

Brighton & Hove Children and Young People's Trust

School Improvement Strategy: 2008-2013



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Introduction & Vision

Our vision is for all schools, colleges and Early Years settings to be providing good quality education with a high proportion recognised as outstanding. All children and young people will have access to good quality learning opportunities and we will lessen substantially the gap between the outcomes for different groups of children and young people.

This document identifies the strategies that will lead to improvement to realise the vision. It updates Brighton & Hove's previous Children, Families and Schools, School Improvement Strategy and includes current information about support and challenge for schools.

The main difference from previous strategy is that this version includes all those changes in support for schools associated with the move to Children and Young People's Trust (CYPT) in 2007 (Appendix 1) It also includes amendments in line with the new duties on Children's Services Authorities in the Education and Inspection Act 2006 and the New Relationship with Schools directives. It also includes the provisions in Part 4 of the Education and Inspections Act 2006 which provide new measures to ensure that fewer schools become a cause for concern and those that do get into difficulty are supported to recover quickly (Appendix 3).

Whilst it is the responsibility of headteachers and governors to ensure that their school improves, the intention of this strategy is to show how CYPT will work in partnership with schools and other stakeholders in a joint endeavour to raise standards, improve progress and to narrow the gap between parts of the city and between individual pupil performance so that all our pupils reach their potential.

The School Improvement Strategy sets out the strategies that CYPT will employ to help headteachers ensure that every school is a good or outstanding school and that all pupils make acceptable progress to reach the highest possible standards. It links to Early Years Foundation Stage, Primary and Secondary Strategies, SEN and Disabilities Strategy, Behaviour Strategy. This strategy relates to the Children and Young People's Plan which set out the high level priorities for the Trust under the 5 facets of Every Child Matters agenda and some high level strategic actions to meet these. This School Improvement Strategy sits beneath that overarching, high level plan and identifies in greater detail priorities and actions to effect school improvement.

Purpose of the new School Improvement Strategy

The document describes a strategy for school improvement that builds on the successes of recent partnerships which have been helping to raise standards and is intended to outline a transparent approach to our support for schools, including those whose performance is causing concern.

This document aims to:

- set out our vision for school improvement;
- **identify the strategic actions that will give direction to the advisory service and SIP work and inform school development planning;**
- clarify the school improvement service available to all schools;
- **clarify expectations, roles and responsibilities;**
- clarify the CYPT procedures for identifying, supporting and challenging schools causing the CYPT concern;
- **make clear the procedures used when a school is identified as a school causing concern;**
- detail the evidence that is used in making judgements about whether a school is a cause of concern;
- **state the criteria used to identify additional levels of support;**
- promote partnership working between CYPT services and schools;
- **detail when a 'warning notice' could be issued and explain what this would entail and appeal process;**
- outline procedures for those OFSTED have identified as in need of 'notice to improve' and those in 'special measures' and how these schools will be supported and challenged by the CYPT.

Our beliefs about school improvement are that:

- every school can improve;
- continuous school improvement is the responsibility of every headteacher and every governing body;
- the context in which the school operates is significant, but cannot be an excuse for low performance or poor achievement of pupils;
- improvement must ultimately be assessed in terms of improved pupil outcomes in all five areas identified in 'Every Child Matters';
- every school should be inclusive and aim to narrow the gap between lowest and highest achievers to ensure social equality;
- the crucial first step is for schools to accept the need for support to help themselves;
- schools must build the capacity for sustainable improvement;
- every individual in the school community has a contribution to make to the improvement including children and their families;
- effective multi-agency working supports school improvement;
- all members of the school community must share the desire to bring about improvements;
- staff have the right to receive support in order to set and achieve high goals, and those involved must be aware of their own individual strengths and areas for development;
- every member of staff must have the highest expectations and aspirations for all pupils;
- inclusive 'quality first teaching' and access to a high quality learning environment is the right of every child;
- access to models of good practice will lead to better practice, enabling heads/staff to raise their expectations of what is possible.



Our guiding principles for the school improvement are:

- respect for the school's autonomy to plan its development, starting from the school's self-evaluation and the needs of the community, especially the pupils;
- **intervention in inverse proportion to success;**
- focus on pupil well-being, and the many factors which influence it, including pupil progress and achievement, extended services and parental involvement supported by the area teams;
- **professional challenge and support, so that the headteacher feels that the practice is improved by interaction with the School Improvement Partner or advisory service and there is evidence of impact;**
- capacity building, so that schools and individuals are helped to develop skills and systems and are not reliant on external intervention;
- **evidence-based assessment of the school's performance and its strategies for improving teaching and learning;**
- early intervention to prevent schools becoming a cause of concern;
- **swift action to support schools that become a cause for concern;**
- collaboration, so that wherever possible good practice is identified and partnerships formed;
- coherence, so that area teams and other services address the school's needs and support the school's normal cycles of evaluation, planning and action.



How are we doing?

Support for school improvement is effective for those in categories of concern. The majority of schools are positive about the quality of support and challenge provided by the council. All schools that have had interim inspections by HMI are said to be making satisfactory or good progress. There are double the national average number of primary schools that achieve outstanding grades and all secondary schools at their last inspection have achieved at least a satisfactory grade. There are no schools in an Ofsted category of concern.

Most children and young people enjoy school. They benefit from a wide range of educational and recreational activities, for example through the high proportion of schools offering extended opening and the rich cultural activity in the city. Large numbers of young people participate in sport, music, dance and other cultural activity. Children make a good start to their education because early years provision is of good quality and their attainment is above that seen nationally and in similar authorities.

Standards by the end of Key Stage 1 are above the national average and that seen in comparable authorities, a picture replicated in Key Stage 2 with a sharp improvement in performance in 2006 with a slight fallback in 2007. Whilst the picture in Key Stage 3 is less positive, achievement remains in line with similar authorities, and there is a focus on improving in this area. Attainment at GCSE has improved. Standards are above those seen in comparable

authorities, although similar to the national picture, and the value added by schools is above that seen nationally and in similar authorities. Good progress has been made in reducing variations in achievement between pupils attending different schools in the early years and Key Stages 1 and 2. However, variations in the achievement of older pupils continue. Looked after children and young people make progress in line with their peers at Key Stage 3 but progress is good at GCSE.

Much work has been done to improve behaviour in school and encourage regular attendance. The impact has been more positive in primary than secondary schools. Attendance is above average and rising in primary while in secondary it is a cause for concern. Council personnel, working with schools, have established more rigorous procedures to tackle the causes of some pupils' poor attendance. Inspections of primary schools have judged behaviour good or better while in secondary schools, behaviour has been satisfactory overall. Exclusions have fallen dramatically in primary and secondary schools in 2006-7.

Early support for pupils with learning difficulties and/or disabilities is good and they make good progress in the early years, in primary and in special schools. Progress is slower in secondary schools but is in line with national averages.

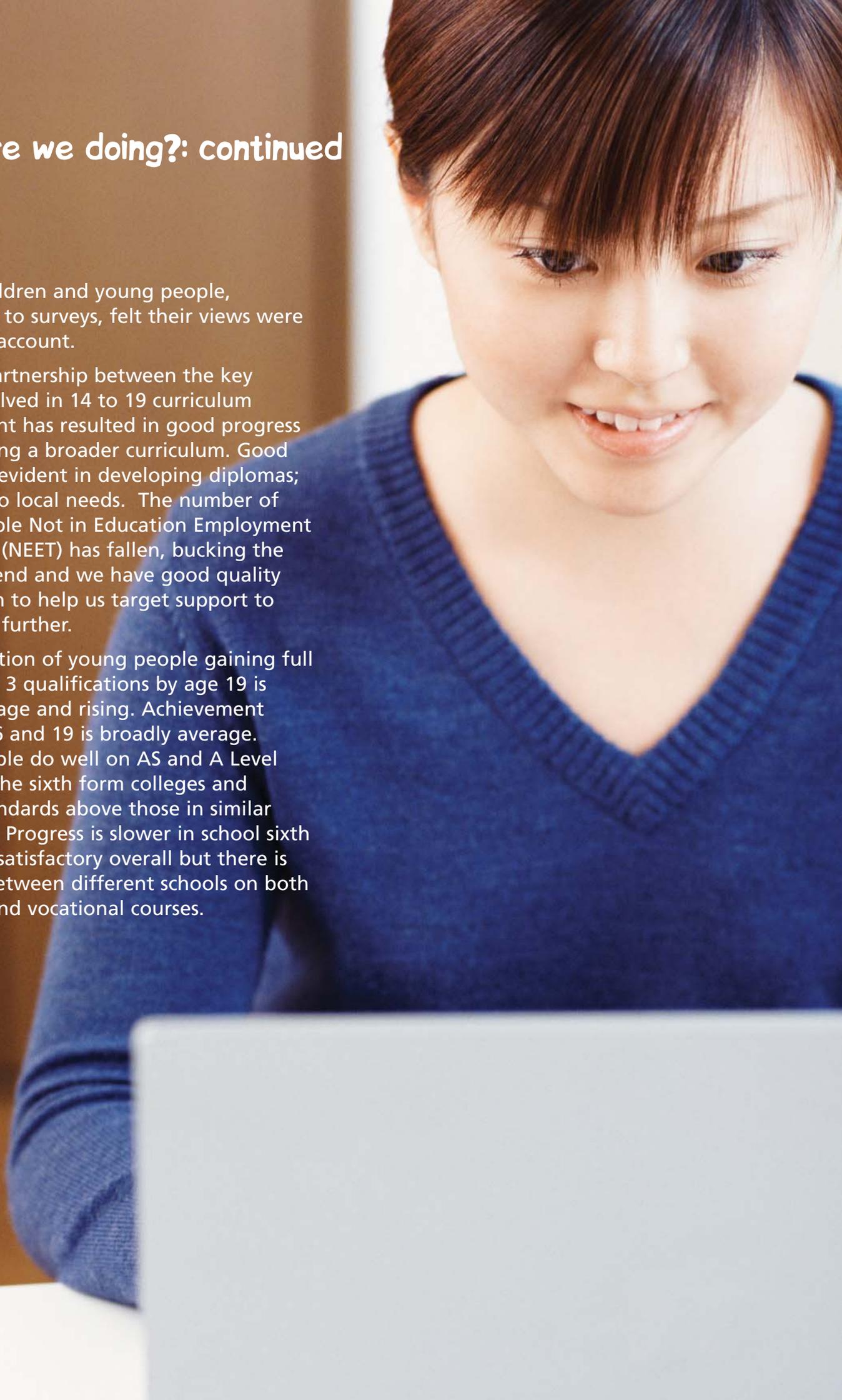
Children and young people report that they are helped to manage change, for example through personal and social development work in schools. The SEAL programme (Social and Emotional Aspects of Learning) is well embedded in primary schools and pilot work is underway for its use in secondary schools. There are innovative opportunities to take part in decision-making through the establishment of the youth council and the student councils operating in all schools.

How are we doing?: continued

Overall, children and young people, responding to surveys, felt their views were taken into account.

Effective partnership between the key bodies involved in 14 to 19 curriculum development has resulted in good progress in developing a broader curriculum. Good progress is evident in developing diplomas; these link to local needs. The number of young people Not in Education Employment or Training (NEET) has fallen, bucking the national trend and we have good quality information to help us target support to reduce this further.

The proportion of young people gaining full Level 2 and 3 qualifications by age 19 is above average and rising. Achievement between 16 and 19 is broadly average. Young people do well on AS and A Level courses at the sixth form colleges and achieve standards above those in similar authorities. Progress is slower in school sixth forms; it is satisfactory overall but there is variation between different schools on both academic and vocational courses.



Our beliefs about school improvement are that:

- every school can improve;
- **continuous school improvement is the responsibility of every headteacher and every governing body;**
- the context in which the school operates is significant, but cannot be an excuse for low performance or poor achievement of pupils;
- **improvement must ultimately be assessed in terms of improved pupil outcomes in all five areas identified in 'Every Child Matters';**
- every school should be inclusive and aim to narrow the gap between lowest and highest achievers to ensure social equality;
- **the crucial first step is for schools to accept the need for support to help themselves;**
- schools must build the capacity for sustainable improvement;
- every individual in the school community has a contribution to make to the improvement including children and their families;
- effective multi-agency working supports school improvement;
- **all members of the school community must share the desire to bring about improvements;**
- staff have the right to receive support in order to set and achieve high goals, and those involved must be aware of their own individual strengths and areas for development;
- **every member of staff must have the highest expectations and aspirations for all pupils;**
- inclusive 'quality first teaching' and access to a high quality learning environment is the right of every child;
- **access to models of good practice will lead to better practice, enabling heads/staff to raise their expectations of what is possible.**

What do we want to achieve?

1. All of Brighton & Hove schools are judged good or outstanding.
2. To raise the achievement of all children and young people so that all make good progress.
3. To raise attainment in all schools and ensure that no school is below the floor target at Key Stage 2, 3 or 4.
4. To raise attainment so that 82% children aged 11 achieve Level 4 in English and mathematics by 2010.
5. To raise attainment at age 14 so that 76% achieve Level 5 in English and mathematics.
6. 66 % of pupils at age 14 make at least 2 levels of progress in mathematics and 37% in English from attainment at age 11 by 2010.
7. To raise attainment at age 16 so that 50 % achieve 5+A*-C grades including English and mathematics.
8. To reduce the gap between children in the lowest performing Early Years settings and those in the highest.
9. To reduce the gap between the attainment of those pupils living in areas of high deprivation and those who live in advantaged areas.
10. To increase the rate of progress of those children and young people with SEN.
11. To ensure that children and young people enjoy school and show this through good attendance.
12. To develop children and young people to become productive and engaged citizens.
13. To ensure that children and young people are kept safe and understand and make healthy lifestyle choices.
14. All children and young people have access to full time education
15. To reduce the number of incidence of poor behaviour leading to exclusion.
16. To avoid exclusion of those children and young people in care and those with SEN
17. Learning platforms to be in use in all schools by 2012.
18. To increase the involvement of children and young people in the development of their school.
19. To increase involvement of parents in schools.
20. To develop strong partnerships between schools to support on-going improvement.

The Vision

Our vision for Children and Young People

“Brighton & Hove should be the best place in the country for children and young people to grow up. We want to ensure all our children and young people have the best possible start in life, so that everyone has the opportunity to fulfil their potential, whatever that might be.”

(Children and Young People’s Plan, 2006)

Our vision for school improvement is for all schools, colleges and Early Years settings to be providing good quality education with a high proportion recognised as outstanding. All children and young people will have access to good quality learning opportunities and we will lessen substantially the gap between the outcomes for different groups of children and young people.

This strategy has been written to support and promote the vision stated above. The strategy is based on the understanding that effective school improvement is promoted by:

- developing high quality of leadership in schools especially supporting middle leaders to be more effective;
- developing accurate self-evaluation based on a strong evidence base;
- continuing to improve the quality of teaching and learning in every classroom;
- developing skills of monitoring and analysis that identify individual underachieving pupils so that all pupils make appropriate progress relative to ability;
- developing understanding of what needs to be done to support pupils that are not making sufficient progress to reach higher levels;
- developing a clear understanding of the range of support available for the pupils who experience difficulties in making progress;
- developing effective partnerships with parents, other schools and colleges, and with agencies supporting vulnerable young people including developing a stakeholder voice;
- promoting partnership working with agencies and which can facilitate improvement for all pupils;
- promoting emotional intelligence for young people and for staff;
- developing effective procedures for improving and maintaining good attendance rates and punctuality;
- promoting clear and shared processes and systems for rewards, sanctions and behaviour management.

Our Priorities (2008-2013)

1 Develop and support the workforce

We will:

- implement the aspects of the CYPT workforce development strategy which focus on school improvement;
- provide an extensive annual professional development programme for school staff, senior leaders and headteachers;
- support the school self-evaluation process so that schools become confident in their identification of strengths and weaknesses and better placed to plan for improvement;
- support the development of subject leaders and other middle leaders so that they can inspire, manage and challenge staff to make changes leading to improved outcomes for young people;
- support the development of partnerships between schools to identify and build on good practice;
- implement our new 'Care and Support for headteachers and senior leaders across the city' policy;
- identify recruitment and retention issues within schools and work collaboratively to recruit and retain a skilled workforce across all schools.

2 Develop better tracking and monitoring of pupil progress and teachers' understanding of appropriate interventions

We will:

- support schools by identifying good practice and auditing their processes;
- support schools to identify an action plan to improve the processes;
- introduce National Strategies materials for interventions in English and mathematics;
- support implementation of intervention plans.

3 Improve the quality of teaching and learning

We will:

- challenge and support all schools and provide additional support and challenge to schools causing concern;
- support senior and middle leaders in their evaluation of the quality of teaching and learning;
- provide training for individuals or small groups on strategies and techniques;
- develop coaching in schools for sustainable improvement in teaching and learning;
- support and encourage leading teachers from a range of schools to act as models of good practice.

4 Support schools in transforming their curriculum

We will:

- lead schools through the implications of the Primary Review;
- implement new KS3 and KS4 (14-19) curriculum strategy across the city;
- arrange conferences and information sharing events for senior and middle leaders on key curriculum issues;
- encourage the take up of Opening Minds or similar competency based curricula in Year 7;
- implement all curriculum actions in the transitions strategy.

5 Support the development of a good climate for learning and emotional intelligence in the whole school community

We will:

- continued development of Social and Emotional Aspects of Learning (SEAL) in primary and secondary schools;
- continue the professional development of leading behaviour professionals;
- instigate training for leading behaviour professionals in school;
- work within the workforce development programme to train learning mentors, teaching assistants and higher level teaching assistants (HLTAs);
- continue to work with schools to implement the priorities in the Behaviour Strategy.

6 Further develop school inclusion

We will:

- support schools in improving attendance and punctuality in all schools;
- focus on schools with high levels of persistent absence (PA) to identify and target those pupils with significant absence;
- work collaboratively with headteachers to effectively implement the hard to place pupil protocol;
- provide additional support to improve procedures in schools for tracking children and young people missing education;
- implement all aspects of the SEN strategy relevant to primary, secondary and special schools;
- support schools to raise achievement of all identified underachieving groups;
- develop systems that will improve the quality of transition and transfer of children and young people.



Our Priorities (2008-2013): continued

7 Develop the school organisation plan including the development of high quality buildings and learning environments to support school improvement

We will:

- implement new admissions arrangements across the city;
- agree a strategy for change for primary and secondary education and produce a revised school organisation plan with all headteachers and partners;
- effectively use targeted capital and future Buildings Schools for the Future (BSF) funding to support school improvement;
- work with partners to develop and implement a capital strategy that provides excellent new facilities for 14-19 age group
- support the development of a learning platform including Virtual Learning Environment in all schools;
- review school merger policy and practice to support school improvement.

8 Facilitate and support effective collaboration and partnership to support school improvement

We will:

- encourage and support cluster partnerships in the three areas of the city with a focus on joint education improvement, Every Child Matters (ECM) and other children and families service priorities;
- achieve effective communication and joint work between primary, secondary and special schools;
- support headteachers in their work in leading important partnerships across the city e.g. 14-19;
- encourage headteachers and schools to take an increased and active role in leading initiatives with other partners (e.g. voluntary sector, businesses, GPs) in their locality.



Appendix 1

Services to support School Improvement

There is a range of functions and teams across the CYPT to support and challenge schools to improve. The roles and responsibilities of the key teams are described below. Also involved in school improvement are human resources team who whilst having a general service to schools are enlisted to provide a additional support when a school is causing concern. The finance team has a similar role.

The Advisory Service

The school advisory team is divided into two major parts, each headed by a senior adviser; one for secondary and special education 11-19, and one for early years and primary 3-11 years. Each senior adviser is also the School Improvement Partner Manager.

Area Advisers

Those primary advisers who were formerly 'link advisers' are now aligned to areas and are referred to as 'area advisers'. Secondary advisers maintain an attachment role to a group of secondary schools.

The **role** of an area/ attached adviser is to be an emergency link at all times to the CYPT. Area/ attached advisers are the first port of call for schools wishing to know what specialised support is available from the Advisory Service and are also key to the brokerage of support by School Improvement Partners.

Area/ attached advisers are **responsible** for:

- over-seeing the work of each school's School Improvement Partner;
- providing information for School Improvement Partners so that they understand the schools they are working with;

- collating information from so that they have an in-depth knowledge of schools;
- supporting governing bodies in the appointment of headteachers in conjunction with human resources staff;
- supporting the appointment of deputy and assistant headteachers;
- supporting senior staff during interim arrangements, for example when a headteacher is new or when a member of staff such as a headteacher or deputy is ill or on maternity leave;
- assisting with legal or other forms of support when schools face challenges;
- supporting school staff and governors prior to and after Ofsted inspections.

For primary schools in need of additional support, the area adviser is usually the SIP and is therefore responsible for coordinating, managing and monitoring the support through the Raising Attainment Plans (RAPs) or, in the case of a new or acting headteacher, creating monitoring and evaluating support plans.

In secondary schools in need of additional support the attached adviser oversees the monitoring of support that has been brokered through the SIP.

School Improvement Partners

School Improvement Partners (SIPs) are already in place in our secondary schools and will be part of the service for primary and special schools from April 2008.

The **role** of the SIP is provide challenge and support to schools.

They are **responsible** for:

- helping schools leaders to evaluate performance and identify priorities for improvement;
- evaluating the school's processes of self-evaluation;

Appendix 1: continued

- advising governors to set the headteacher's performance management objectives;
- providing information to SIP manager about the level of support needed for a school;
- supporting the headteacher to identify what support would be helpful to achieve school improvement;
- informing the SIP manager if they feel the school requires intervention.

Unlike the previous model of link adviser, SIPs work for a specific number of days per school addressing particular aspects of the school's development within a nationally defined role. In Brighton & Hove, SIPs currently work for five days per school. Full details of roles and responsibilities and performance management of SIPs can be found on Education on Line, in the SIP handbooks.

Consultants

The advisory service includes a team of consultants and other staff who have specialised knowledge and understanding of learning and teaching

The consultant **role** is to be an expert in specific subjects or areas of provision so that they can empower staff to make school improvements

They are **responsible** for:

- keeping up to date with the national strategies and other sources of information with regard to their area of expertise;
- working with staff in schools in the most appropriate way to empower them to make improvements e.g. through coaching, demonstrating, modelling, analysing data etc;
- evaluating the impact of the improvement activities;
- organising and delivering training events;

- facilitating network meetings;
- develop capacity by identifying and supporting lead teachers.

Behaviour and attendance strategy team

The behaviour strategy team's **role** is to provide expertise in the areas of behaviour management and Social Emotional Aspects of Learning. They work closely with the Healthy Schools team with whom they share some responsibilities.

The team is **responsible** for:

- keeping up to date with the national strategies and other sources of information with regard to behaviour and attendance;
- implementing the Behaviour and attendance strategies;
- working with staff in schools in the most appropriate way to empower them to make improvements e.g. through coaching, demonstrating, modelling etc;
- supporting schools to improve attendance;
- evaluating the impact of the improvement activities;
- organising and delivering training events;
- facilitating network meetings for staff leading on behaviour and designated teachers for child protection and looked after children;
- develop training for lead behaviour professionals.

Support for helping schools improve outcomes of specific minority groups

Ethnic Minority Achievement Service (EMAS)

Traveller Education Service

Education other Than at School (EOTAS)

Governor and school support team

This team's **role** is to provide support for head-teachers, governors and schools' support staff.

The team is **responsible** for:

- providing induction for new headteachers;
- brokering a 'buddy' and mentor for new headteachers;
- keeping abreast of nationally directed changes e.g. new performance management;
- delivering training, advice and guidance on changes;
- facilitating network groups;
- training governors;
- providing advice and guidance to governors;
- training for school support staff including bursars, teaching assistants, learning mentors etc;
- monitoring the progress and support offered to NQTs.

Area teams

The Children and Young People's Trust (CYPT) promotes multi-agency work in support of children and families in Brighton & Hove. There are three area teams and schools have been grouped so that each is supported by a team. Each one is led by an assistant director. Within each area there are smaller groupings called clusters of schools and it is at this level that schools are supported in extended schools work. It is hoped that new approaches will thus develop to support the children and families of the neighbourhood. Each team consists of professionals with expertise in: early years; youth and Connexions; social services; education

psychologist, education welfare; school nurse; extended schools; children's mental health, learning support.

The overarching **role** of the area teams is to provide services to children, young people and their families in an integrated way.

The staff in an area teams can support school improvement by:

- providing support for individual children and young people through all agency meetings or PARMS;
- supporting staff development in relation to teaching specific vulnerable groups or individuals;
- advice and guidance to SENCos;
- provide advice and support on improving attendance.

Full detail of the services can be found in the Area Team Directories.

Appendix 2

Identifying schools that are in need of support to provide a good standard of education

The CYPT aims for early identification of schools that are in need of support because they are not providing a good standard of education for children and young people. The agreed sources to reach this judgement are: School Improvement Partners' notes of visit, informed by the school's SEF; Ofsted reports; test and examination results and attendance, exclusions, admissions data.

The following areas inform an overall judgement:

- achievement, progress and standards;
- personal development and well being;
- quality of provision;
- leadership and management (including information from FMIS);
- contextual factors.

An allocation to a level of support will be agreed by the phase team of advisers in consultation with the SIPs. Where there is some doubt as to the level of support needed the headteacher and/or the chair of governors is asked to a meeting to discuss their allocation.

The type of additional support needed will be informed by the school's conversation with the SIP (brokerage).

The levels of support are linked to the 2005 Ofsted framework:

- highly effective and good schools receive no additional support beyond SIP visits although they may buy into a Service Level Agreement with the CYPT;
- schools that are seen overall to be providing satisfactory education receive appropriate levels of support in their areas identified as needing improvement;

- school causing the CYPT concern have a high level of support;
- those schools in an Ofsted category will have maximum level of support (see below).

The exact number of days of support allocated will vary depending on phase and demand.

Raising Achievement Plan (formerly known as Support Plan)

A school in receipt of support will have a Raising Achievement Plan (RAP) developed with the area adviser, and school senior leadership team. In most cases there will be more detailed agreements for specific support areas which include specific pieces of work naming school personnel and relevant CYPT staff.

RAPs are closely monitored and progress evaluated with the SLT and governors each term. SIPs will use this evaluation of impact on pupil progress when making decisions about overall effectiveness.

The use of warning notices

In the event of a school **not engaging effectively** with the CYPT a warning notice will be sent. Letters will be triggered by any of the following as laid down under section 60(2) of the Education Bill.

- (a) the standards of performance at the school are unacceptably low, and are likely to remain so unless the CYPT exercises its statutory intervention powers;
- (b) there has been a serious breakdown in management or governance which is prejudicing, or likely to prejudice, standards of performance;
- (c) the safety of pupils or staff at the school is threatened (whether by a breakdown in discipline or otherwise).

The following will be used as evidence by the CYPT:

- the school's data set, as agreed by the school. The authority and SIP indicate that there are major problems in relation to pupil progress;
- the school is in the bottom quartile on one or more key performance indicator;
- pupil progress is on a declining trend and has been for more than one year;
- the contextual data indicates persistent and unacceptably low levels of progress for sizeable groups of pupils;
- the school is performing poorly in two or more core subjects areas;
- there has been a serious breakdown in the management or governance which is prejudicing, or likely to prejudice standards of performance;
- the safety of pupils or staff at the school is threatened (this may have been by a breakdown in discipline or otherwise).

The CYPT will follow the recommended system of setting its concerns out in writing to the governing body, copied to the headteacher, Her Majesty's Chief Inspector (HMCI) at Ofsted and any relevant diocese. This written notice will include:

- a) the reason for issuing the warning notice, including references to the quantitative and qualitative evidence the CYPT has used in deciding to issue the notice;
- b) the action the governing body need to take in order to address the concerns raised;
- c) the action the CYPT is considering if the governing body does not comply satisfactorily with the warning notice if appropriate.

The 2007 Education and Inspections Act provides a Local Authority with a number of powers to intervene in a school that is not making progress in improving the effectiveness of education it provides, including appointing additional governors, withdrawing delegated budget or replacing governing body with an Interim Executive Board. The school could be required to enter into arrangements with partners.

Expectations of the school responding to the warning notice

The governing body of a school that has received a warning notice may appeal to Ofsted. That appeal must be made in writing within 15 days. Ofsted may request additional information and it should be supplied within 5 days. Ultimately and irrespective of Ofsted's ratification of a warning notice a school may appeal to the DCSF under the section 496 of the Education Act 1996.

If the school does not appeal to Ofsted, or the appeal has been rejected, the school has 15 working days to comply with the warning notices to the CYPT's satisfaction.

The school has 15 working days to comply with the warning notice. This will be through the production of a revised school improvement plan/ Raising Attainment Plan. This will need to be agreed with the Senior Advisers Primary/Secondary. If the CYPT is content with the action proposed or taken then the warning notice will be rescinded.

Appendix 2: continued

Procedures for schools in Ofsted categories or at risk of a warning notice

A school issued with a warning notice or felt to be at risk of receiving a warning notice or a school which has been placed into an Ofsted category will be required to attend regular strategy meetings. These meetings are chaired by the Assistant Director for Learning and Schools. The chair of governors and the headteacher will attend with managers of human resources, finance and the senior adviser/ area adviser, and a member of governor support system. The meetings will be both supportive and challenging, and aim to discuss the impact of support and to solve problems with maximum speed.

Statement of Action

For schools that require significant improvement following an Ofsted inspection the CYPT will prepare a statement of action. In preparing the statement the CYPT will work with the headteacher, the governing body and, if the school is voluntary aided, the relevant diocese. However, in case of disagreement the CYPT will determine the content of the statement of action. If the school has a sixth form the LSC will also be consulted.

The statement of action provides a detailed explanation of the future options for the school, which include arrangements with partners e.g federation or formation of a education trust, closure, intervention by the LA as described above. If none of these options is to be applied then there will be an explanation reason for not doing so. The statement of action will also detail the additional support planned for the school.

Glossary

Acronym	Meaning
BESD	Behaviour Emotional Social Difficulties
BME	Black and Minority Ethnic
BSF	Building Schools for the Future
CiC	Children in Care
CYPT	Children's and Young Peoples Trust
DCFS	Department for Children, Families & Schools
ECM	Every Child Matters
HLTA	Higher Level Teaching Assistants
HMCI	Her Majesty's Chief Inspector
HMI	Her Majesty's Inspectorate
LA	Local Authority
LDD	Learning Difficulties and Disabilities
LLDD	Learners with Learning Difficulties and Disabilities
LSC	Learning Skills Council
Full Level 2 qualification	The equivalent of 5 A* - C GCSE Grades
Full Level 3 qualification	The equivalent of 3 A Levels
NQT	Newly Qualified Teacher
OfSTED	Office for Standards in Education
Opening Minds	The RSA (Royal Society for the encouragement of Arts, Manufactures & Commerce) has written a booklet about competency led school curriculum and is undertaking a practical study of this within a number of schools for more information look at http://www.rsa.org.uk/newcurriculum/pdf/openingminds_update.pdf
PA	Persistent Absence
PARM	Planning and Review Meeting
Primary Review	The Primary Review is a wide-ranging and independent enquiry into the condition and future of primary education in England. It is supported by Esmée Fairbairn Foundation and based at the Faculty of Education at the University of Cambridge.
RAP	Raising Attainment Plans

Glossary: continued

	Acronym	Meaning
	SEAL	Social and Emotional Aspects of Learning
SEN	Special Educational Needs	
SENCO	Special Educational Needs Co-ordinator	
SEF	Self Evaluation Form	
SIP	School Improvement Partner	
VLE	Virtual Learning Environment	

Translation? Tick this box and take to any council office.

ترجمة؟ ضع علامة في المربع وخذها إلى مكتب البلدية. Arabic

অনুবাদ? বক্সে টিক চিহ্ন দিয়ে কাউন্সিল অফিসে নিয়ে যান। Bengali

需要翻譯? 請在這方格內加剔, 並送回任何市議會的辦事處。Cantonese

ترجمه؟ لطفاً این مربع را علامتگذاری نموده و آن را به هر یک از دفاتر شهرداری ارائه نمایید. Farsi

Traduction? Veuillez cocher la case et apporter au council. French

需要翻译? 请在这方格内划勾, 并送回任何市议会的办事处。Mandarin

Tłumaczenie? Zaznacz to okienko i zwróć do któregośkolwiek biura samorządu lokalnego (council office). Polish

Tradução? Coloque um visto na quadrícula e leve a uma qualquer repartição de poder local (council office). Portuguese

Tercümesi için kareyi işaretleyiniz ve bir semt belediye bürosuna veriniz Turkish

other (please state)

This can also be made available in large print, Braille or on audio tape