

Appendices

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Appendix 1

Criteria used to judge overall effectiveness as inadequate by Ofsted

(From: *The evaluation schedule for the inspection of maintained schools and academies : The School Inspection Handbook* (August 2014))

The school is likely to be inadequate if inspectors judge **any** of the following to be inadequate:

- the achievement of pupils
- pupils' progress in literacy
- the quality of teaching
- the behaviour and safety of pupils
- the quality of the leadership in and management of the school and/or
- there are serious weaknesses in the overall promotion of pupils' spiritual, moral, social and cultural development or their physical well-being, so that pupils are intolerant of others and/or reject any of the core values fundamental to life in modern Britain.

Leadership and management are likely to be inadequate if **any** of the following apply.

- Capacity for securing further improvement is limited because current leaders and managers have been ineffective in securing essential improvements.
- Improvements that have been made are unlikely to be sustainable, are too slow or are dependent on external support.
- Self-evaluation lacks rigour and is inaccurate in its conclusions so that leadership and management do not have a realistic view of outcomes or provision.
- Leadership is not doing enough to ensure good teaching for all groups of pupils, including disabled pupils and those who have special educational needs. The organisation of the curriculum and classes is resulting in some pupils achieving less well than they should.
- Leaders and managers are not taking sufficiently effective steps towards securing good behaviour from all pupils and a consistent approach to discipline.
- The curriculum fails to meet the needs of pupils or particular groups of pupils or pupils are entered for public examinations inappropriately early. Pupils' achievement, physical well-being and enjoyment of learning are significantly impaired. The range of subjects is too narrow and does not provide preparation for the opportunities, responsibilities and experiences of life in modern Britain. Too little is being done to promote the effective spiritual, moral, social and cultural development of the pupils.
- The progress in English or in mathematics of disadvantaged pupils is falling further behind the progress of other pupils with similar prior attainment nationally or in the school.
- Poor literacy is not being tackled urgently and this is impeding pupils' progress.
- Governors are not sufficiently diligent in holding the school to account for pupils' achievement, the quality of teaching and the effective and efficient deployment of resources.

- Leaders and governors, through their words, actions or influence, undermine the promotion of tolerance of and respect for people of other faiths, cultures and lifestyles, and so do not support and help prepare pupils positively for life in modern Britain.
- The school's strategies for engaging with parents are weak and parents express little confidence in the school.
- The school's arrangements for safeguarding pupils do not meet statutory requirements and give serious cause for concern, or insufficient action has been taken to remedy weaknesses following a serious incident. The school fails to identify pupils at risk of harm when it might reasonably have done so.
- Leaders have neglected early years and/or sixth form provision such that it is ineffective.

Behaviour and safety are inadequate when **any** of the following apply.

- Pupils' lack of engagement and persistent low-level disruption contribute to reduced learning and/or a disorderly classroom environment.
- A significant minority of pupils show a lack of respect and intolerance for each other or staff and a lack of self-discipline, resulting in poor behaviour around the school. Pupils exhibit negative attitudes about the value of good manners and behaviour as key factors in school life, adult life and work.
- Incidents of bullying overall or specific types of bullying are frequent and/or pupils have little confidence in the school's ability to address bullying successfully.
- Pupils or particular groups of pupils are not safe or do not feel safe at school and/or at alternative placements.
- Attendance is consistently low for all pupils or groups of pupils and shows little sign of consistent improvement.

Teaching is likely to be inadequate where **any** of the following apply:

- As a result of weak teaching over time, pupils or particular groups of pupils, including disabled pupils, those who have special educational needs, disadvantaged pupils and the most able, are making inadequate progress.
- Pupils cannot communicate, read, write, or apply mathematics as well as they should.

Achievement is likely to be inadequate if **any** of the following apply.

- From their different starting points, the proportions of pupils making expected progress, or the proportions exceeding expected progress, in English or mathematics are consistently below national figures and show little or no improvement.
- For disadvantaged pupils, the proportions making expected progress or exceeding expected progress from the different starting points in English or in mathematics are consistently well below those of other pupils either nationally or in the school, and show little or no improvement.
- Pupils' learning and progress in any key subject¹ or key stage, which may, depending on the impact on overall achievement, include sixth form provision or the Early Years Foundation Stage as appropriate, indicate they are underachieving.

¹ 'Key' subjects in primary schools are English and mathematics. In secondary schools, they are English, mathematics, science and any specialist school subjects and/or GCSE subjects with very high levels of entry.

- Groups of pupils, particularly disabled pupils and/or those who have special educational needs and/or disadvantaged pupils and/or the most able, are underachieving.
- Pupils' communication skills (including reading and/or writing) or proficiency in mathematics are not sufficiently strong for them to succeed in the next stage of education, training or employment.
- Attainment is consistently below floor standards² or is in decline and shows little, fragile or inconsistent improvement.
- There are wide gaps in the attainment and/or the learning and progress of different groups.

The early years is likely to be inadequate if **any** of the following apply:

- Children, or specific groups of children such as disabled children, those with special educational needs, those for whom the school receives additional funding, or the most able, do not achieve as well as they can so that many start Year 1 without the skills and knowledge they need. Low attainment of any group shows little sign of rising.
- Educational programmes do not adequately cover the seven areas of learning and/or do not provide interesting activities in enough depth or breadth to provide adequate challenge for children.
- Leaders and/or staff have a poor understanding of how to promote children's learning and development, resulting in weak teaching that is not matched to children's needs.
- Information from assessment is not accurate and not used well enough to enable children to make the progress they should.
- Children, or particular groups of children, are not enthusiastic about learning, spend much of their time with little purpose and fail to thrive.
- Children's behaviour is not consistently well managed. As a result, more than occasionally, lack of engagement in activities leads to a disorderly environment that hinders their learning and/or puts them and others at risk.
- Strategies for engaging parents about their child's learning and development are weak. As a result, parents do not know what their child is learning or how to help them.
- Teachers and other adults are not knowledgeable enough and/or they are not vigilant enough to ensure that children are kept safe and safeguarded and that their health and welfare are promoted.
- Self-evaluation is weak, with too little focus on raising achievement and improving the quality of provision. Any actions taken to tackle areas of identified weakness have been insufficient or ineffective.

The quality of education in the sixth form is likely to be inadequate if any of the following apply.

- Achievement does not meet the current national 16-19 minimum standards. Too few students complete their course successfully or courses do not meet their needs. Students' progress is inadequate overall or for particular groups, as indicated by the

² Floor standards for 2013, 2014 and 2015 refer to the expected levels of performance set by the government in relation to standards of attainment at Key Stages 2 and 4 and the proportion of pupils exceeding the threshold in 2014 and 2015 for the number of national curriculum levels of progress made in English and mathematics between Key Stages 1 and 2 or between Key Stages 2 and 4.

level 3 value added progress measures or achievement in level 2 courses in many subjects being well below national rates.

- Students or specific groups such as disabled students, those with special educational needs, disadvantaged students or the most able do not achieve as well as they can. Low attainment of any group shows little sign of rising.
- The requirements of the 16-19 study programmes are not met. For example, students are on courses that do not allow them to progress to a higher qualification than that already achieved; the requirements for English and mathematics are not met.
- The quality of teaching is inadequate overall or in a number of subjects and/or teachers do not have adequate specialist/subject knowledge.
- Students' attitudes to learning are poor.
- Students are uninformed and ill-equipped to deal with potential risks to their health and well-being and/or learning and progress.
- Leadership of the sixth form is ineffective.

Appendix 3a

LA categorisation criteria- main stream schools

Category/Level of need	Indicators	Capacity for improvement
<p>(LA1) Outstanding (All indicators in LA2 will be in place) Almost all groups of pupils make exceptionally good progress –significantly given their starting points. Performance exceeds national floor standards and is well above national averages. Most elements of the school's work are outstanding. There may be one or two aspects which are good rather than outstanding. No elements are less than good. Significant elements are exemplary and worth sharing with other schools.</p>	<p>Evaluated as outstanding under the most recent iteration of the Ofsted Framework. Leaders at all levels have a shared understanding of the school's vision and contribute to sustained and continuous improvement. They keep the school's performance (including progress, learning and teaching) under regular review so that any slippage is immediately arrested. Achievement of significant groups has been well above average for 2 years. Achievement across and within all key stages has been sustained at above average for 2 years Most teaching is outstanding and is exemplary in significant elements. Attendance is at or above national average Unauthorised absence and exclusions well below average The school is innovative in some aspects and cited as a model by others. School's tracking data shows that all groups currently in the school make good progress in relative to prior attainment, AOE and the school's context. Increasing proportions of pupils making more than expected progress</p>	<p>The school is uncompromising in its drive for excellent educational achievement. All learners make sustained good progress:</p> <ul style="list-style-type: none"> • Self-evaluation at all levels reflects rigorous monitoring leading to sustained improvement • Target setting is detailed and accurate involving pupils in agreeing, reviewing and monitoring progress against challenging targets. • Information about pupils' progress is used routinely to inform planning and well-communicated to parents • The school is developing a track record of successful work with other schools in Brent.
<p>(LA2) Good The progress of all groups of pupils is good across all key stages. Where performance is below national averages in any area, pupils progress at a faster rate than national. No group of pupils underperforms and any gaps with national averages are closing. Performance exceeds national floor standards.</p>	<p>Evaluated as good under the most recent iteration of the Ofsted Framework. Achievement in key indicators above average sustained over 2 years Proportions of pupils making expected and more than expected progress including PP and D/SEN pupils is at least in line with national. School tracking data shows all current groups of pupils and young people are making good progress relative to prior attainment, AOE and context Learners achieve well in key communication skills All core subjects perform above national averages (indicated by sig+ in Raiseonline) Attendance is at least average Unauthorised absence & exclusions well below average All learners make good progress as a result of consistently good teaching. The curriculum provides opportunities for all learners, including those with learning difficulties and disabilities, to progress and develop well.</p>	<p>School self-evaluation involves middle as well as senior leaders and is an accurate diagnosis of schools' strengths and weaknesses contributing to a sustained upward trend of improvement. Governors routinely evaluate the impact of expenditure and policies on pupils' outcomes (NB PP)</p> <ul style="list-style-type: none"> • Realistic and challenging targets used to secure year on year progress, especially in closing the attainment gap between groups of pupils. • Monitoring and tracking are appropriately rigorous enabling early intervention and preventing slippage. • School is part of a school to school partnership network and is linked to another school.
<p>(LA 3a) Improving Schools These schools may display characteristic from LA 3b and LA2 schools indicating an improving trend. Schools without RIGs or have recently exited from a RIG.</p>	<p>Likely to include schools which have been evaluated as RI by Ofsted and have demonstrated improvement in recent monitoring visits.</p>	<p>An accurate view of the school's performance – strengths and weaknesses combined with robust monitoring is leading to rapid and sustained improvement. The school is forging links with another school.</p>
<p>(LA3b) Schools in decline Schools where pupils generally make expected progress at least in line with pupils nationally with similar starting points. No group of pupils is underperforming.</p>	<p>Judged RI by Ofsted having previously been evaluated as good. School tracking data shows current groups of learners progressing in line with expectations relative to prior attainment/AOE and context There is no statistically significant group of pupils underperforming Communication skills may be taught inconsistently across the curriculum Learners' behaviour is acceptable – time is not</p>	<p>Sound procedures for school self-evaluation are in place but largely only involve senior staff and governors They ensure that weaknesses are identified and tackled. Target setting is realistic & based on pupils' prior attainment & progress but is only adequately challenging. Levels of achievement although at</p>

<p>Inconsistency in outcomes between subjects, classes or year groups</p>	<p>wasted – no significant low-level disruption. Attendance at or close to national average or, where below, school action is leading to improvement Persistent absence levels and exclusions average or just below average There is no inadequate teaching. Teaching is good in some respects so that most children and young people make the expected progress The curriculum is inadequate in no major respect. There are no safeguarding issues. Website is not maintained regularly.</p>	<p>least average are largely static.</p>
<p>Schools causing concern Underperforming - LA4a (Not all of these indicators will be present) Schools in this category may require improvement in some areas of provision (including progress, attainment & achievement) but require significant improvement in an important aspect of their work. They may be at risk of receiving a notice to improve following an Ofsted inspection. Some schools may fall into this category because of a sudden change in circumstances, for example severe staffing difficulties, a breakdown in leadership and management, or a budget deficit.</p>	<p>This category will include some schools judged as RI by Ofsted. Current learners or groups of learners are not making expected progress in one or more year groups Pupils in EYs or 6th form may not be achieving in line with their peers in other key stages. One or more groups perform significantly below expectations – indicated by sig- in Raiseonline Outcomes are below one or more aspect of the national floor standard and below local floor targets Variability in performance across subjects with significant underperformance in either English or mathematics – indicated by sig- in Raiseonline Teachers do not have high enough expectations resulting in inconsistent rates of progress Learners' behaviour inhibits progress & time is wasted through persistent low-level disruption Attendance is below average and school action is ineffective in improving rates of attendance. Persistent absence levels are above average. Exclusions above average Quality of teaching well below national picture, with some teaching being inadequate The curriculum is inadequately matched to learners' needs Some groups of learners feel unsafe. Website not compliant</p>	<p>There is little evidence of school leadership impacting positively on any aspect of school provision. The school is not using target setting to improve performance. Processes for determining targets are not robust & not based on secure analysis of data about pupils' performance & progress</p> <ul style="list-style-type: none"> • School self-evaluation does not recognise underachievement • Resources are not well-deployed to support the needs of all learners – • The Governing body is ill-equipped to hold school to account.
<p>Inadequate LA 4b (This is a school where underperformance is endemic or children and young people are at risk) Underachievement is widespread and ongoing. Leadership is unaware of areas of underperformance or action is having limited impact on improvement. Behaviour of pupils puts others at risk of harm</p>	<p>Judged by Ofsted as causing concern i.e as having serious weaknesses or requiring special measures Attainment is below all aspects of national floor standards One or more significant group of pupils make too little progress given pupils' starting points Progress of pupils is below expectations in any one year group or across a key stage. Pupils' communication skills are poor The curriculum does not offer adequate preparation for the future of all pupils. The school is disorderly and unsafe Absence of secure tracking and monitoring systems so school does not know how well pupils are doing Attendance rates are inconsistent School's safeguarding procedures inadequate</p>	<p>School self-evaluation procedures are inadequate and ineffective. Leaders do not have a realistic view of the school's weaknesses Leadership and management are inadequate Ofsted report which puts school in category of concern</p> <ul style="list-style-type: none"> •Governors do not know how the school is doing and/or do not hold leaders sufficiently to account

Appendix 3b - LA categorisation criteria- special schools

Category/Level of need	Indicators	Capacity for improvement
<p>(LA1) Outstanding (All indicators in LA2 will be in place) Almost all groups of pupils make exceptionally good progress –significantly given their starting points. Most elements of the school’s work are outstanding. There may be one or two aspects which are good rather than outstanding. No elements are less than good. Significant elements are exemplary and worth sharing with other schools.</p>	<p>Evaluated as outstanding under the most recent iteration of the Ofsted Framework. Leaders at all levels have a shared understanding of the school’s vision and contribute to sustained and continuous improvement. They keep the school’s performance (including progress, learning and teaching) under regular review so that any slippage is immediately arrested. High levels of achievement and development across and within all key stages given pupils’ starting points and needs have been sustained for two years or more. Most teaching is outstanding and is exemplary in significant elements. Attendance is at or above national average Unauthorised absence and exclusions well below average The school is innovative in some aspects and cited as a model by others. School’s tracking data shows that all groups currently in the school make good progress in relation to baseline assessments, pupils’ needs and the school’s context. Increasing proportions of pupils are making accelerated progress.</p>	<p>The school is uncompromising in its drive for excellent educational achievement. All learners make sustained good progress:</p> <ul style="list-style-type: none"> • Self-evaluation at all levels draws on a range of data and indicators making effective use of baseline assessment to ensure rigorous monitoring which leads to sustained improvement . • The school has robust procedures for ensuring the accuracy of its assessments and evaluation of pupils’ needs. • The school takes a multi-disciplinary approach to determine pupils’ needs and progress establishing a range of effective partnerships including parents and external agencies. • Target setting is detailed and accurate involving pupils and their parents/carers in agreeing, reviewing and monitoring progress against challenging targets. • Information about pupils’ progress is used routinely to inform planning and is well-communicated to parents • The school is developing a track record of successful work with other schools in Brent.
<p>(LA2) Good The progress of all groups of pupils is good across all key stages. .</p>	<p>Evaluated as good under the most recent iteration of the Ofsted Framework. Achievement is above average for all pupils given their starting points and needs and has been sustained over 2 years. The curriculum is well-planned facilitating independence, futures and accelerated achievement and development. Attendance is at least average when pupils who might be absent as a result of serious medical conditions are discounted. Unauthorised absence & exclusions well below average. There are agreed approaches and strategies to promoting positive behaviours and attitudes to learning which are consistently implemented by all staff. All learners make good progress as a result of consistently good teaching. The curriculum provides opportunities and is skilfully adapted for all groups of learners, to progress and develop well leading to improved standards. Safeguarding and child protection practices are rigorous, routine and robust.</p>	<p>School self-evaluation involves middle as well as senior leaders and is an accurate diagnosis of schools’ strengths and weaknesses contributing to a sustained upward trend of improvement. The team around the child is well coordinated and collaborates effectively to secure targeted provision and support. Governors routinely evaluate the impact of expenditure, interventions and policies on pupils’ outcomes (NB PP)</p> <ul style="list-style-type: none"> • Realistic and challenging targets used to secure year on year progress. • The school is secure on how it assesses pupils’ achievements and needs. • Monitoring and tracking are appropriately rigorous enabling early intervention and preventing slippage. • School is part of a school to school partnership network and is linked to another school.

<p>(LA 3a) Improving Schools These schools may display characteristic from LA 3b and LA2 schools indicating an improving trend. Schools without RIGs or have recently exited from a RIG.</p>	<p>Likely to include schools which have been evaluated as RI by Ofsted and have demonstrated improvement in recent monitoring visits. Gaps in performance of key groups, particularly pupils in receipt of pupil premium, are closing with their peers. School's website is compliant.</p>	<p>An accurate view of the school's performance – strengths and weaknesses combined with robust monitoring is leading to rapid and sustained improvement. The school is forging links with another school.</p>
<p>(LA3b) Schools in decline Schools where pupils generally make expected progress at least in line with pupils nationally with similar starting points. No group of pupils is underperforming. Inconsistency in outcomes between subjects, classes or year groups</p>	<p>Judged RI by Ofsted having previously been evaluated as good. School tracking data shows current groups of learners progressing in line with expectations relative to prior attainment, their needs and context. There is no statistically significant group of pupils underperforming. Communication skills may be taught inconsistently across the curriculum. Learners' behaviour is acceptable and routinely monitored so that time is not wasted. Attendance at or close to national average or, where below, school action is leading to improvement Persistent absence levels and exclusions average or just below average There is no inadequate teaching. Teaching is good in some respects so that most children and young people make the expected progress The curriculum is inadequate in no major respect and all pupils can access the curriculum. Procedures for safeguarding and protecting pupils are compliant. Website is not maintained regularly.</p>	<p>Sound procedures for school self-evaluation are in place but largely only involve senior staff and governors They ensure that weaknesses are identified and tackled. Target setting is realistic & based on pupils' prior attainment & progress but is only adequately challenging. Levels of achievement and/or development are largely static.</p>
<p>Schools causing concern Underperforming - LA4a (Not all of these indicators will be present) Schools in this category may require improvement in some areas of provision (including progress, attainment & achievement) but require significant improvement in an important aspect of their work. They may be at risk of receiving a notice to improve following an Ofsted inspection. Some schools may fall into this category because of a sudden change in circumstances, for example severe staffing difficulties, a breakdown in leadership and management, or a budget deficit.</p>	<p>This category will include some schools judged as RI by Ofsted. Current learners or groups of learners are not making progress in one or more year groups Pupils in EYs or 6th form may not be achieving well when based on prior learning. Pupils' needs are not adequately planned for. Variability in performance across subjects with significant underperformance in either English or mathematics. Teachers do not have high enough expectations resulting in inconsistent rates of progress Learners' behaviour inhibits progress & time is wasted through persistent low-level disruption Attendance is below average and school action is ineffective in improving rates of attendance. Persistent absence levels are above average. Exclusions above average Quality of teaching well below national picture, with some teaching being inadequate The curriculum is inadequately matched to learners' needs Some groups of learners feel unsafe. Website not compliant.</p>	<p>There is little evidence of school leadership impacting positively on any aspect of school provision. The school is not using target setting to improve performance. Processes for determining targets are not robust & not based on secure analysis of data about pupils' performance & progress</p> <ul style="list-style-type: none"> • School self-evaluation does not recognise underachievement • Resources are not well-deployed to support the needs of all learners – • The Governing body is ill-equipped to hold school to account.
<p>Inadequate LA 4b (This is a school where underperformance is endemic or children and young people are at risk) Underachievement is widespread and ongoing. Leadership is unaware of areas of underperformance or action is having limited impact on improvement.</p>	<p>Judged by Ofsted as causing concern i.e as having serious weaknesses or requiring special measures Attainment is below all aspects of national floor standards One or more significant group of pupils make too little progress given pupils' starting points. Their needs are not effectively planned for. Pupils make little or no progress in developing their communication skills The curriculum does not offer adequate preparation for the future of all pupils. The school is disorderly and unsafe</p>	<p>School self-evaluation procedures are inadequate and ineffective. Leaders do not have a realistic view of the school's weaknesses. Leadership and management are inadequate. Ofsted report which puts school in category of concern. Governors do not know how the school is doing and/or do not hold leaders sufficiently to account.</p>

Behaviour of pupils puts others at risk of harm	Absence of secure tracking and monitoring systems so school does not know how well pupils are doing Attendance rates are inconsistent School's safeguarding procedures are inadequate /not compliant.	
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Appendix 4

Rapid Improvement Groups (RIG)

Purpose of a Rapid Improvement Group (RIG)

Schools are ultimately responsible for their own improvement and must develop their own capacity to develop and sustain improvement. However, the LA, through the School Effectiveness Team, has a statutory responsibility to provide challenge to all schools and support for those schools failing to provide all children and young people with the standard of education required.

The purpose of the RIG is to provide a structured framework for those schools categorised by the local authority as LA 3b and 4 to ensure rapid progress and improvement are made.

The RIG will ensure that appropriate and coordinated support and challenge is provided at all levels: school, local authority and, if appropriate, sponsors and diocese. The RIG will aim to support the school to build its capacity, to sustain and continue the process of improvement. The RIG will evaluate the impact of support and ensure that appropriate and sufficient progress is made.

Process of a Rapid Improvement Groups (RIG)

Typically the RIG will operate over a one year cycle normally meeting on a half termly basis; however the group may meet more frequently, if necessary. The RIG will be held at the school premises and chaired by a School Effectiveness professional. Membership of the group will include; the headteacher, Chair of Governors, and a representative from the local authority. Depending on the size of the school and/or the area of focus, the RIG membership may be extended to include other members of the senior leadership team or staff from a partner school or part of a federation.

The meetings will be administered by the School Effectiveness team who will help the school to prepare for the meetings.

The aim of the first RIG is to clarify the purpose of the group and the roles and responsibilities of the members of the RIG. The first RIG should also establish a baseline on key areas of school improvement against which subsequent progress will be assessed.

In most instances the first RIG meeting will instigate a Leadership Review in order to outline any specific improvements required, across all aspects of school leadership. The Leadership Review will also help to prioritise actions, identify barriers and provide evidence to inform an action plan. The format for this review will be developed in consultation with the headteacher.

The second RIG meeting will feedback from the Leadership Review and typically include the following agenda items which should also form the agenda for subsequent RIG meetings:

- progress on previous RIG actions
- progress on standards
- update on quality of teaching and learning
- progress on action plan and support

There will be an expectation that progress will have been made in all areas and against all targets and milestones.

Following the first RIG meeting and the leadership review an action plan will be produced. The production of the action plan will be the responsibility of the school, working with the School Effectiveness team. If the school already has a robust post Ofsted plan or school improvement / development plan that adequately describes the improvement required, then

that can be used in this context. The school may add some supplementary sections, if necessary.

The action plan should be specifically tailored to the needs of the school to include support for leadership and management, teaching, learning and inclusion and governance.

Key indicators of success will typically measure improvement in:

- Quality of teaching over time
- Accelerated progress
- Accurate self-evaluation
- Breadth of curriculum
- Quality of work in books over time
- Progress of groups
- Importance of SMSC
- Action linked to robust planning

It is essential that the action plan is SMART (specific, measurable, achievable, realistic and time bound) and that targets focus on outcomes and impact, with a clear allocation of resources. The content of the action plan will lead to the implementation of a support programme, including where appropriate, help from the Brent Schools Partnership or Teaching School Alliance. The action plan should also include the monitoring role of the local authority. The plan will be monitored and reviewed at each half termly meeting of the RIG.

The action plan will identify the resources required to implement the plan. In some cases the RIG process may trigger external financial support funded by the local authority through the Schools Causing Concern budget. This would only be the case if the school's own budget is unable to support the plan. The school will need to write a bid to the School Effectiveness team clarifying the school's circumstances and stating clearly how the additional funds will be allocated.

Expected outcomes of a Rapid Improvement Group (RIG)

Within a year the school should make rapid improvement and be evaluated by the LA as self-sustaining.

Improvement for schools in these circumstances must be swift and embedded in good sustained practice, recognised by Ofsted monitoring visits or local authority reviews. If a school is deemed to be self-sustaining before the end of the annual cycle, then the RIG will no longer be required and the school will be expected to enter into partnership arrangements with a LA category 1 or 2 school.

If the required level of improvement has not been achieved, or there are concerns relating to sustainability of improved standards, as a precursor to the local authority using its statutory powers of intervention, the local authority will issue a LA Letter of Concern. In this letter the local authority will detail its concerns and the action it expects the governing body and the school leadership team to take together with a timeline (no longer than 20 working days) within which the school is expected to comply.

Powers of intervention include:

- Requiring a governing body to enter into arrangements to secure improvement
- Appointing additional governors
- Appointing an Interim Executive Board
- Suspending the delegated budget
- Considering academy status.

Appendix 5

The role of a school effectiveness professional (SEP) when working with schools

All schools and academies

All schools (maintained and free) and academies will be allocated a named contact from the School Effectiveness Service.

SEPs will be allocated a range of maintained and non-maintained schools, the performance of which they will monitor exercising the LA's duty in ensuring a good standard of education for all its children and young people.

Depending on the Service's capacity, Academies and free schools will be able to seek telephone advice from their named contact and purchase further support as required.

LA Maintained schools

- In the case of their allocated maintained schools, the SEP will work in partnership with school leaders and governors to secure continuous improvements in the outcomes and progress achieved by all pupils. This will entail the following:
- In addition to analysis of publicly available school performance data, the SEP will agree or challenge a school's annual evaluation of its effectiveness and agree an LA category with school leaders. A school's agreed LA category will act as a quality kite mark indicating a school's capacity to support other schools as well as the effectiveness of the standard of education it offers or, in the case of LA 3 schools, act as an entitlement to support and, in the case LA 4 schools, act as a trigger for intervention to secure rapid improvement.
- LA Category 3b or 4 schools will be entitled to termly visits to provide challenge and support to secure accelerated improvement.
- A SEP's main role in supporting LA Category 3 and 4 schools will be to work with school leaders to support their accurate evaluation of educational provision and academic performance and develop their capacity to secure ongoing and rapid improvement.
- SEPs will attend Rapid Improvement Group meetings of their own schools as well as acting as chairs to RIGs in other schools.
- LA Category 1 or 2 schools will be entitled to a LA /peer review mid-way between the Ofsted cycle of inspections unless requested earlier. Otherwise, the SEP will not usually visit on a regular basis.
- SEPs will represent the Director of Children's Services at the headship appointments of all maintained schools providing professional advice and guidance to governing bodies.