

APPENDIX A

School Improvement Team - Services to Maintained Schools

Entitlement for schools:

1. Minimum of two formal **School Effectiveness Visits** a year from the LNI/BSIP. The LNI/BSIP team adjust the focus of school effectiveness visits according to DfE/Ofsted priorities and the national and local context. This ensures support and challenge to schools is responsive and relevant. With the return of external performance information, self-evaluation includes rigorous analysis of outcomes (both internal and external) to inform curriculum and school improvement.

In the 2022/23 academic year, the SEV visits are focused on:

First Visit:

- How well leaders have sequenced the curriculum in reading, writing and maths to secure the basics and build fluency.
- how leaders have ensured that the intended curriculum is being implemented in lesson delivery
- the quality of lesson delivery, with a focus on high quality provision in basic reading, writing and maths knowledge (in primary)
- how well pupils are learning the curriculum
- how well leaders are equipping staff to teach and support pupils so that they are becoming expert practitioners
- to explore the school's response to any identified health and well-being issues for particular pupils
- the school's current safeguarding procedures and its response to the current context
- to explore how leaders are adapting their curriculum in light of any performance information, so to have better outcomes

The LNI / BSIP will agree the focus of the second visit, which will take place in the spring or summer term, based on findings from the autumn term visit. This could result in further scrutiny into a particular subject area or a focus on an aspect of the framework within the areas of Leadership and Management, Personal Development or Attitudes and Behaviour.

The local authority produces a 'note of visit' report for each formal meeting held throughout the year. 'Notes of visit' are agreed with the Headteacher. For maintained schools, the Headteacher is required to share the report with their Governing Bodies.

Challenge is an integral part of the school improvement process and is carried out in the true spirit of partnership. Evidence should be presented, searching questions asked and possible alternative approaches posed, with the LNI/BSIP operating as a critical friend. Challenge is a shared responsibility. Schools have a right and duty to challenge the LA when the provision of services does not meet their needs. Equally it is the duty of the LA to challenge schools to set targets that are ambitious as well as realistic and to secure high outcomes for all learners.

Challenge from the local authority will cover the following:

- the school's plans for the improvement of pupil performance including disadvantaged and pupils with SEND
- the school's self evaluation judgements against each aspect of the school's provision and outcomes
- any aspect of school performance where there are concerns

At all times challenge will be based on evidence where standards or aspects of provision are not as good as might be expected and/or to promote high expectations and continuous improvement.

LNIs use visits and other intelligence to review whether a school will be judged at least good at its next inspection. Those schools that are at risk of not being judged good are discussed at the Schools Review Group meeting (SRG). It will then be agreed whether a school will be classified by Barnet as Causing Concern and will receive extra support in order to help them to overcome their difficulties.

2. Half-termly Network Meeting for Headteachers
3. Attendance by School Improvement staff at Secondary HT Forum meetings if required
4. Termly Meeting for Deputy and Assistant Headteachers
5. Appointment of a mentor for new Headteachers and Deputy Headteachers
6. New Headteacher Forum Meetings (at least termly)
7. LA Review of school for new Headteachers (normally 6-12 months after starting in post)
8. "Nearly New" Headteacher Forum Meetings
9. New Deputy Head Forum Meetings
10. Support to the school during a critical incident – visit, telephone and email
11. Support to the school about particular issues (not necessarily a critical incident) - telephone and e mail
12. Support to the school about parental and Ofsted complaints
13. Support during an Ofsted Inspection – from the call to the publication of the report:
 - Information about the Lead Inspector and previous schools that he/she has inspected
 - Attendance at school (if required) the afternoon before the inspection to look over evidence e.g. SEF, data etc
 - Attendance at school (if required) on the day/s of Ofsted to support with the school's responses to key lines of enquiry
 - Data support during the inspection (if required)
 - Telephone support and guidance during the inspection
 - Attendance at verbal feedback
 - Support with the factual accuracy check of report

- Support with how to communicate outcome of inspection to parents
 - Attendance at parental meeting (if required)
14. Support with challenging parental or staffing situations
 15. Support/advice with pupils with challenging behaviour
 16. Exclusion advice
 17. Advice/support re; safeguarding, including liaison with the schools' Safeguarding Officer or LADO, as required
 18. Receipt of guidance documents e.g. Safeguarding updates, Data updates, Ofsted updates etc
 19. Support to ensure that the school complies with their statutory responsibilities and are compliant with safeguarding requirements
 20. LNI attendance at Governing Body Meeting if required
 21. Support to Governing Bodies when recruiting a Headteacher:
 - Recruitment of a Headteacher Toolkit made available
 - LNI to give advice to GB Panel regarding process
 - LNI to attend shortlisting to give advice
 - LNI to attend interviews to give advice
 - LNI to give additional support to new headteacher before and after taking up post
 - LNI to appoint mentor for new HT
 - New Headteacher Handover Checklist made available to schools
 22. Support to Headteacher when recruiting a Deputy or Assistant Headteacher:
 - LNI to give advice to HT regarding process
 - LNI to attend shortlisting to give advice
 - LNI to attend interviews to give advice
 - LNI to give additional support to new deputy headteacher before and after taking up post
 - LNI to appoint mentor for new DHT
 23. Support with middle leader and teacher recruitment
 24. Support schools in joining effective school improvement partnerships and helping to ensure these partnerships thrive
 25. Brokering of support for schools where necessary
 26. Data Support –
 - Email, telephone, in person support for data queries regarding: IDSR, FFT Aspire, School census, DfE checking exercise, Integris
 - Regular updates around emerging national and local assessment information

- School-level national and local comparisons for key statistical releases, e.g. destinations, attendance
- Advice on performance tables technical guidance

27. For a Maintained School Causing Concern more intensive support, monitoring and challenge:

- Fortnightly visit or contact from your LNI, to support, monitor and challenge a school with a wide range of activities
- Termly School Causing Concern Action Plan Update Meeting
- Brokering of support from other schools

Without the proposed De-delegation, schools would only receive:

1. A visit from a School Improvement Officer *if the LA has concerns about the school*
2. Support in the event of a Critical Incident
3. Attendance at Ofsted verbal feedback
4. Attendance at a HT Interview Day (Community Schools only)

It may be possible to maintain some of the following if De-delegation is not agreed:

1. Termly Director's Meeting with Headteachers
2. Termly Director's Meeting with Chairs and Vice Chairs
3. Termly Director's Report to Governors
4. School Circular distributed weekly
5. Support from the Exclusions Officer regarding potential fixed term or permanent exclusions