate professional self-evaluation to inform improvement;
- ix. continuity and coherence through different phases, to ensure progression and build on prior learning;
- x. a commitment to valuing diversity and community cohesion; and
- xi. a strong partnership with families and the community.

## **4. CONTEXT**

This policy exists in the context of South Gloucestershire's Charter for Children and Young People and within a wider framework of legislation and policy. At its heart is a commitment to the Every Child Matters goals through which children and young people should be supported to:

- Be healthy
- Stay safe
- Enjoy and achieve

- Make a positive contribution
- Achieve economic well-being

## **The South Gloucestershire Charter for Children and Young People**

We will strive to make South Gloucestershire a place where all children and young people have the best possible start in life and are involved in shaping the future, and where they:

- Enjoy the best possible physical and mental health and live a healthy lifestyle.
- Are safeguarded, protected from harm and neglect and feel safe and secure at all times.
- Have encouragement and excellent opportunities to learn, play, enjoy and achieve wherever they are.
- Have the opportunity to achieve their aspirations, be creative, and play a full and positive part in their communities.
- Grow up in strong and secure families and vibrant communities, and achieve rewarding adult lives.

To support this we will work to provide really good services which put children, young people and their families first and:

- Involve children, young people and their families.
- Work with localities and communities.
- Join up and integrate our work together.
- Focus on the early identification of needs and preventative action.

South Gloucestershire's Learning and Teaching Policy complements a range of local policies including the School Improvement Policy and the Policy for Quality Improvement in Early Years and Childcare. In turn, it is supported by a wide range of local and national guidance which describes effective work in specific aspects of professional practice. All relevant local policy and guidance lies within a continually evolving national context of policy and legislation for teaching, learning and assessment.

### **5. WHO IS THIS POLICY FOR?**

This policy establishes South Gloucestershire Council's approach and commitment to high quality learning in all phases and wherever it may be found.

The term "schools and settings" is used throughout the policy as generic term which covers all provision where planned learning and development take place. It includes pre-school providers, childminders and other home-based carers, children's centres, schools, extended service schools, further education colleges and work-based providers. It extends to all opportunities for learning which a school or setting arranges, within its own site and beyond.

The term "teacher/practitioner" is used throughout this document to describe any adult who works with children and young people to promote their learning, either directly or through parents/carers, volunteers or young people acting as peer tutors.

### **Inclusion**

Inclusion should be at the heart of everything that schools and settings value and aim for in their work with children and young people. High quality learning and teaching is inherently inclusive in its nature and relies on teachers, practitioners, leaders and managers who:

- recognise that everyone has equality of opportunity and a contribution to make irrespective of their gender, age, culture, religion, ethnicity or social circumstances;
- welcome, value and celebrate differences;

- take positive steps to remove barriers so that all can participate fully;
- promote early intervention, identifying those who have additional needs and make adjustments so that all children and young people flourish;
- adopt an holistic approach to meeting the needs of vulnerable children by working in partnership with parents and families, the LA and other agencies, including the voluntary sector;
- follow processes and practices which stem from relevant legislation; and
- regularly access training and professional development to inform, support and develop their inclusive practice.

## **6. EFFECTIVE LEARNING**

### **6.1 Creating a learning culture**

The ethos for learning is based on shared values and principles and these underpin all learning activities. Effective and successful learning is most likely to take place in an environment which promotes all aspects of the wellbeing and development of children and young people. It involves creating a culture in which:

- i. all learners feel valued as individuals and develop the skills, confidence and resilience to become increasingly independent in their learning;
- ii. learning is enjoyable, meaningful and relevant;
- iii. learners feel safe, emotionally and physically;
- iv. learners have access to an appropriate range of learning opportunities which facilitate engagement with their own learning;
- v. encourages and enables learners to take appropriate responsibility for their own learning;
- vi. relationships are good within and across the school or setting as well as with the wider community;
- vii. diverse communities are seen as integral partners for promoting learning;
- viii. individual learning and reflection are actively promoted and there are opportunities for learner choice;
- ix. learning is a social process through which interaction, dialogue reflection and collaborative working are encouraged;
- x. there are many varied and diverse opportunities to learn with appropriate support and challenge, which include the opportunity to learn in familiar and unfamiliar contexts and using a variety of tools and technologies;
- xi. all learning and progress is valued including learning beyond the school/setting and the classroom;
- xii. good behaviour and attendance are promoted through effective systems and practices;
- xiii. a commitment to lifelong learning is modelled for and by all children, young people and adults;
- xiv. parents, carers and families are respectfully encouraged and actively supported in promoting children and young people's learning; and
- xv. local, regional, national and international partnerships are actively promoted to support and engage learners.

## 6.2 Creating a learning environment

An effective learning culture requires a focus on creating learning environments that are fit for purpose and extend learning. Learning environments are diverse; they include physical environments such as schools, play areas and settings, indoor and outdoor spaces and virtual environments such as online communities or learning platforms.

A learning environment should:

- i. celebrate learning and success;
- ii. be flexible enough to promote the use of a variety of learning activities and groupings;
- iii. encourage a positive attitude to learning, recognising that making mistakes is an essential part of the process;
- iv. be secure and safe, allowing for an acceptable level of risk;
- v. be purposeful, challenging, attractive, educationally stimulating and motivating for all;
- vi. be one where the resources, tools and support required for learning are available as and when learners need them, including access to work from home or access to resources in the outside environment;
- vii. value creativity and recognise learning and achievement in all its forms; and
- viii. encourage and enable learners to contribute, question and learn from one another.

## 6.3 Assessing for Learning

Learning is an active process which depends on the continuing engagement of the learner in the context of a curriculum which is relevant and promotes progression. Effective learning is based on a shared understanding about what each learner already knows and the next steps he or she should be expected to make. This information can be gathered in a number of ways, including observation, dialogue and testing and involving the teacher/practitioner, other professionals, parents, families and the learners themselves.

The principles of assessing for learning:

- i. Ongoing assessment plays a fundamental role in planning for effective learning.
- ii. Learners should be given regular access to high-quality feedback about their learning from their teachers and their peers.
- iii. Learners are enabled to assess their own learning and learn 'how to learn'.
- iv. Learners should be helped to recognise the "next steps" in their learning and locate this within a bigger picture of progression.
- v. A range of approaches should be used to encourage learners to reflect on their own learning.
- vi. Frequent interaction and dialogue between teachers/practitioners and learners, and between learners and their peers should be encouraged.
- vii. Learners are clear about what they are expected to learn, what success for them looks like and how they might achieve it.

## 7. EFFECTIVE TEACHING

Effective teaching enables us to develop learning skills, thinking skills and personal qualities across the curriculum in all learning environments. (See 6.2 above). It is underpinned by nationally agreed standards<sup>1</sup>. Effective and high quality teaching:

- i. establishes and sustains an environment in which learners can flourish;
- ii. promotes positive relationships among children, young people their families and professionals;

- iii. involves challenging learning opportunities which build on what individual children and young people already know, understand and can do, including at points of transition;
- iv. plans for, provides and evaluates learning opportunities and informs further learning;
- v. includes all learners through attention to appropriate learning objectives, teaching and learning methods and access arrangements in order to widen their access to learning;
- vi. inspires children and young people through demonstrating a passion for learning;
- vii. makes effective use of technology and other resources to support learning, teaching and management;
- viii. ensures children and young people feel valued as individuals and are encouraged to reach their full potential;
- ix. ensures their learning experience will be positive and meaningful and one in which their diversity will be recognised and respected;
- x. creates a settled and purposeful atmosphere where learning and teaching is focused and structured;
- xi. motivates learners through appropriate pace, meaningful dialogue, stimulating activities and rich interactive content;
- xii. demonstrates a commitment to the values, skills and attitudes of the learning community;
- xiii. relies upon teachers/practitioners taking responsibility for their own professional development and reflecting on professional practice; and
- xiv. draws upon expertise found in individuals and partnerships within the school and in the wider community.

<sup>1</sup>. ***National Standards for Teachers; Principles for Early Years Education and Key Elements of Effective Practice (KEEP) for the Early Years Foundation Stage***

## **Appendix 1**

A full and agreed version of this appendix was published in the 2008 School Improvement Policy.

### **IMPLICATIONS**

This appendix sets out the key implication of the main sections of this policy for the three main phases: the Early Years Foundation Stage, Primary and Secondary. For each phase these implications are set out for:

- teachers and practitioners working directly with learners;
- leaders and managers of schools and settings;
- the Local Authority.