**Support and Intervention (Maintained Schools)**

**Schools Requiring Intervention**

**Intervention from the Regional Director**

The Department for Education has set out its system of accountability for schools (which can be viewed in more detail in the context of their [Schools Causing Concern guidance](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1109775/Schools_Causing_Concern_Guidance_Update_Representations.pdf)):

* *Regional Directors will only mandate academy conversion, leadership change or academy trust transfer of a school in relation to educational standards if Ofsted has judged it Inadequate, or if the school has met the new coasting definition (Schools that are not making necessary improvements)* ***and*** *the relevant Regional Director has assessed that the school would benefit from such interventions.*
* *Regional Directors will not use warning notices on the grounds of low pupil performance apart from in exceptional circumstances.*
* *Regional Directors will not conduct uninvited visits into schools.*
* *High quality, effective governance is key to the success of any school. As such, the department is committed to ensuring robust governance in all schools. Where breakdowns in governance occur, the Regional Director and Education and Funding Skills Agency (ESFA) will continue to use their powers to hold schools to account for their governance and financial management regardless of the school’s Ofsted rating. Both maintained schools and academies will be held to account equally and Regional Directors will continue to challenge underperformance in both types of schools.*
* *Unless a school is subject to intervention action, or is run by a single academy trust, Regional Directors will continue to approach academy trusts, local authorities and (in the case of schools with a religious character) the relevant religious body, rather than individual schools.*

From September 2022, the Secretary of State for Education introduced a new intervention measure relating to schools not making necessary improvements:

*The new measure applies to schools where:*

* *The school’s overall effectiveness at its most recent Ofsted inspection under section 5 of the Education Act 2005 was ‘Requires Improvement’ RI* ***and***
* *The school’s overall effectiveness was also below Good at the inspection under section of the Education Act 2005 immediately before the most recent inspection*

*The measure applies to mainstream maintained schools and academies; pupil referral units (PRUs) and Alternative Provision (AP) academies; and maintained special schools and special academies. It does not apply to 16-19 providers or to maintained nursery schools. In any circumstances where a PRU, AP academy, maintained special school or special academy is assessed for suitability for intervention, extra consideration will be given to identifying the most suitable course of action and sponsor in relation to each school’s specific context.*

*The power to intervene in schools not making necessary improvements is discretionary and so once eligible, the relevant Regional Director will assess each school on a case by case basis. The Regional Director will take into account any representations a maintained school’s governing body and local authority or an academy’s trust and, where relevant, the religious body, wish to make, before deciding whether intervention and further support are necessary.*

Coventry Local Authority will always seek to provide support and advice to schools, in the context of the above accountability system, where they are in a position such that the Regional Director is intervening.

**Local Authority Support and Intervention**

The Department for Education’s [Schools Causing Concern guidance](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1109775/Schools_Causing_Concern_Guidance_Update_Representations.pdf) sets out the responsibilities of Local Authorities with regard to school performance:

*A Local Authority must exercise its education functions with a view to promoting high standards.*

*Beyond the above statutory duty, local authorities have considerable freedom as to how they deliver their statutory responsibilities. Local authorities should act as champions of high standards of education across maintained schools in their area, and in doing so should:*

* *Understand the performance of maintained schools in their area, using data as a starting point to identify any maintained school that is underperforming , while working with them to explore ways in which to support progress;*
* *Work closely with the relevant Regional Director, diocese and other local partners to ensure maintained schools receive the support they need to improve;*
* *Where underperformance has been recognised in a maintained school, proactively work with the relevant Regional Director, combining local and regional expertise to ensure the right approach, including sending warning notices, and using intervention powers where this will improve leadership and standards; and*
* *Encourage good and outstanding maintained schools to take responsibility for their own improvement; support other maintained schools; and enable other maintained schools to access the support they need to improve*

*These core school improvement activities extend beyond exercising of statutory intervention powers but do not extend to a duty to provide or fund school improvement services themselves; and relate only to schools they maintain, rather than academies which are accountable to the Secretary of State. However, should a local authority have any concerns about an academy’s standards, leadership or governance, they should raise these directly with the relevant Regional Director.*

Within the shared vision and principles of the Coventry Education Partnership, the local authority is committed to supporting all schools in our shared responsibility in providing highly effective education for all pupils. This means identifying schools, as early as possible, where there is a concern that they may become eligible for intervention from the Regional Director. As well as the ambition to provide effective education for all pupils, this also means that strong leaders (including governors) are autonomous in making informed decisions about the best pathway forward for their schools with respect to academisation.

The local authority has two defined levels of intervention and support for maintained schools:

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| Schools Causing Concern | Focus Schools (Early Intervention) |
| Definition: | Definition: |
| * School receiving an Ofsted Inspection less than “Good” including a judgement of less than “Good” for Leadership & Management; or * The Local Authority understands (via monitoring or other intelligence) that the Leadership & Management of a school is a significant concern to the extent that rapid intervention is required to secure effective provision for children | Schools could be defined for a variety of reasons that make them vulnerable including:   * Successfully exiting a School Improvement Board process but not yet attaining an overall Good overall Ofsted judgement * An overall RI inspection judgement where Leadership & Management is judged as Good * Change of headteacher * Significant change in leadership (including governance) * Concerns raised through performance data (including that relating to attendance and behaviour) * Concerns identified through CMO visits * Concerns raised by the school through self-evaluation processes |
| Support / Intervention: | Support / Intervention: |
| * School Improvement Board Process (see below) | * Progress Check-In Process (see below) * Additional CMO support (in agreement with Senior Education LA Officer) * Support as a network focus school (see below) |
| Next Steps taken where there is a lack of engagement or insufficient progress is made: | Next Steps taken where there is a lack of engagement or insufficient progress is made: |
| * Warning Notice process (defined with the Department for Education’s [Schools Causing Concern guidance](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1109775/Schools_Causing_Concern_Guidance_Update_Representations.pdf)) | * School Improvement Board Process (see below) – with school becoming defined as “causing concern” |

**Systems of Intervention and Support**

**School Improvement Board Process**

The School Improvement Board process is a sequence of meetings that provide a framework to deliver rapid school improvement through monitoring, challenge and support.

Each meeting is structured around a set agenda, against which notes are recorded to demonstrate the progress and trajectory of a school (particularly with respect to Leadership & Management) in its improvement journey. There are set records for three kinds of School Improvement Board meetings:

* School Improvement Board – Entry Meeting Record (Appendix VII)
* School Improvement Board – Standard Meeting Record (Appendix VIII)
* School Improvement Board – Exit Meeting Record (Appendix IX)

Each agenda follows a very similar set of principles and are shown below with notes to explain each section. Following a SIB meeting, the Chair will complete the notes and these will be sent for an accuracy check to the headteacher before being finalised and shared with the board.

**Progress Check-In Process**

The Progress Check-In Process is similar to the School Improvement Board Process in that it is a sequence of meetings that provide a framework to assist schools in their school improvement journey. However, the Progress Check-In Process is intended for schools where the trajectory of school improvement is already judged to be secure (usually in relation to secured judgements around Leadership & Management capacity).

The two most likely examples of this are:

* A school that has received an overall RI judgement in an Ofsted inspection but has a Good judgement for Leadership & Management
* A school that has exited the School Improvement Board process having demonstrated sustained progress towards an overall Good Ofsted inspection judgement with secure Leadership & Management systems in place

After a school has entered the Progress Check-In Process, the intention will be for this to continue until their next Ofsted inspection takes place.

The standard meeting record is shown below with notes to explain each section.

**Network Focus Support**

Focus schools within each network are identified using the categorisation process at the end of each academic year (see separate document for details regarding the categorisation process).

Focus schools will be identified for a variety of reasons:

* Change of headteacher
* Ofsted judgement or self-evaluation less than Good
* SIB or PCI process involvement

Additional schools can be identified during each academic year if circumstances change.

Focus schools may already be in receipt of support from other processes (e.g. SIB or PCI) will complement the support that a network will be able to offer. However, the network can offer specific, tailored school-to-school support for school improvement such as:

* Providing mentors for new headteachers (including experienced headteachers who are new to Coventry)
* Providing leadership support for leaders at other levels within focus school teams (e.g. specific support for a new Deputy Headteacher or support for an English Lead who has key actions within the school’s network improvement plan)
* Enabling a focus school to benefit from working with schools who have encountered and made progress with similar challenges
* Facilitating training and access to expertise

Network school improvement funding is provided to benefit all schools in networks but focus schools are likely to benefit from a proportionally higher share than other network schools. Funding is usually expected to be used for direct school improvement work but could be used to support school with indirect challenge where these are having an impact on the school’s capacity for school improvement. The use of funding to support network schools is monitored by the Senior Advisor for Education Improvement as part of wider monitoring of the impact of the use of funding within network action plans. Action plans are also ratified by the Primary Network Improvement Board.

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|  | **School Improvement Board** |
| Entry Meeting Record |
| Private & Confidential |

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| School and venue: | *Expectation is that meeting would take place at the school but alternatives could be considered (including Teams / hybrid meetings if necessary)* |
| Time and date: | *Expectation is for a meeting of approximately 90 minutes. An initial date will be set for an entry SIB meeting by the board (via email) with each subsequent meeting being set as an agenda item.* |
| Board: | *The board will consist of:*   * *Chair (usually Senior Advisor – School Improvement)* * *Headteacher* * *Chair of Governors* * *Network Lead* * *Coventry Monitoring Officer*   *Schools may request other board members (e.g. a Deputy Headteacher or other governor representative) but the intention is for the board not to become too large and for it to be consistent over time* |
| Pre-read documents: | *List documents to be distributed a week ahead of the SIB board – to include:*   * *CMO records for visits since previous SIB meeting* * *School self-evaluation* * *School Improvement Plan* * *School position statement (which includes most recent national assessment data available)* |
| Other attendees: | *Other colleagues may be invited to particular meetings or parts of meetings (e.g. staff within schools who have been leading on particular improvement aspects covered on the agenda)* |

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| Purpose and Protocols: | *The board will be advised of the purpose of the SIB process (to provide a framework that delivers rapid school improvement through monitoring, challenge and support), the purpose of this particular meeting (to agree an outcome and actions moving forward) and the protocols which are key to a successful SIB process (honesty; transparency; shared goal; mutual respect; confidentiality).* |
| SIB background: | *Record the reasons that the SIB process has been started.* |
| Context: | *Information can include:*   * *Key school characteristics (NOR, FSM, EAL, SEND, Pupil Premium etc)* * *Most recent performance data* * *Attendance / Exclusions data* * *Ofsted feedback (from most recent inspection)* * *Key changes in school (e.g. staffing, leadership, governance)* |
| Key actions / progress: | *Opportunity for school to present recent key actions / progress undertaken (e.g. in relation to new matters arising from CMO visits or other sources)* |
| Impact of support: | *List any support received and note impact (detail may already be included above)* |
| School Self-Evaluation: | *School to provide self-evaluation judgements against each of the Ofsted areas. The SIB process is not intended to verify these judgements. However, the process may provide evidence to support particular judgements or identify further areas for development and these should be commented on (and reflected in the agreed actions where appropriate).* |
| Agreed outcome: | *The board will discuss* *the progress and trajectory of the school (particularly with respect to Leadership & Management) in its improvement journey and ask the fundamental question: Are we confident that this school will receive an overall Good judgement at its next Ofsted inspection? (using this as a criteria to judge its capacity to provide a securely good level of education to its children)*  *The board will agree to either:*   * *Remain within the SIB process with next meeting required next half-term* * *Remain within the SIB process with next meeting required next term* * *Set the next meeting within the SIB process as having an exit agenda*   *The board need to agree and record any significant concerns and any additional support required* |
| Agreed actions: | *List agreed actions that the school will undertake following this meeting. This should include clarity on who will undertake actions, who will monitor progress, how success will be measured and also what support will be offered to school to help achieve desired outcomes* |
| Date and time of next meeting: | *To be agreed in line with agreed outcome above* |

Following the meeting, the Chair will complete the notes and these will be sent for an accuracy check to the headteacher before being finalised and shared with the board.

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|  | **School Improvement Board** |
| Standard Meeting Record |
| Private & Confidential |

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| School and venue: | *Expectation is that meeting would take place at the school but alternatives could be considered (including Teams / hybrid meetings if necessary)* |
| Time and date: | *Expectation is for a meeting of approximately 90 minutes. A date will be set for each SIB meeting at the end of the previous one with frequency dictated by the outcome agreed by the board at that meeting* |
| Board: | *The board will consist of:*   * *Chair (usually Senior Advisor – School Improvement)* * *Headteacher* * *Chair of Governors* * *Network Lead* * *Coventry Monitoring Officer*   *Schools may request other board members (e.g. a Deputy Headteacher or other governor representative) but the intention is for the board not to become too large and for it to be consistent over time* |
| Pre-read documents: | *List documents to be distributed a week ahead of the SIB board – to include:*   * *Previous SIB meeting record* * *CMO records for visits since previous SIB meeting* * *School self-evaluation* * *School Improvement Plan* * *School position statement (which includes most recent national assessment data available)* |
| Other attendees: | *Other colleagues may be invited to particular meetings or parts of meetings (e.g. staff within schools who have been leading on particular improvement aspects covered on the agenda)* |

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| Purpose and Protocols: | *The board will be advised of the purpose of the SIB process (to provide a framework that delivers rapid school improvement through monitoring, challenge and support), the purpose of this particular meeting (to agree an outcome and actions moving forward) and the protocols which are key to a successful SIB process (honesty; transparency; shared goal; mutual respect; confidentiality)* |
| SIB background: | *Record the reasons that the SIB process was put in place and any relevant notes about timescales and progress up to this meeting* |
| Context: | *Information can include:*   * *Key school characteristics (NOR, FSM, EAL, SEND, Pupil Premium etc)* * *Most recent performance data* * *Attendance / Exclusions data* * *Ofsted feedback (from most recent inspection)* * *Key changes in school (e.g. staffing, leadership, governance)* |
| Progress against agreed actions: | *List previous agreed actions and any comment / evidence regarding progress against each one – the school could ask non-board staff members to present* |
| Other key actions / progress: | *Opportunity for school to present other key actions / progress undertaken since the previous SIB meeting (e.g. in relation to new matters arising from CMO visits or other sources)* |
| Impact of support: | *List any support received (either via the SIB process or otherwise) and note impact (detail may already be included above)* |
| School Self-Evaluation: | *School to provide self-evaluation judgements against each of the Ofsted areas. The SIB process is not intended to verify these judgements. However, the process may provide evidence to support particular judgements or identify further areas for development and these should be commented on (and reflected in the agreed actions where appropriate).* |
| Agreed outcome: | *The board will discuss* *the progress and trajectory of the school (particularly with respect to Leadership & Management) in its improvement journey and ask the fundamental question: Are we confident that this school will receive an overall Good judgement at its next Ofsted inspection? (using this as a criteria to judge its capacity to provide a securely good level of education to its children)*  *The board will agree to either:*   * *Remain within the SIB process with next meeting required next half-term* * *Remain within the SIB process with next meeting required next term* * *Set the next meeting within the SIB process as having an exit agenda*   *The board need to agree and record any significant concerns and any additional support required* |
| Agreed actions: | *List agreed actions that the school will undertake following this meeting. This should include clarity on who will undertake actions, who will monitor progress, how success will be measured and also what support will be offered to school to help achieve desired outcomes* |
| Date and time of next meeting: | *To be agreed in line with agreed outcome above* |

Following the meeting, the Chair will complete the notes and these will be sent for an accuracy check to the headteacher before being finalised and shared with the board.

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|  | **School Improvement Board** |
| Exit Meeting Record |
| Private & Confidential |

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| School and venue: | *Expectation is that meeting would take place at the school but alternatives could be considered (including Teams / hybrid meetings if necessary)* |
| Time and date: | *Expectation is for a meeting of approximately 90 minutes. A date will be set for each SIB meeting at the end of the previous one.* |
| Board: | *The board will consist of:*   * *Chair (usually Senior Advisor – School Improvement)* * *Headteacher* * *Chair of Governors* * *Network Lead* * *Coventry Monitoring Officer*   *Schools may request other board members (e.g. a Deputy Headteacher or other governor representative) but the intention is for the board not to become too large and for it to be consistent over time* |
| Pre-read documents: | *List documents to be distributed a week ahead of the SIB board – to include:*   * *Previous SIB meeting record* * *CMO records for visits since previous SIB meeting* * *School self-evaluation* * *School Improvement Plan* * *School position statement (which includes most recent national assessment data available)* |
| Other attendees: | *Other colleagues may be invited to particular meetings or parts of meetings (e.g. staff within schools who have been leading on particular improvement aspects covered on the agenda)* |

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| Purpose and Protocols: | *The board will be advised of the purpose of the SIB process (to provide a framework that delivers rapid school improvement through monitoring, challenge and support), the purpose of this particular meeting (agree whether the school is securely ready to exit the SIB process) and the protocols which are key to a successful SIB process (honesty; transparency; shared goal; mutual respect; confidentiality).* |
| SIB background: | *Record the reasons that the SIB process was put in place and any relevant notes about timescales and progress up to this meeting* |
| Context: | *Information can include:*   * *Key school characteristics (NOR, FSM, EAL, SEND, Pupil Premium etc)* * *Most recent performance data* * *Attendance / Exclusions data* * *Ofsted feedback (from most recent inspection)* * *Key changes in school (e.g. staffing, leadership, governance)* |
| Progress against agreed actions: | *List previous agreed actions and any comment / evidence regarding progress against each one – the school could ask non-board staff members to present* |
| Other key actions / progress: | *Opportunity for school to present other key actions / progress undertaken since the previous SIB meeting (e.g. in relation to new matters arising from CMO visits or other sources)* |
| Impact of support: | *List any support received (either via the SIB process or otherwise) and note impact (detail may already be included above)* |
| School Self-Evaluation: | *School to provide self-evaluation judgements against each of the Ofsted areas. The SIB process is not intended to verify these judgements. However, the process may provide evidence to support particular judgements or identify further areas for development and these should be commented on (and reflected in the agreed actions where appropriate).* |
| Agreed outcome: | *The board will discuss* *the progress and trajectory of the school (particularly with respect to Leadership & Management) in its improvement journey and ask the fundamental question: Are we confident that this school will receive an overall Good judgement at its next Ofsted inspection? (using this as a criteria to judge its capacity to provide a securely good level of education to its children)*  *The board will agree to either:*   * *Remain within the SIB process with next meeting required next half-term* * *Remain within the SIB process with next meeting required next term* * *Exit the SIB process and begin the Progress Check-In process* |
| Agreed actions: | *Even though the school could be exiting the SIB process, there may still be actions ongoing which can be tracked as part of the Progress Check-In process.*  *Therefore, ongoing actions that the school will undertake moving forward should be listed.* |
| Date and time of next meeting: | *To be agreed in line with agreed outcome above – if the exit from the SIB process is agreed, a date needs to be set for a Progress Check-In meeting* |

Following the meeting, the Chair will complete the notes and these will be sent for an accuracy check to the headteacher before being finalised and shared with the board.

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|  | **Progress Check-In** |
| Meeting Record |
| Private & Confidential |

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| School and venue: | *Expectation is that meeting would take place at the school but alternatives could be considered (including Teams / hybrid meetings if necessary)* |
| Time and date: | *Expectation is for a meeting of approximately 60 minutes. A date will be set for each PCI meeting at the end of the previous one with meetings taking place termly.* |
| Attendees: | *The following would normally be in attendance:*   * *Chair (usually Senior Advisor – School Improvement)* * *Headteacher* * *Coventry Monitoring Officer*   *It may be useful for others to attend, e.g. Chair of Governors, other school leaders, and this can be agreed for each meeting.* |
| Pre-read documents: | *Useful documents to be distributed a week ahead of the meeting could include:*   * *Previous PCI meeting record* * *CMO records for visits since previous PCI meeting* * *School self-evaluation* * *School Improvement Plan* * *School Position Statement* |

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| Purpose and Protocols: | *Attendees will be advised of the purpose of the PCI process (to provide a framework that supports sustained school improvement and the protocols which are key to a successful PCI process (honesty; transparency; shared goal; mutual respect; confidentiality)* |
| PCI background: | *Record the reasons that the PCI process was put in place* |
| Context: | *Information can include:*   * *Key school characteristics (NOR, FSM, EAL, SEND, Pupil Premium etc)* * *Most recent performance data* * *Attendance / Exclusions data* * *Ofsted feedback (from most recent inspection)* * *Key changes in school (e.g. staffing, leadership, governance)* |
| Progress against Ofsted areas for improvement: | *Identify progress against areas for improvement identified in previous inspection (where relevant).* |
| Progress against agreed actions: | *List previous agreed actions and any comment / evidence regarding progress against each one – the school could ask non-board staff members to present* |
| School Self-Evaluation: | *School to provide self-evaluation judgements against each of the Ofsted areas. The PCI process is not intended to verify these judgements. However, the process provides a focussed opportunity for schools to present evidence and could identify further areas for development (to be reflected in the agreed actions where appropriate).* |
| Impact of support: | *List any support received and note impact (detail may already be included above)* |
| Agreed actions: | *List agreed actions that the school will undertake following this meeting. This should include clarity on who will undertake actions, who will monitor progress, how success will be measured and also what support will be offered to school to help achieve desired outcomes* |
| Date and time of next meeting: | *To take place in the next school term.* |

Following the meeting, the Chair will complete the notes and these will be sent for an accuracy check to the Headteacher before being finalised and shared with the board.