

# School Intervention and Support Programme



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The School Intervention and Support Programme (SISP) is one of the Council’s statutory policies. In national legislation the Council is referred to as the Local Authority (LA) and that title has been used throughout this document. This programme is in accordance with the Council’s vision of ensuring that all local people realise their full potential and enjoy the best quality of life in a healthy, safe and sustainable environment.

The purpose of the programme is to ensure that all schools in Gateshead become successful, self-sustaining organisations, which fully meet the 5 outcomes of ‘Every Child Matters’.

The LA aims to ensure that, over time, schools require progressively less intervention and support from the LA because their own internal processes have become more effective and clearly demonstrate their own capacity to improve.

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## APPENDIX 1

Additional time allocated to the intervention and support programme for each category (without charge) in order to fulfill the action plan as identified by the Raising Achievement Service.

<b>Category A OFSTED</b> Special Measures	} Up to 5 days of officer time per term to include Category C Intensive Support School (LA) steering & task groups
<b>Category B OFSTED</b> Significant Improvement	
<b>Category D</b> Specific Focus School (LA)	- Up to 5 days of officer time per year. For new headteachers this includes an induction programme.
<b>Category E</b> Self-Sustaining School (LA)	

The use of these allocations of time will be determined by the steering group, although the overall responsibility for the deployment of the Raising Achievement Team members lies with the Head of Raising Achievement.

Should the steering group determine that more support is required than has been allocated above, the governing body will be responsible for identifying the resources to fund it. This might be through the SLA that the school has with the Raising Achievement Service. However, if the school is not in the SLA it would have to pay for the support at the published rates.

continue with the action plan, will be taken.

## **SECTION 7:**

### **The removal of schools from Categories C or D of the Intervention and Support Programme.**

- The removal of schools from categories C or D of the Intervention and Support Programme will be considered at the termly meetings following a thorough review of all the evidence including seeking the views of the headteacher.
- Where appropriate, the Head of Raising Achievement Service, after reviewing progress against the Action Plan objectives, will remove the school from the programme if sufficient and appropriate progress has been made against the action plan objectives.
- The school will then be considered as self sustaining, requiring no more than routine monitoring, and will be placed within category E.
- Where a school continues to cause serious concern, in Category C even after intensive support for more than a year, then the matter will be considered by the Director of Learning and Schools as outlined previously, when alternative resolutions can be considered.
- The Director of Learning and Schools will examine all the evidence and seek any additional information deemed appropriate in the circumstances.
- He will inform the elected members who hold portfolios relating to schools.
- Where the Director for Learning and Schools considers that the requisite improvement should be achieved by action short of a formal warning notice, he may decide to issue a verbal warning.
- Where appropriate, the Director of Learning and Schools will use the authority delegated by the council to exercise its powers by taking one or more of the following actions as set out in DfES 1549/2005 'Schools Causing Concern':
  - a) Issue a formal warning
  - b) Appoint additional governors
  - c) Suspend the right to a delegated budget
  - d) Replace the Governing Body with an interim executive board
  - e) Conduct a full inspection of the school

## **SECTION 1:**

### **The National Legislative Context**

This statement modifies the LAs procedures for schools requiring intervention and support from the Raising Achievement Service in order to address aspects of school performance.

The Education Act 2005 states 'that early and decisive action should be taken to ensure that children in schools causing concern are disadvantaged for the shortest possible time'.

The School Standards and Framework Act (1998) placed a statutory duty on LAs to carry out their functions to provide high standards of education for children. Gateshead LA is committed to raising standards and demonstrates leadership, through its challenge and support to schools in order to promote improvement.

The Education and Inspection Act 2006 has introduced new statutory arrangements, notably it has: enhanced the power of the LA to intervene; placed a need for schools placed in Ofsted categories "to make sufficient progress in reasonable time"; and identified actions to enhance leadership in schools causing concern.

The LA has a responsibility to identify and support all schools experiencing difficulties. Schools can encounter problems for a variety of reasons. For some, the situation may evolve over a period of time whilst for others issues may emerge very quickly. In order that the LA can intervene where appropriate it is essential that accurate and reliable information is available about all aspects of performance. Furthermore, the LA also requires both the process and means to respond when required.

## SECTION 2:

### Supporting schools to become self-sustaining organisations - Information and Process.

The LA maintains a performance profile for each school within Gateshead. This profile is maintained by the School Performance Adviser and is regularly updated as information becomes available. The profile is available to each school through its headteacher as well as LA inspectors and School Improvement Partners. This information is located on the council's intranet and can be accessed via a specific password which is unique to each user.

The LA conducts a formal review of the performance of each school at its termly Intervention and Support Programme review meeting. The link inspector or school improvement partner provides details of the performance for each of their schools and highlights any relevant issues. The information presented will be drawn from a wide range of partners and services who have links or contact with the school. This information will be presented against 5 outcomes of Every Child Matters.

The specific criteria against which school performance is considered are set out below. After detailed consideration of the performance of each school, the Head of Raising Achievement will confirm whether a school is suitable for inclusion into either categories C, D or E. Furthermore, each head teacher will receive a letter every term from the Head of Raising Achievement setting out the category their school has been placed in and the reasons for this categorisation.

- A co-ordinating team, led by the link inspector, will ensure appropriate targeted support is provided by the LA which complements the actions being taken by the school. A standard contract will be agreed between the school and the LA. These commitments will be monitored within co-ordinating team meetings.
- Progress reports will be submitted to the Head of Raising Achievement at half termly meetings and will provide the basis for decision making at termly schools intervention and support programme meetings.
- Where satisfactory progress is being made no further action, other than to

another member of staff to work alongside staff in the school causing concern. In this way, the LA also ensures that exemplary practice is spread across Gateshead.

- A contract will be agreed between the school and the LA. This will clarify the respective commitments offered by the LA and the school. These commitments will be monitored within steering group meetings. Reports prepared by the senior inspector will be made to the 'steering group' on progress relating to each action planning activity.
- Where satisfactory progress is being made no further action, other than to continue with the 'action plan' activities, will be taken. Where progress is unsatisfactory and there is insufficient prospect of immediate improvement, the issue will immediately be reported to the Director of Learning and Schools. He will examine all the evidence and seek whatever additional information and advice is deemed appropriate in the circumstances. Outcomes of monitoring will, of course, help to determine future support to the school.
- The Director of Learning and Schools will consult with the elected members who hold portfolios relating to education.
- Where the Director of Learning and Schools considers that the requisite improvement could be achieved by action short of a formal 'warning notice', he may decide to issue a verbal warning.
- Where appropriate he will use the authority delegated by the council to exercise its powers to issue a 'warning notice' as set out in DfES 1549/2005 'Schools Causing Concern'.

## 6.2 LA Intervention to Category D Schools – Specific Focus

- For category D schools, the link inspector will meet with the Headteacher in order to outline and discuss the issues which the school faces and agree an appropriate focus. In addition, appropriate consultation will take place with the School's Improvement Partner (SIP).
- An action plan will be drawn up to indicate the steps to be taken to resolve the problems. This plan will contain details of personnel involved, resources allocated, the timescale within which activities will occur, the success criteria to be applied, as well as the monitoring and evaluation procedures to be adopted.

## SECTION 3: The categorisation of schools

The LA recognises 5 categories of schools within its Intervention and Support Programme. The first two are designated by OFSTED, whilst the others have been determined by the LA.

### 3.1 Category A – Ofsted Special Measures

- Failing or likely to fail in the provision of an acceptable standard of education for children.
- The persons responsible for leading are not demonstrating the capacity to secure the necessary improvement.

These are the schools with the most serious concerns and are made the subject of special measures by Ofsted to be closely monitored by HMI.

### 3.2 Category B – Ofsted Significant Improvement

- Do not require special measures.
- Performing less well than they might in all the circumstances be expected to perform.

These schools are subsequently issued with a notice to improve.

### 3.3 Category C – Intensive Support

Schools which are classified by the LA as requiring 'intensive' intervention and support to effect improvement. These schools are designated by the LA as having significant weaknesses.

This category of schools may be defined in two ways:

- Firstly they are schools which, were they to be subject to an immediate OFSTED inspection, would be likely to be placed in special measures or to receive a notice to improve.
- Secondly, schools which, unless appropriate and effective action is taken, would be likely to deteriorate to the point where they would be likely to be placed in a category if inspected by OFSTED.

These schools require intervention and support and it is the duty of the LA to prevent standards from failing and act decisively to raise standards in such schools.

### 3.4 Category D – Specific Focus

Category D schools are those considered to be experiencing difficulties in one or more departments/areas or having significantly changed circumstances. These schools would be unlikely to be classified by OFSTED as in need of ‘special measures,’ if inspected in the immediate or near future.

- Firstly they may be schools which require specifically focused support from the LA for a particular period to address the challenges the school faces at the time.
- or
- Secondly those schools which have newly appointed head teachers or senior leadership absence for significant periods of time.

### 3.5 Category E – Self Sustaining

These schools:

- Effectively evaluate all aspects of their own performance and efficiency
- Address the whole child through the 5 outcomes of ‘Every Child Matters’
- Have demonstrated the capacity to improve
- Have achievement throughout the school, including attendance and exclusions, which is broadly in line with similar schools
- Actively promote social and educational inclusion

## SECTION 6:

### 6.1 LA Intervention to schools in categories A to C

- A meeting will be convened by the Head of Raising Achievement Service with the headteacher, chair and vice chair of the governors, a senior inspector, and the school’s link inspector. At this meeting the evidence that has led to the LAs concerns will be outlined as well as the actions that need to be taken. This will include the views and evidence gathered by the school’s School Improvement Partner (SIP) if appropriate.
- The Head of Raising Achievement will instigate the formation of a ‘steering group’ that will provide an appropriate forum for co-operation between the school and the LA . The steering group will bring together a wide range of council services, health and other partners, as well as voluntary and community groups where it is deemed important for their input to be fully coordinated. It is clear to the Raising Achievement Service that some aspects of school improvement require such detailed coordination if lasting change is to be brought about, especially in schools in challenging and difficult social and economic circumstances.
- The Chair and Vice Chair of the Governing Body of the school are also expected to be members and play a full part in the work of the steering group. The full governing body of the school is not informed of the categorisation of the school as too much publicity could be harmful to the ‘health’ of the school. However, the Chair and Vice Chair can inform the full governing body if they deem it to be beneficial. The Chair and Vice Chair should be left in no doubt that the governing body are responsible for the leadership, standards and quality of education within the school. The steering group is there to challenge, support and monitor.
- An ‘action plan’ will be drawn up that sets out the steps to be taken to resolve the problems, which the school faces. A series of challenging targets for improvement will be set for the school. The action plan will contain details of those personnel involved, and resources allocated, the timescale within which activities will occur, the success criteria to be applied as well as the monitoring and evaluation procedures to be adopted.
- A ‘task group’, will also be established and chaired by the Senior Inspector charged with the role of co-ordinating the activities set out in the ‘action plan’. The membership of the ‘task group’ will be determined by the specific needs of the school and consist of LA and school staff as necessary. The LA values the expertise of colleagues within its schools. Consequently, the LA may deem it prudent to second a Head Teacher, Deputy Head Teacher or

### 5.5 A department in a secondary school which fulfils a substantial number of the following criteria:

- Children do not make as much progress as they do in other departments
- Contextual value added scores are significantly lower than expectations
- Core subjects miss their targets by more than 10%
- Children have negative attitudes towards the subject
- Behaviour is unsatisfactory

### Quality of education provided

- A significant level of inadequate teaching
- Aspects of the curriculum are not sufficiently well planned to meet statutory requirements or the needs of children
- Lack of enrichment opportunities
- Few opportunities for children to take responsibility for their own learning
- Many children are not participating in or attending lessons

### Leadership and Management

- Leadership lacks vision in terms of priorities
- Ineffective procedures for monitoring and taking action to improve student progress
- High levels of staff turnover and absence

## SECTION 4: Criteria used to enable the identification of schools in Category C

The following are factors which are applied when identifying schools that are likely to be included within the Schools Intervention and Support Programme category C. The cumulative effect of schools hitting a number of these criteria, alongside the LAs professional judgement, will determine inclusion in this category.

### 4.1 Educational Standards and Achievement

Those schools where children do not make as much progress as similar schools either locally or nationally:

- between key stage 1 and key stage 2;
- between key stage 2 and key stage 3;
- between key stage 3 and key stage 4.

Those schools which have made the least improvement in performance by the end of each key stage. (negative 3 year trend)

Those schools which consistently score:

- Below 80% level 2+ at key stage 1 in reading, writing and mathematics.
- Below 60% at level 2b+ at key stage 1 in reading, writing and mathematics.
- Below 65% level 4+ at key stage 2 in English, mathematics and science.
- Below 50% level 5+ at key stage 3 in English, mathematics and science.
- Below 35% of children gaining 5 or more A\*-C at GCSE.
- Below 85% of children gaining 5 or more A\*-G, including English and mathematics at GCSE.
- The percentage of children gaining no award should be less than 6%.
- Those schools which have missed their performance targets by more than 10%.
- Percentage of children gaining 5A\*-C including English and maths is relatively low.
- Those schools where there is a significant difference in the performance of different groups of children.
- Those schools which consistently experience:
  - Attendance rates below national expectations.
  - Unsatisfactory attendance by a substantial proportion of children or by particular groups of children.

- Unauthorised absence which is consistently above the national expectations.
- Schools which do not reach their attendance targets.
- High or increasing levels of pupil exclusion.

## 4.2 Quality education provided

Those schools which demonstrate:

- A significant level of inadequate teaching including low expectations of children.
- Aspects of the curriculum do not meet statutory requirements or the needs of children.
- A failure to make appropriate provision to address the 5 outcomes of Every Child Matters.
- Children are at physical or emotional risk from other children in the school.
- Regular disruptive pupil behaviour, breakdown of discipline or high levels of exclusions.
- Significant levels of bullying and/or racism.
- Abrasive and/or confrontational relationships between staff and children.

## 4.3 The leadership, management and efficiency of the school

Those schools which demonstrate:

- Ineffectiveness of the leadership of the headteacher, senior management or governing body.
- A lack of capacity to improve.
- Inability to accurately evaluate the school's own performance and set clear priorities for improvement.
- Ineffective procedures for monitoring and improving progress of children.
- Governors are not carrying out their statutory functions and that this is having a detrimental impact upon the performance of the school.
- Demoralisation and disenchantment amongst staff or high levels of staff turnover or absence.
- Poor leadership and management and/or inefficient use of resources.
- Concern over budget trends, overspends and under-spends.
- Concern over the availability of education resources to support the curriculum.
- A series of substantiated parental complaints.
- Increasing inefficiency in the way in which the school is managed.
- Increasing reports of racist incidents.
- Non compliance with Statutory Workforce Development legislation.

## SECTION 5:

### Criteria used in the Identification of Schools in Category D

Category D schools are those where the issues faced do not merit inclusion within Category C, although aspects or departments of the school require support.

#### 5.1 Category D criteria

The following are criteria which are applied when identifying schools within Category D.

#### 5.2 Educational standards and achievement

Schools which demonstrate:

- A declining trend in one or more subjects/areas/key stages.
- Unsatisfactory performance in one or more subjects/areas/key stages against similar schools.

#### 5.3 Quality of education provided

Schools which demonstrate:

- Significant levels of staff turnover or absence.
- High pupil absence over time.
- Downward trend in the pupil roll.

#### 5.4 The leadership, management and efficiency of the school

Schools which demonstrate:

- The appointment of a new headteacher.
- Long term headteacher illness.
- Site/Safety issues.
- Emerging budgetary concerns.
- Emerging competency concerns with respect to key members of staff.
- Concerns with respect to governor recruitment, retention, non-attendance, non-compliance, unsatisfactory conduct.
- Low expectations in the setting of performance targets.
- High/increasing levels of parental complaints.
- Above average reports of racist incidents.

*Continued overleaf*