

ASK
Advisory Service Kent



Children,
Families &
Education



Improvement Strategy for Schools, PRUs and Early Years Settings

September 2009

KENT IMPROVEMENT STRATEGY FOR SCHOOLS, PRUs AND EARLY YEARS SETTINGS

1. BACKGROUND

- 1.1 This strategy is intended for headteachers and governors of schools¹ and leaders/managers of Early Years Settings. The health, well-being and improvement of outcomes for children and young people are at the heart of this improvement strategy. It has a central aim that all schools and Early Years Settings will be supported to develop innovative and transformational practice resulting in good, and in many cases, outstanding quality of provision, so that every school, setting and learner is successful. Nationally there is a school improvement partner programme which covers all maintained schools and in Kent. As a leading edge development, we have extended this programme to support self-evaluation and improvement in Early Years Settings. Kent has taken steps to build capacity through joint leadership of the service by headteachers, managers and officers.
- 1.2 The Education and School Inspection Act 2006 set out an expectation that successful schools would self-improve with 'light-touch' monitoring. It reinforced the duty on the Local Authority to intervene in those schools where the needs of children and young people are not being fully met. The new inspection framework (September 2009) reinforces the principle of inspection in proportion to success. Successful schools will be inspected within a five year cycle, satisfactory schools will be re-inspected within three years and 40% will receive a no notice monitoring visit within 12 to 18 months of their previous inspection. Successful schools are expected to 'innovate' and disseminate outstanding practice and less successful schools will be supported and monitored closely to improve.
- 1.3 The setting improvement partner role was introduced as a pilot in September 2007. This successful initiative is being extended further so that all Early Years Settings and Children's Centres linked provision can benefit from having an Early Years Settings Improvement Partner. This successful initiative is being extended further so that all Early Years Settings can benefit from support for leadership and management, self-evaluation, advice on teaching and learning, inclusion, partnership with parents and curriculum developments. To provide extra capacity to develop this role across all Early Years Settings, we have harnessed the skills and expertise of outstanding leaders in the Foundation Stage.
- 1.4 Since the last revision of this document, Kent has begun to operate its six new Alternative Curriculum Pupil Referral Units which were registered with the DCSF in January 2008. This is part of a modified framework for PRUs in Kent which has been given specific approval by the DCSF. The DCSF has also approved the specific model for Alternative Curriculum PRUs in Kent; the model represents an innovative approach that capitalises on the lessons derived from the development of Alternative Curriculum in Kent since 2002. The new 'Area Alternative Curriculum PRUs' correspond to the areas in which Local Children's Services Partnerships are grouped, with the previous role of Alternative Curriculum Co-ordinator now identified as the 'AC PRU Manager'. The model consists of a virtual PRU in each area with a series of geographically dispersed 'classrooms'.



2. RATIONALE AND EXPECTATIONS OF CHANGE

- 2.1 The changing context of education and the different expectations of the Children, Families and Education Directorate (CFE) and their wider partners, have significant implications for improvement of schools and Early Years Settings. Education, Social Care and Health professionals are expected to work even more closely to

¹ Within the introductory sections of this strategy, the term "school" is a generic term to include both "conventional" PRUs i.e. those staffed directly by the Local Authority in contrast with Alternative Curriculum (AC) PRUs as described in 1.4 above. Elsewhere in the text a distinction is made where necessary.

ensure that all children and young people have the best possible life chances. The appointment of a Director of Children's Health to the Children, Family and Education Directorate in 2006 strengthened this partnership working. From September 2008 Local Children's Service Partnerships (LCSPs) were introduced in twenty three areas of the county. Further resources have been devolved to the Local Partnership Board and it will have wider multi-agency representation.

- 2.2 The implementation of the Children's Centre Programme across the Local Authority is one of the strands focused on providing integrated childcare, education, health and other services e.g. Job Centre Plus. Children's Centres have been introduced in areas with high levels of deprivation and we have incorporated previous local SureStart programmes into this development. Currently 72 Children's Centres have been established and these will be increased to 102 by April 2010.
- 2.3 From September 2008 the new Early Years Foundation Stage (EYFS) became a statutory requirement and at the same time a new early years inspection cycle commenced. The OfSTED framework has been adjusted to take account of the new requirements in EYFS. There is an expectation that Private, Voluntary and Independent (PVI) Early Years Settings undertake a more detailed self-evaluation. In the same way as schools, the self-evaluation can be completed on-line. Inspections are normally for one day, on a three year cycle, unless the previous inspection has been judged as inadequate, or there are other specific concerns brought to the attention of Ofsted. Early Years Settings do not receive notice of inspection and are expected to have a current self-evaluation of their setting in place. Broadly the same requirements apply to "Conventional" and Alternative Curriculum (AC) PRUs. The basic similarity between AC PRUs and many Early Years Settings is that the provision is likely to be provided through a contracted or commissioned arrangement rather than through the employment of Local Authority staff.
- 2.4 The priority for Kent County Council is to promote the five outcomes of the 'Every Child Matters' agenda so that learners are healthy, safe, enjoy and achieve, make a positive contribution to the community and achieve economic well-being, as well as ensuring inclusive practice that supports vulnerable children and young people. The strategic objectives are set out in the Children and Young Person's Plan. The development of new models of leadership, including federations, to bring about improvement, is described in the *Kent Leadership Strategy for Early Years Settings, schools and Local Children's Service Partnerships (January 2008)* and the contribution to school improvement by extended schools is described in *Study Support (Out of School Hours Learning) Strategy*. The *2020 Vision: Report of the Teaching and Learning in 2020 Review Group* describes the expectations of improvement through personalised learning and the materials produced by National Strategies are all intended to help schools bring about improvements in pupils' outcomes.
- 2.5 The *Apprenticeships, Skills, Children and Learning Bill 2009* has had an initial reading in parliament and is due to be enacted in autumn 2009. Once enacted Local Authorities will take on the responsibilities currently held by the Learning and Skills Council (LSC) and Connexions. From 2010 Local Authorities will also have responsibility for commissioning and funding all education and training for young people up to the age of 19. Authorities will have a commissioning and performance management responsibility for sixth form colleges. An independent regulator of qualifications and assessment (Ofqual) will be established, reporting to Parliament, to improve public confidence in standards; the Bill will strengthen Children's Trusts by putting Children's Trust Boards on a statutory footing. The bill will strengthen the challenge role of the Local Safeguarding Children Board (LSCB) and introduce new statutory targets for safeguarding and promoting the welfare of children. The Bill will give Children's Centres a specific statutory basis, and place new duties on Local Authorities to establish and maintain sufficient numbers to meet local needs. It will strengthen the Local Authorities role in issuing formal warning notices to schools, the role of OfSTED in school inspections and the publication of health check statements after three years for good and outstanding schools. The bill will also make behaviour and attendance improvement partnerships statutory, and require secondary schools (including academies though their funding agreement) to be part of a behaviour and attendance improvement partnership.

- 2.6 The DCSF White Paper *Your child, your schools, our future: building a 21st century schools system* was presented to parliament in June 2009. The implications for Local Authorities arising from this paper are greater responsibilities for School Improvement Partners, an increase in their leverage over weaker performers by making part of these schools' funding for improvement contingent upon the SIP signing off their school improvement plans and by giving school governors a stronger say in who their SIP is. There will be a stronger school accountability system which will focus more sharply on how well each child is progressing through the development of a new School Report Card (SRC) for every school. This provide a rounded assessment of school performance and enable parents and the public to make better informed judgements about the effectiveness of each school; Ofsted inspections will have a strengthened focus on key areas, with more time spent observing lessons, new and more demanding standards for each judgement and the strengthening of the Local Authorities role around issuing formal warning notices to schools.
- 2.7 Local Authority support to schools and Early Years Settings, to improve the quality of provision and standards of pupil performance, will be redirected to reflect local circumstances and priorities in the 23 Local Children and Young People's Plans. The Children Act 2004 and the Education and Inspections Act 2006, places a duty on CFE to intervene and provide a balance of challenge and support.



- 2.8 Under section 11A of Education Act 2005 the Chief Inspector can investigate a written complaint from parents, if they relate to a whole school issue, and if the parent has exhausted all other complaints procedures. Ofsted classify these complaints as 'qualifying complaints' and they remain on the Ofsted school database until the next time the school is inspected. During the on-site inspection the school procedures for dealing with complaints will be closely examined, to ensure that parental concerns are taken seriously by school leaders and, if necessary, the Chair of Governors.
- 2.9 In carrying out its duties, CFE will promote collaborative working through the Local Children's Service Partnerships. The Local Authority strategy will reflect the expectations in the DCSF Children's Plan, the National School Improvement strategy (DCSF 2008) and the DCSF guidance on Schools Causing Concern.
- 2.10 The Local Authority is working with the Centre for Experiential Learning at the University of Leuven (Belgium). This approach uses a set of tools to develop the skills of practitioners and focuses on improving children's levels of well-being and involvement. This has been shown to have a positive impact on children's emotional health, self-esteem, desire to explore and achievement. Advisory Service Kent has extended this positive child-centred approach to the Primary phase.
- 2.11 The concept of 'capacity to improve,' used by Ofsted in school inspections, includes schools track record in improving teaching provision and outcomes of pupils since the last inspection; accuracy of school self-evaluation and effectiveness of tackling weaknesses; and overcoming barriers for improvement.

3. ROLES AND RESPONSIBILITIES FOR IMPROVEMENT IN SCHOOLS/ "CONVENTIONAL" PRUS

- 3.1 **The Governing Body (or Management Committee)** has responsibility for the overall strategic direction of the school, statutory responsibilities and for the standards achieved. Governors must know about the strengths of the school and monitor and evaluate the actions taken to address the areas for development. In doing so senior staff will be held to account for the effectiveness of their actions on raising standards and improving the quality of teaching and learning.
- 3.2 **Headteachers** with other senior staff are responsible for the leadership, direction and management of the school within the strategic framework set by the governing body. This includes the implementation of systems

and procedures to secure effective leadership and management, the monitoring of standards and pupil progress, ensuring appropriate curriculum provision and the engagement of parents and young people in the identification of school improvement issues. Headteachers are expected to set an ethos of continuous improvement through high teacher and learner expectations, to work collaboratively with other schools and Early Years settings and key multi-agency partners in LCSPs and networks and to improve the local outcomes for all children and young people.

3.3 Each **Local Children's Service Partnership** is responsible for producing a Local Children and Young People's Plan that includes a set of priorities based on an audit of needs. It must use devolved budgets, personnel and specialist provision to meet local needs, in order to improve the outcomes for children and young people within the whole community with a particular focus on the most vulnerable. The Children Act 2004 ensures that CFE front line staff, and particularly those in the LCSP, will be organised around the needs of children and young people to provide joined-up provision.

3.4 The **Local Authority**, through the **Children, Families and Education Directorate** has a duty to implement legislation that will lead to improving the outcomes for all children and young people and to promote high educational standards, through a culture of trust and transparency. The national agenda involves increased autonomy for schools and Early Years Settings to be self-managing. The role of the Directorate is moving towards one of advocacy, which ensures that the needs of children and young people are met. Where they are at risk, and this includes the risk of failure to make expected progress, CFE has a duty to provide challenge, and where necessary intervene, to help schools and Early Years Settings remove the causes of under-performance in the shortest possible time. To implement the Education and School Inspection Act 2006 the Local Authority is expected to monitor the impact of local provision and where appropriate broker support and disseminate successful and effective practice.



3.5 The role of CFE is underpinned by a set of powers where a school or PRU is giving cause for concern (Appendix A). **The Elected Policy Overview Committee (POC)** that includes representation from the Dioceses, and receives reports from officers about schools causing concern, the action taken, and the impact in terms of improved outcomes for children and young people. The Elected Members expect that where the achievement of children and young people is judged to be at risk, CFE will intervene and support the school until it can improve without support.

3.6 **School Improvement Partners** conduct a continuous dialogue with each headteacher, or other appropriate senior manager, referred to as a single conversation. SIPs are drawn from a range of professionals including serving and former primary, secondary and special school headteachers and experienced advisers, (who may combine this responsibility with other roles). They are accountable to the Director of Learning. Headteachers have been accredited as SIPs in line with the principle in 'A New Relationship with Schools' that serving and recently serving headteachers will contribute to school improvement and system-wide reform. The school improvement partner and the Early Years Setting improvement partner will share information where the setting is under the management of the school. Academies currently have their School Improvement Partner allocated by the DCSF.

3.7 SIPs will liaise closely with **Senior Phase Advisers** and Local Officers. Senior Phase Advisers will ensure that there is effective advice and support for serving and recently serving headteacher SIPs and quality assure the work of SIPs within their areas. School Improvement Partners take the lead in ensuring that schools aspire to be 'good or outstanding'. They will provide timely, effective support and monitoring to ensure that objectives in the school improvement plan are met and that the school self-evaluation is evidence based. This role will also take into account the different factors that prevail when education at PRUs is provided under contract e.g.

through Colleges of Further Education. See 4.1 below in regard to Roles and Responsibilities for Improvement.

3.8 **National Leaders of Education and National Support Schools** play an important role in working with schools that require support and intervention for improvement, through collaborative and partnership working. In September 2009 there are six Primary schools and four secondary schools fulfilling this role and we will be promoting more of our outstanding schools to apply for this status in line with the DCSF expectations in the Children's Plan.

3.9 **National Challenge Advisers** support secondary schools that have been identified as requiring additional resources to ensure that by 2011, at least 30% of students achieve GCSE 5 A* - C, including English and mathematics. They are allocated up to 20 days per year to work closely with the leadership team of each school, to ensure that this floor target is met. They annually agree a Raising Attainment Plan that will be the basis on which to draw down a bespoke package of additional resources for English, mathematics, leadership and management. The School Improvement Partner functions are incorporated into their role.

4 **ROLES AND RESPONSIBILITIES FOR IMPROVEMENT IN EARLY YEARS SETTINGS AND AC PRUs**

4.1 **The Setting Owner or Management Committee** has a contractual relationship with the Local Authority and has responsibility for the overall strategic and financial direction of the setting and for the standards achieved. Owners or committees are expected to know about the strengths of the setting and monitor and evaluate the actions taken to address the areas for development.

4.2 **The Leaders and Managers**, with other practitioners, are responsible for the leadership, direction and management of the setting within the framework set by the owner or committee and the contractual relationship with the Local Authority. This includes ensuring the compliance within the 'welfare requirement', and implementation of systems and procedures to secure effective management. It also incorporates the monitoring of standards and progress of children, the effective links with parents and other agencies and appropriate curriculum provision. Leaders and Managers in both Early Years Settings and AC PRUs are being encouraged to develop links with other Early Years Settings and schools in their Local Children's Service Partnership.

4.3 Each **Local Children's Service Partnership** has a responsibility to produce a plan based on an audit of strengths and areas for development of Early Years Settings. This plan will specify the use of devolved budgets and specialist provision including, Early Years Advisory Teachers, Early Years Special Educational Needs Co-ordinators, the Specialist Teaching Service, Childcare Development Officers, and Educational Psychologists, to improve the outcomes for children and young people within the whole community. Early Years Foundation Stage Consultants work across partnerships and support the needs of the communities and localities. Since PRUs funded by the Local Authority are part of non-delegated arrangements, any plan for their development remains with the Local Authority Head of the Attendance and Behaviour Service, working in partnership with LCSPs and Area Children's Services Officers.

4.4 The **Local Authority**, through the **Children, Families and Education Directorate** has a duty to implement legislation (Early Years Outcome Duties) that will lead to improving the outcomes for all children and young people and to promote high educational standards, through a culture of trust and transparency.

4.5 As indicated in the KCC Delegated Conditions 2007/08: Guidelines, the role of CFE is underpinned by a set of powers where a setting can be removed from the Kent PVI Directory, in certain circumstances (Appendix B). Removal from the Directory has the effect of the removal of nursery educational funding.

4.6 **The setting improvement partner** will conduct a continuous dialogue with each Leader or Manager, referred to as a single conversation. Early Years Setting improvement partners are drawn from a range of professionals within CFE Early Years staff and will combine this responsibility with other roles. A pilot scheme is to be

developed to include practitioner SIPs and will be drawn from outstanding Early Years Settings and their work will be managed by a Senior Early Years Adviser. All Early Years Settings Improvement Partners are accountable to the Director of Learning. Currently there is no national accreditation for setting improvement partners but a strong professional development and quality assurance process will be in place. The setting improvement partner and the school improvement partner will share information where the setting is under the management of the school. Specific arrangements for improvement partners for PRUs are detailed in Section 3, paragraph 3.6.

- 4.7 Where improvement partners are allocated to Early Years Settings they will liaise closely with the Area Early Years Adviser who will be the key strategic links to Area Children Services Officer and LCSP Managers. These advisers will provide on-going advice and support for setting improvement partners through joint visits, shadowing, providing advice on the interpretation of data, assistance with evaluative reporting and quality assuring the work of setting improvement partners within their areas. Setting improvement partners will take a lead in ensuring that Early Years Settings aspire to be judged as 'good or outstanding overall' receive timely, effective support and monitoring to ensure that objectives in their action plan are met.

5 CLASSIFYING SUPPORT FOR SCHOOLS AND PRUs WITHIN A SINGLE FRAMEWORK

- 5.1 Headteachers and other appropriate managers must ensure that effective and systematic self-evaluation is in place and seek the views and the full support of all stakeholders. They must form a view of the effectiveness of self-evaluation, of the standards and progress achieved, the quality of teaching and learning, the extent to which schools meets the five Every Child Matters outcomes and the capacity to improve within their own resources. It is important that all schools know their strengths and areas for improvement and have procedures in place to ensure that they are improving well towards their targets. Such schools are likely to have good or outstanding capacity for improvement. Other schools may have weaknesses in self-evaluation, value added or teaching and learning, and are unable to improve, or cannot sustain improvement, without additional support. There are levels of support for those schools that require help and intervention which may come from other schools, in the form of outreach and secondments, and from CFE (see 5.3 for chart). National Challenge schools in Kent can also be high capacity schools because they have outstanding leadership and management, teaching and learning and make progress well above similar schools nationally.

- 5.2 Strengths and areas for development arising from school self-evaluation are summarised in the on-line Ofsted Self- Evaluation Form (SEF). Completion of the SEF is not an end in itself and self-evaluation must be seen as a continuous process, agreed with staff, governors or Management Committees and updated when new data or the outcomes of monitoring is available. Each school's plan is based on the priorities identified in the SEF and includes the action to be taken against each priority, the expected impact of that action, and the deployment of resources. The impact should be directly related to the achievement, attitudes and views of children and young people.



5.3 CRITERIA FOR IDENTIFICATION OF SUPPORT FOR SCHOOLS AND ALL PUPIL REFERRAL UNITS

(All judgements are agreed with Headteachers, verified by the SIP, evidenced and recorded in the SEF and logged in notes of visit)

HIGH CAPACITY SCHOOLS, PRUS	
<ul style="list-style-type: none"> • Good with outstanding features • <i>Outcomes for individuals and groups of pupils</i> - good or outstanding • <i>The school's capacity for sustained improvement</i> - good or outstanding • The majority of judgements in the <i>quality of provision</i> - outstanding • <i>The effectiveness with which the school promotes equal opportunities and tackles discrimination</i> is at least good • attainment is above average or high and learning and progress are outstanding, or • attainment is high and learning and progress are good <p>or</p> <ul style="list-style-type: none"> • learning and progress is outstanding and the school is judged to be particularly effective in raising attainment 	<p>Basic entitlement of SIP (up to 5 days per year) and national strategy CPD and support materials: access to bespoke CPD from Local Learning Network, LCSP and ASK Central CPD Programme</p> <p>Practice is widely disseminated via high capacity/ seconded posts/ collaborative and federated leadership in other schools, outreach support from a National Leader of Education and National Support School</p> <p>National Challenge Adviser up to 10 days plus additional support as agreed in the Raising Attainment Plan (RAP).</p>
GENERAL SUPPORT SCHOOLS, PRUs	
<ul style="list-style-type: none"> • <i>Outcomes for individuals and groups of pupils</i> - good • <i>The school's capacity for sustained improvement</i> - good or in exceptional circumstances satisfactory • The majority of judgements in the <i>quality of provision</i> - good • new headteacher • attainment is average or above average and learning and progress are good, or • attainment is average and learning and progress are outstanding. In the most exceptional circumstances, attainment may be low. 	<p>Basic entitlement of SIP** (5 days per year) and national strategy CPD and support materials: access to bespoke CPD from Local Learning Network, LCSP and ASK central CPD Programme</p> <p>Additional support for priorities identified in school improvement plan may be brokered by headteacher and SIP from other schools or external providers.</p> <p>National Challenge Adviser up to 10 days plus additional support as agreed in the Raising Attainment Plan (RAP).</p>
SUBSTANTIAL SUPPORT SCHOOLS, PRUs	
<ul style="list-style-type: none"> • <i>Outcomes for individuals and groups of pupils</i> - satisfactory • <i>The school's capacity for sustained improvement</i> - satisfactory • All aspects of provision - satisfactory • <i>The effectiveness with which the school promotes equal opportunity and tackles discrimination</i> - satisfactory • <i>The effectiveness of safeguarding procedures</i> -satisfactory • attainment is average, above average or high and learning and progress are satisfactory, or • attainment is low but improving strongly and learning and progress are good. In exceptional cases, learning and progress may be satisfactory but improving securely and quickly • ACSO/SIP evidence concerns about leadership and/or governance 	<p>Increased entitlement of SIP** (up to 7 days per year) plus additional SIP days by arrangement. National strategy CPD and support materials: access to bespoke CPD from Local Learning Network, LCSP and ASK central CPD Programme</p> <p>Additional support for priorities identified in school improvement plan brokered by headteacher and SIP or Additional support via national strategy and local programmes such as Primary 'Ensuring Success', 'Leadership for Impact' and Secondary 'Within School Variation'</p> <p>National Challenge Adviser up to 15 days plus additional support as agreed in the Raising Attainment Plan (RAP).</p>
INTENSIVE SUPPORT SCHOOLS, PRUs	
<p>If any of the following are inadequate:</p> <ul style="list-style-type: none"> • <i>Outcomes for individuals and groups of pupils</i> • <i>The school's capacity for sustained improvement</i> • <i>The effectiveness with which the school promotes equal opportunity and tackles discrimination</i> • <i>The effectiveness of safeguarding procedures</i> • key aspects of provision • learning and progress are inadequate, or • attainment is low and shows little sign of improvement, and learning and progress are no better than satisfactory with little evidence of improvement • ACSO/SIP evidence significant concerns about leadership and/or governance 	<p>Enhanced entitlement of SIP** (up to 10 days per year). Support within national strategy and local programmes including Primary and Secondary Intensive Support Programme or Raising Attainment in Your School (RAYS) or</p> <p>Additional support brokered by SIP to meet priorities in the Raising Attainment Plan</p> <p>Support to include Advanced Skilled Teachers/Strategy Consultants</p> <p>National Challenge Adviser up to 20 days plus additional support as agreed in the Raising Attainment Plan (RAP).</p>

Italics = criteria are taken directly from the new Ofsted Framework 2009

6 CLASSIFYING SUPPORT FOR EARLY YEARS SETTINGS/AC PRUs WITHIN A SINGLE FRAMEWORK

- 6.1 Leaders and Managers are encouraged to keep a current self-evaluation in place which focuses on what it is like to a child in the setting and the relevant documentation required by the 'Welfare requirements'. It is important that Early Years settings know their strengths and areas for improvement and have procedures in place to ensure that they are improving well. Some Early Years settings are likely to have practice that is worth disseminating. Other Early Years settings may have weaknesses or may not be able to sustain improvement, without additional support. The levels of support for those Early Years settings that require help and intervention from CFE are set out in the chart that follows.
- 6.2 Strengths and areas for development arising from setting self-evaluation will be summarised in the narrative section of the SEF. Completion of the SEF is not an end in itself and self-evaluation must be seen as a continuous process, shared with practitioners and owners or management committees and updated when new information is available.
- 6.3 For those PRUs where provision is organised through commissioned or contractual arrangements, weaknesses in such provision may result in processes leading to contract variation or ultimately to decommissioning.



6.4 CRITERIA FOR IDENTIFICATION OF SUPPORT FOR EARLY YEARS SETTINGS

HIGH CAPACITY EARLY YEARS SETTINGS	
<p>Good / outstanding for quality of provision and standards Other indicators include: the setting is highly effective at making sure that outcomes for children are excellent, they make very rapid progress towards the early learning goals, childcare practice is exemplary, practice is worth disseminating, parents report high levels of satisfaction with the educational provision, good multi-agency working, good levels of behaviour and high levels of inclusion, all children including vulnerable groups such as looked after children achieve well, setting has capacity to work alongside and support other settings and to lead and or contribute to local and county initiatives, SEF judgements consistently good and have an evidence base of reflective practice.</p>	<p>Allocation of SIP within phased programme and access to training and programmes linked to national policy, co-ordinated support to overcome barriers related to sustainability, setting practice is widely disseminated via high capacity/ seconded posts/ collaborative leadership in other settings in the LCSP or Area. Basic allocation of SIP: Sessional - 3 visits + 1 further if required Full Day Care - 3 visits + 1 further if required Children's Centre Link Provider - 3 visits + 1 further if required</p>
GENERAL SUPPORT EARLY YEARS SETTINGS (one or more key criteria*)	
<p>*Specific issues for action following an inspection *New Leaders / Manager *Overall quality and standards of the nursery provision are judged to be at least satisfactory with many good features Other indicators include: setting is successful at making sure that outcomes for children are acceptable, they make good progress towards the early learning goals, childcare practice is both very effective and inclusive, the developing climate for learning is good, staff have appropriate skills and qualifications, parents are given appropriate information and opportunities to meet with staff. The setting is developing reflective practice and there is some evidence within the SEF.</p>	<p>Allocation of SIP within phased programme and access to training and programmes linked to national policy, co-ordinated support to overcome barriers related to sustainability and aspects of quality. Basic allocation of SIP: Sessional - 3 visits + 1 further if required Full Day Care - 3 visits + 1 further if required Children's Centre Link Provider - 3 visits + 1 further if required</p>
SUBSTANTIAL SUPPORT EARLY YEARS SETTINGS (one or more key criteria*)	
<p>*Setting removed from category within last two years *Settings with Acting Leader / Manager *Overall quality of provision judged to be in need of improvement Other indicators include: setting works steadily to make sure that outcomes for children are acceptable, they make sound progress towards the early learning goals, childcare practice is effective and inclusive, overall practice has scope for improvement, LA monitoring reveals concerns in one or more of the following areas: quality and breadth of provision, skills and expertise of staff, low levels of involvement and engagement of children, high turnover of staff, low staffing levels.</p>	<p>Entitlement of SIP and access to training and programmes linked to national policy, co-ordinated support to overcome barriers related to sustainability. Additional support brokered by SIP to meet priorities. Basic allocation of SIP: Sessional - 3 visits + 1 further if required Full Day Care - 6 visits + 1 further if required Children's Centre Link Provider - 6 visits + 1 further if required</p>
INTENSIVE SUPPORT EARLY YEARS SETTINGS (one of more key criteria*)	
<p>*Ofsted category (Inadequate 1 or Inadequate 2) or setting has been removed within the last year * Overall quality of provision is judged to be in need of improvement Other indicators include: Setting is weak or highly ineffective with unsatisfactory outcomes for children, childcare practice is not good enough or poor, children achieve an unacceptable standard, they make limited or little or no progress towards their early learning goals, the overall quality of provision gives cause for concern, needing urgent attention and the setting is unable to improve without external enforcement, help and support, LA monitoring reveals concerns in many of the following areas : quality and breadth of provision, skills and expertise of staff, low levels of involvement and engagement of children, high turnover of staff. low staffing levels.</p>	<p>Entitlement of SIP with co-ordinated support to overcome barriers related to quality of provision and sustainability. Additional support brokered by SIP to meet priorities. LA support plan developed including involvement in programmes linked to national policy; monthly monitoring of impact by SIP and reporting to Owners / committee and LA. Support to establish a robust system of self-evaluation that is summarised in the SEF Basic allocation of SIP: Sessional - 3 visits + 1 further if required Full Day Care - 6 visits + 1 further if required Children's Centre Link Provider - 6 visits + 1 further if required</p>

7 WHAT HAPPENS WHEN ACHIEVEMENT IS BELOW EXPECTATIONS?

- 7.1 Evidence that a school, PRU or Early Years Setting is not meeting the needs of children and young people may be provided by:
- the school, PRU or Early Years Setting through its own self-evaluation
 - the analysis of data on attainment against expectations, attendance or exclusion rates, quality of provision,
 - complaints raised by parents, carers, staff, children or young people
or
 - the SIP or Local Children's Services Partnership notes of visit and/or data analysis.
- 7.2 The SIP will bring areas requiring improvement to the attention of the headteacher/manager and Chair of the Governing Body/owner/ management committee in writing, normally in a note of visit. The headteacher, Chair of Governors and improvement partner will meet to discuss a course of action to be undertaken and identify sources for support. Actions may include re-prioritisation of the school plan and financial resources, the deployment of staff, or external specialist support.
- 7.3 If evidence indicates that insufficient progress has been made, the SIP will report this to the headteacher/manager and Chair of Governors/owner/ management committee in a note of visit, with a copy to the Senior Adviser (Phase) or Senior Adviser Inclusion and Achievement (for special schools and PRUs) and the Area Children Services Offices and Local Children's Services Partnership Manager.

8 WHAT HAPPENS IF A SCHOOL, PRU OR SETTING DOES NOT HAVE SUFFICIENT CAPACITY TO BRING ABOUT IMPROVEMENT WITHIN A REASONABLE TIME-FRAME?

- 8.1 Where a school, PRU or setting does not have the capacity for self-improvement then the SIP will help to identify a small number of key priorities for improvement, which are likely to be a combination of aspects of teaching and learning, the curriculum, assessment or classroom processes such as behaviour management.
- 8.2 The level and nature of planned support will be sharply focused to achieve the priorities and must enhance capacity for self-improvement. While this will include improvements in teaching and learning, it is also likely to embrace improvements in leadership and management, including that of senior and middle leaders, and governors. Brokered support from both Local Children's Services Partnerships and wider CFE services must be incorporated into the school / setting plan and evaluated for its impact on progress towards the key priorities for improvement.
- 8.3 Where a provision has been identified by CFE as requiring intensive support, including schools in an Ofsted category, the SIP will provide a joint evaluation report, which may be monthly, termly or seasonal depending on the level of need of the school, in conjunction with the headteacher/Manager, against the key issues for action. Monitoring reports have been found by CFE and Ofsted to be an effective tool, to ensure that progress can be tracked against the key issues and new actions can be promptly identified. They provide valuable evidence of progress for Area Children Services Officers (and in church schools for Diocesan Officers) who are responsible for evaluating action plans with Headteachers, senior managers and Chairs of Governors/Management Committees.



9 SCHOOLS/PRUs REQUIRING SPECIAL MEASURES OR SIGNIFICANT IMPROVEMENT (NOTICE TO IMPROVE)

- 9.1 Where a school or PRU is judged, by an Ofsted Section 5 inspection, to require special measures or has significant areas for improvement then, immediately following the verbal feedback, the Headteacher/PRU Manager and governors/Management Committee should be consulted on changes to the school/PRU plan, supported by the SIP. A CFE Statement of Action will be drawn up (within ten days of publication of the final report) by the SIP in conjunction with Senior Adviser (Phase) and Senior Adviser Inclusion and Achievement (for special schools and PRUs) in liaison with the ACSO, LCSP Managers, headteacher, governors and parents **and** in the case of church schools with the appropriate Diocesan Officer **and** in the case of PRUs with the Head of the Attendance and Behaviour Service. The statement of action is finalised by the Principal Phase Adviser or Senior Adviser for Inclusion and Achievement for Special schools and PRUs and signed off by the Area Children Services Officer and Head of Service. Further guidance on this process will be provided by Senior Advisers in each phase and Area Children Services Officers.

10 SETTINGS IDENTIFIED AS INADEQUATE

- 10.1 Where a setting is judged by an Ofsted inspection to be Inadequate 1 a notice of action to improve will be issued to the registered person notifying them of the actions which they must take and by what date. Ofsted may make a follow-up visit to ensure the required actions have been taken. The next full inspection will be within six to twelve months.
- 10.2 Where a setting is judged by an Ofsted inspection to be Inadequate 2 for children's welfare, Ofsted takes enforcement action to require immediate improvement. For poor provision in learning and development Ofsted issues a notice to improve to the registered person telling them what they must improve and by which time the improvements must be made. Ofsted also informs the local authority that external help and support is required to bring about the necessary improvement and will visit every three months to check the required improvements have been made and to evaluate the impact on the children.

11. COMPLAINTS PROCEDURE

- 11.1 Where the headteacher/manager or governors/owners/management committee consider that the action of any officer of Children, Families and Education Directorate does not meet the spirit of this strategy, then they must bring it to the attention of the officer in the first instance. Where they are not satisfied then the complaint should be made in writing to the Director of Learning, Children, Families and Education Directorate, Sessions House, Maidstone, ME14 1XQ

12 MONITORING, EVALUATION AND REVIEW

- Children, Families and Education Directorate will carry out regular monitoring of all divisional and team action plans and Local Children and Young People's Plans.
- Evaluations of all improvement activities will be reported to senior staff and included in cabinet reports, reports to CFE Senior Management Team, Headteacher Forums, LCSP Boards and Challenge Boards
- External monitoring and evaluation of the impact of improvement in Early Years Settings, schools and PRUs will be regularly undertaken and reported by DCSF National Strategies and Ofsted.

APPENDIX A - GUIDANCE FOR GOVERNING BODIES

DUTIES OF THE LOCAL AUTHORITY WHEN A SCHOOL IS JUDGED TO BE A CAUSE FOR CONCERN

The Local Authority has formal powers under the Education and Inspections Act 2006, part 4 to intervene in schools causing concern. In addition the Children Act places a duty on the Local Authority to take action if children or young people are judged to be at risk. The powers are broadly to:

- issue a formal warning notice (section 60, 61 or 62)
- require the Governing Body to enter into arrangements collaborations and federations (section 63)
- appoint additional governors (section 64)
- direct the Governing Body to appoint interim executive members (section 65)
- suspend a governing body's right to a delegated budget (section 66)

In addition the Secretary of State has the intervention powers to:

- appoint additional governors, nominate and pay the chair (section 67)
- direct the closure of the school (section 68)
- direct the Governing Body to appoint interim executive members (section 69)

The Local Authority can also issue directions concerning the health and safety of people on school premises or those taking part in school activities off-site (SSFA Section 39 (3)) and has the reserve power to intervene to prevent the breakdown of discipline in a maintained school (SSFA Section 62). The Local Authority role will be further strengthened in the Apprenticeships, Skills, Children and Learning Bill due to be enacted in autumn 2009.

Governors should have policies concerned with teacher capability and discipline which enable them to take action to improve under performance of staff.

APPENDIX B GUIDANCE FOR SETTINGS

DUTIES OF THE LOCAL AUTHORITY WHEN WITHDRAWING DELEGATED FUNDING TO EARLY YEARS SETTING

A Private, Voluntary and Independent (PVI) provider can be removed from the Kent PVI Directory immediately in the following circumstances:

- if a PVI provider receives two inadequate 2 Ofsted judgements (removal may be effective immediately on Ofsted advice); or
- if a PVI provider deregister from Ofsted (or is closed by Ofsted); or
- where a PVI provider does not submit the DCSF EY Census to KCC prior to the published deadline in January each year; or
- where an overpayment to the PVI provider has been identified and has not been repaid to KCC in line with guidance in the KCC Delegated Conditions 2007 / 08: Guidelines

The Local Authority will only use the statutory powers of intervention as a last resort. It is possible that they may come into operation when a school is failing to respond to support or when an Ofsted (Section 5) inspection places a school in special measures or serves a notice to improve.

This next review of this policy will take place in Summer 2010.

This 2009 Policy was screened for Equality Impact Assessment against KCC Corporate EIA Standards by Allan Foster, Lead Curriculum Adviser, Advisory Service Kent. 3rd September 2009