

School Intervention and Support Programme (SISP)

A Guide for Enfield Primary Schools

November 2019
Version 01

The Enfield School Intervention and Support Programme

This Guide sets out the key aims which we believe are crucial to ensure that all Enfield's pupils receive the best education. These are:

- **Every school will be at least good**
- **More schools will be in the top 20% for progress and attainment**

This Guide lays out the process by which the Local Authority meets its statutory duty to work with, challenge and support its schools to ensure that they continue to provide the highest quality education and best outcomes for all our children and young people.

It is reviewed and updated on an annual basis to ensure that it is in line with current government guidance and recognised good practice.

We believe this should be a transparent and shared process, where all those involved have a mutual trust and a shared aim to identify and agree the needs of the individual school and actions required to meet them.

Through the use of this Guide we will:

- meet the LA's statutory duty under:
 - Section 13a of the Education Act 1996 which states that a Local Authority must exercise its education functions with a view to promoting high standards; and
 - Part 4 and Schedule 6 to the Education and Inspections Act 2006 and the Academies Act 2010 in exercising the functions in respect of schools causing concern or which are eligible for intervention.
- Act as a supportive and challenging partner
- Work with school leaders to identify the most appropriate and effective strategies to secure sustainable improvement
- Ensure elected Members have a good understanding of the strengths and weaknesses of our schools

Clara Seery
Head of Schools and Early Years Improvement Service
September 2019

Our Aims

<p>1. Every school will be at least Good and more will be Outstanding</p>
<p><u>Rationale</u></p> <p>There is an expectation that all schools are at least Good schools. In Enfield we believe all our children deserve to attend a school which is at least Good, if not better, and we are determined that this will be the case.</p>
<p><u>Enfield position – As at 30th September 2019</u></p> <p>England</p> <p>86% of all schools are judged as Good or better 88% of all Primary school are judged as Good or better 76% of all Secondary schools are judged as Good or better 90% of all Special schools and PRU's are judged as good or better.</p> <p>Enfield All</p> <p>88% (50 of 57) of LA Maintained Enfield schools are judged as Good or better 84% (80 of 95) of all schools in Enfield (including academies and free schools) are judged as Good or better (1 not inspected) 85% of pupils attend a school which is judged as Good or better</p> <p>Enfield Primary</p> <p>88% (37 of 42) LA Maintained Primary schools in Enfield are judged as Good or better 84% (56 of 67) of all Primary schools in Enfield (including academies and free schools) are judged as Good or better (1 not inspected) 81% of Primary age pupils attend any school in Enfield judged as Good or better</p> <p>Enfield Secondary</p> <p>89% (8 of 9) LA Maintained Secondary schools in Enfield are judged as Good or better 90% (19 of 21) of all Secondary schools in Enfield (including academies and free schools) are judged as Good or better 92% of Secondary age pupils attend any school in Enfield judged as Good or better</p> <p>Special and PRU</p> <p>71% (5 of 7) Special schools and PRUs in Enfield are judged as Good or better</p> <p>All Through</p> <p>100% (4 of 4) of the All Through Schools in Enfield (inc. academies and free schools) are judged as Good or better</p>
<p><u>Progress on previous targets</u></p> <p>By September 2018: 90% to be good or better This target has been partially met.</p> <p>By September 2019: 90% to be good or better This target has been partially met.</p>

LA Intervention and Support Process with Schools

An effective intervention and support process must be predicated on the sharing of accurate and transparent data about and with our schools. It must be:

- agreed with all partners in the process;
- applied consistently; and,
- reviewed regularly.

All partners need to be involved in evaluating the process and success/impact must be clearly defined and measured against intended outcomes.

This process will be based on the following principles and overseen by the school SIA:

- The LA has a statutory responsibility to intervene with schools that are identified as underperforming.
- Every child has a right to an education that meets their needs and is of the highest possible quality.
- All Enfield schools, LA services and elected Members have a shared responsibility to ensure that all pupils are safe and able to make the best progress and that no child or young person will slip through the net.
- Effective partnership working between and across schools and the LA will ensure that skills and expertise are shared, that difficulties are identified early and that pupil achievement gaps are narrowed.
- The relationship between schools and the LA is based on a clear understanding of lines of accountability and effective, accurate sharing of data about pupil progress.

School Intervention and Support

At the start of the autumn term all Headteachers will meet with their SIA to agree the support programme for the coming year. This programme will be dependent on the needs of individual schools. This will include at least one supported review this year following feedback from EPHA we intend to include a peer reviewer at all school reviews. All heads will have the opportunity to be involved in at least one of these supported reviews.

Support Levels

The three levels are based primarily on the level of support and intervention the LA judges the school is likely to require in order to improve. They do not relate directly to academic achievement or the most recent Ofsted judgement, although these will be contributory factors and will be considered when determining the support level. These are:

Support Level	Factors used to determine the level
1. Green (Core Offer)	School which has been judged by Ofsted to be Good or Outstanding with no significant concerns
2. Amber	Schools where there are concerns about: <ul style="list-style-type: none"> • levels of attainment and rates of progress • the effectiveness of the governing body • other significant risk factors including capacity to improve or significant financial difficulties OR School in the Ofsted inspection window
3. Red	Schools where there is a significant cause for concern including: <ul style="list-style-type: none"> • been or is likely to be issued a formal warning notice by the LA or RSC, • unacceptably low standards including inconsistent results, a declining trend, below floor standard on benchmark measures, • poor performance of disadvantaged pupils, • a serious breakdown in the way the school is managed, • serious concerns about the operation of the governing body and/or • other factors likely to have a negative impact on standards. • School has been judged as requiring improvement or are in an Ofsted category

A summary of the current Ofsted grade and the Support Level for all schools will be shared with elected Members, along with provisional performance data, during the autumn term.

The role of the School Improvement Adviser

The school's SIA will arrange for all schools to have a minimum of two visits during the autumn and spring / early summer terms which will focus on the development of the curriculum and priorities for improvement. Schools in support category 3 will have more frequent visits as set out below and within the SIA handbook. (See Appendix 4)

Reviews

The outcomes of all reviews will be shared with the headteacher, Chair of Governors and Senior LA Officers. There is an expectation that reviews will be shared with the full governing body. They may also be shared with elected Members, and with external inspectors during a local authority or school inspection.

It should be noted that this is a "live" process and categories may change over the academic year as further information, data or other intelligence is received or there may be a change of circumstance such as a new headteacher, a serious incident, external inspection including Ofsted, or complaints from parent/carers. If this is the case, and depending on the seriousness of the issues identified, the LA will agree with the school whether it moves to a different category

School Intervention and Support Strategy Categories

1. Green

This will apply to schools which have:

- been judged to be Outstanding or Good by Ofsted
- attainment in benchmark measures / levels of progress / value added progress that are consistent and all at or above national averages
- no other perceived significant risks/challenges

The SIA will identify and agree a priority aspect for review, agree development priorities and the impact of identified strategies. The School & Early Years Improvement Services will provide support, as requested, and encourage the school to participate in developmental or borough-wide initiatives and to share expertise and best practice.

In some cases, it may be appropriate to broker additional support for the school, if so the quality assurance procedures will be the responsibility of the LA, however there is an expectation that schools will meet the cost of the support from within their own budgets.

2. Amber

This will apply to schools which have been judged by Ofsted or LA Review to be **Good** or **Outstanding** but where there are other risk factors such as:

- levels of attainment and rates of progress
- the effectiveness of the governing body
- other significant risk factors including capacity to improve or significant financial difficulties
- in the Ofsted inspection window

Agreeing an improvement plan

As part of their normal school development planning process the school will identify key areas for improvement and how they will be addressed. The school's plan will be agreed with their governing body and shared with the LA. It should contain clear expected outcomes in terms of improvement and have agreed timelines, areas of responsibility and set agreed dates for review of progress. It will also specify how the progress around the

areas for development will be achieved, what external support is required and how this support will be brokered/provided.

The nature of the support will be individual and may be brokered by the LA from internal services and teams e.g. SEN, Schools Personnel, Behaviour Support or from other schools. In many cases it will be brokered externally. If so the quality assurance procedure will be the responsibility of the LA. There is an expectation that schools will meet the cost of the support from within their own budgets.

3. Red

Schools which have been judged by Ofsted or LA review to be **Require Improvement** to be good, are at risk of not maintaining its Good or Outstanding grade or there are concerns about:

- unacceptably low standards including inconsistent results, a declining trend, below floor standard on benchmark measures,
- poor performance of disadvantaged pupils,
- a serious breakdown in the way the school is managed,
- serious concerns about the operation of the governing body and/or
- other factors likely to have a negative impact on standards.

Schools that have been or are likely to be issued a formal warning notice by the LA or RSC, will also be in this category.

The school is required to have a development plan which clearly identifies the key areas for improvement, agreed strategies, those responsible for achieving them, measurable targets, appropriate timescales and rigorous arrangements for monitoring and evaluating progress. The plan should also identify any external support to be provided. Where a school is judged to be at serious risk or where capacity is limited, the LA will produce an action plan which outlines, in detail, how the LA will support key aspects of the development plan. All development and action plans must be shared with the governing body, which is responsible for holding the school and the LA to account for progress on the agreed priorities.

The SIA may recommend establishing a Rapid Recovery Group (RRG) and link the school to another school or setting. A review of governance may also be carried out.

The Headteacher and Chair of Governors will be invited to attend a Challenge and Review meeting with the Director of Education and Senior School Improvement staff to share the improvement plan and the range of strategies to be employed to support the school to improve.

An agenda will be agreed before the meeting. Items for discussion will depend on the nature and cause of the underperformance but will include the following areas:

- Capacity of the current leadership, including the governing body, to improve the school
- Steps needed to bring about improvement and Intervention strategies to be employed and how these will be brokered and resourced
- Targets for improvement set within a defined timescale
- Process for monitoring progress
- The review dates

Support will be matched to the needs of individual schools and will be provided directly by LA internal services or brokered from local partners; Teaching Schools, National Support

Schools, Lead Teachers, National Leader of Governance. Where the LA brokers external support it will be responsible for quality assuring the provision. The funding of the support will be the responsibility of the school.

Formal Intervention (Warning notices)

The LA will write to inform the school that it has been placed in the Formal Intervention category and may issue a formal performance, standards and safety warning notice, explaining the current concerns and outlining what the school must do to improve. The letter will also set out the steps the LA will take if the school does not improve.

Lead Members will be advised at the earliest point should it be agreed that the school is eligible for intervention. This is defined, under the Education and Inspections Act 2006, when:

- a warning notice has been given (section 60), under one of the following circumstances, and the school has failed to comply
 - performance is unacceptably low and likely to remain so
 - there has been a serious breakdown in the way the school is managed or governed
 - the safety of staff or pupils is threatened;
- teachers' pay and conditions warning notice has been given (section 60A) and the school has failed to comply;
- school requires significant improvement (section 61)
- school requires special measures (section 62)

Intervention Strategies will be agreed dependent on need but may include: -

- Setting up a Rapid Recovery Group (RRG) with a Local Leader of Governance (LLG)
- Strengthening of the existing leadership team
- Linking the school formally to another LA school or setting
- Adding additional governors or restructuring the existing governing body
- Applying to the Secretary of State for an Interim Executive Board
- A formal restructure of the school using an external sponsor.

Member Scrutiny

All elected Members need to have an overall understanding of the strengths and weaknesses of our schools which includes performance information and the outcomes of external inspections.

In addition, the Lead Member and Shadow Lead Member will wish to have a deeper understanding of the circumstances of individual schools. Those schools which are of concern or are likely to become of concern to the LA and what actions have been agreed in relation to them.

Information will be provided through a range of reports and briefings throughout the year.

Links to Ofsted Guidance and Information

Please check the Ofsted website for updated or additional documents

Common Inspection Framework

<https://www.gov.uk/government/publications/common-inspection-framework-education-skills-and-early-years-from-september-2015>

The framework is accompanied by an Inspection Handbook for each remit, with updates and other documentation as appropriate

Maintained schools and academies

[Guidance: School inspection handbook](#) (Section 5)

[Guidance: Handbook for short, monitoring and unannounced behaviour school inspections](#) (Section 8)

Inspecting safeguarding in early years, education and skills:

<https://www.gov.uk/government/publications/inspecting-safeguarding-in-early-years-education-and-skills>

Schools Causing Concern - Intervening in failing, underperforming and coasting schools
Guidance for Local Authorities and RSCs

DfE intervention in PRUs judged inadequate by Ofsted

<https://www.gov.uk/government/publications/schools-causing-concern--2>

Appendices

Appendix 1 - Exemplar Performance, Standards and Safety Warning Notice

Appendix 2 - Rapid Recovery Group Terms of Reference

Appendix 3 - Data sharing protocol

Appendix 4 - SIA Handbook

Appendix 1

Performance, Standards and Safety Warning Notice

To: Chair of Governors

Cc Headteacher

Diocesan Body or Foundation Body or Trust
Ofsted warningnotices@ofsted.gov.uk

Dear Chair of Governors

Performance, Standards and Safety Warning Notice Issued under Section 60 of the Education and Inspections Act 2006

I am writing to inform you that in accordance with Enfield Council's School Intervention and Support Strategy, your school has been assessed to be at the **Formal Intervention** stage and therefore I am issuing a formal warning notice.

I consider it necessary to issue this notice as ...*(detailed reasons why the LA considers the school is giving the authority cause for concern.)*

I now require the Governing Body to take the following actions to address these concerns:
(details of actions to be taken to be added)

The initial period for compliance with this warning notice, or to make representations to Ofsted is within 15 days of the notice being issued. This period will run from *(date of issue)* until *(date of end of period)*.

If the Governing Body does not take the actions outlined above the LA is minded to take the following actions to achieve the necessary improvement *(details of actions the LA is minded to take)*

Officers from the LA will contact the school to invite the Headteacher and Chair of Governors to meet with me, the Chief Executive and other School Improvement staff as appropriate. At that meeting we will discuss:

- The capacity of the current leadership to improve the school
- The steps needed to bring about improvement
- The targets for improvement set within a defined timescale
- The monitoring of progress.
- The date for review.

A formal agenda will be sent out to you prior to the meeting.

Representations

The Governing Body may make representations to Ofsted if, for example, the school believes that I have issued this notice without sufficient objective evidence or that the actions I have proposed are disproportionate to the scale of the issues facing the school. Such representations must be made in writing within 15 days of the receipt of the warning notice and must be sent to warningnotices@ofsted.gov.uk.

The Education and Inspections Act 2006 does not provide any specific grounds for representation but Ofsted are required to consider it and may confirm the warning notice or not. This would usually be within 10 working days after receipt of the representations. If Ofsted confirms the warning notice, the school is eligible for intervention after 15 working days beginning on the day on which Ofsted confirms the warning notice.

Irrespective of any representation to Ofsted, the Governing body may make a complaint to the Secretary of State under section 496 and/or 497 of the Education Act 1996.

Tony Theodoulou
Executive Director People

Appendix 2

SAMPLE TERMS OF REFERENCE FOR RAPID RECOVERY GROUP

To be updated by each school according to need

1. Membership

The core membership of the group will consist of X members.

Core members:

X Governors

X members of School Leadership and Management Team

X LA Officers

The Group will be chaired by XXXXX.

Additional members will be invited to join the group as appropriate.

The Quorum will be 4 members, 2 of which will be governors.

2. Frequency of Meetings/ Duration of Group

Initially the Group will meet every 4 weeks and agree a timetable at its first meeting. It is intended that the group will remain operational until (Warning Notice/Special Measures) is/are removed.

3. Functions

- 3.1 To ensure that there is a co-ordinated approach to the implementation of the LA statement of action that is focused on bringing about rapid and sustained improvement.
- 3.2 To receive regular updates on progress with the LA statement of action and to give regular feedback to the Governing Body.
- 3.3 To ensure effective communication between the Governing Body, the current leadership and management of the school and the LA.
- 3.4 To receive regular updates and monitor progress with the Governing Body's improvement plan.
- 3.5 The Governing Body will delegate authority to the group to monitor progress with the LA statement of action and to make appropriate decisions.
- 3.6 The Chair will keep the Director of Education informed of progress through attendance at the scheduled progress meetings with the Head and via minutes of the meetings and updates from LA Officers.

4. Clerking Arrangements

The school will be responsible for clerking meetings of the group. The service may be provided by the Local Authority's Governor Services, for which the school will be charged.

Appendix 3

Data Sharing Protocol

Details of how we collect, process, hold and share information is detailed in the privacy notice below:-

<https://new.enfield.gov.uk/privacy-notice/specific-purposes/#24>

Security personal data

We use a variety of techniques to ensure the privacy of personal data and protect it from unauthorised disclosure or access. These include physical security, encryption at rest and in transit, multi-factor authentication and intrusion detection systems.

Retention of personal data

Enfield Council operates a data retention and disposal scheme based on legal and operational requirements. Data is disposed of securely when it is no longer required for processing purposes. View the retention scheme here.

<https://new.enfield.gov.uk/services/your-council/record-retention-schedule-2019-03-your-council.pdf>