


Education Development Plan 2002 - 2007: Revision 2003

Priority 3: Support for schools causing concern				
Links to other plans or parts of the EDP	EiC - Mini EAZs (Peckham and SmartZone), EYCDP,			
Activity 3.1	Ensure that there are robust systems for identifying and schools causing concern			
Key SSRE Area(s)	1	The curriculum		
Targets/Success Criteria:			Evaluation: how/when/by whom	
<ul style="list-style-type: none"> School self review and evaluation identifies those schools which are causing concern and require additional support Data analysis identifies underachieving pupils, including specific groups of pupils Schools entering special measures or causing concern (local KPI 20) 			Head of School Improvement evaluates results and effectiveness of SSRE process to identify schools causing concern in order that prompt action can be taken. (Autumn Term) Termly meetings of the education department key managers and Link Advisers to feedback on their evaluation of schools' current performance and the effectiveness of support.	
Actions	Responsible Personnel	Target audience	Monitoring how/when/by whom	Timing/Timescale
1)  conducts a review of its systems and procedures to support Schools Causing Concern and schools with removal of delegation across the range of services with a view to improving co-ordination.	Senior Adviser (Performance), Head of School Improvement and Head of Strategy and Resources	LEA officers and members	Report by Head of School Improvement and Head of Strategy and Resources to EET	Autumn 2003
2a) All schools undertake a systematic school self-review and evaluation process covering 7 areas: curriculum, attainment, teaching and learning, support for pupils, ethos, resources, leadership and management	Head of School Improvement and Link Advisers	Headteachers, leadership teams and governors	Report by Head of School Improvement to EET in Spring Term.	Continuing – Annually Autumn term
2b) Schools provide evidence to support self review and evaluation: school improvement plan, curriculum, aspect and management policies, data analysis, schemes of work, LEA reports and OFSTED report	Head of School Improvement and Link Advisers	Headteachers, leadership teams and governors	Report by Head of School Improvement to EET in Spring Term.	autumn term
2c) LEA carries out an analysis of school data using a standardised framework, including a review of the Autumn Package, PANDA, and LEA School Profile, the Fischer Family Trust and school tracking information.	Head of School Improvement and Link Advisers	Headteachers, leadership teams and governors	Report by Head of School Improvement to EET in Spring Term.	Continuing – Annually Autumn term

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Actions	Responsible Personnel	Target audience	Monitoring how/when/by whom	Timing/Timescale
2d) Using the evidence collected a level will be agreed for each of the 7 areas: Level 1 - major strength, Level 2 - strengths outweigh weaknesses, Level 3 - some strengths but important weaknesses, Level 4 major weaknesses.	Head of School Improvement and Link Advisers	Headteachers, leadership teams and governors	Report by Head of School Improvement to EET in Spring Term.	Continuing – Annually Autumn term
2e) Judgements to be cumulative and result in one of seven 'Categories for Support' agreed between the school and LEA	Head of School Improvement and Link Advisers	Headteachers, leadership teams and governors	Report by Head of School Improvement to EET in Spring Term.	Continuing – Annually Autumn term. Updated termly
2f) LEA officers will monitor, review, challenge support and intervene in schools in inverse proportion to success - guided by the agreed 'Category for Support'.	Head of School Improvement and Link Advisers	Headteachers, leadership teams and governors	Termly report by Head of School Improvement to EET.	Continuing – Annually
3) The LEA will annually review the School Self-Review and Evaluation framework to ensure it reflects changes in education legislation, the OFSTED inspection framework etc.	Head of School Improvement	Headteachers, LEA Link Advisers	Annual report by Head of School Improvement to EET	Continuing – Annually
4a) LEA Pre-Formal Warning Notice to the governing body will be undertaken in specific circumstances: <ul style="list-style-type: none"> the standard of pupil performance is unacceptably low and likely to remain so unless the LEA intervene there has been a serious breakdown in the way the school is managed or governed which is likely to prejudice pupils' standard of performance the safety of staff or pupils is threatened 	Senior Adviser (Performance)	Identified schools	Formal monitoring visit at the end of the compliance period (1 term) by the Link Adviser & Senior Adviser to assess progress to meet targets in the action plan. Termly report by Senior Adviser (Performance) to Head of School Improvement.	Continuing - As necessary
4b) If progress is good and the school is demonstrating the capacity to maintain improvement the LEA will take no further action.	Senior Adviser (Performance)	Identified schools	Termly report by Senior Adviser (Performance) to Head of School Improvement.	Continuing - As necessary
4c) If progress is insufficient over a period of six months the school will be subject to a Formal Warning Notice to the governing body.	Senior Adviser (Performance), Head of School Improvement	Identified schools	Formal monitoring visit at the end of the compliance period (3 months) by the Link Adviser & Senior Adviser to assess progress to meet targets in the action plan. Termly report by Senior Adviser (Performance) to Head of School Improvement.	Continuing - As necessary

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Links to other plans or parts of the EDP	EAZ (North Southwark,), Mini EAZ (Peckham), Cross borough EAZ – Kingsdale, EYCDP, EIC			
Activity 3.2	Ensure advisory/consultant support is deployed in inverse proportion to success for schools causing concern.			
Key SSRE Area(s)	1	The curriculum		
Targets/Success Criteria:			Evaluation: how/when/by whom	
<ul style="list-style-type: none"> Support is effective in school causing concern so that the school no longer requires additional support within the timescale established in the action plan Schools entering special measures or causing concern (local KPI 20) 			Link Adviser evaluates support given to school through visiting the school and measuring progress against targets. Reports to Head of School Improvement and senior adviser performance half-termly Monitoring visits assess the effectiveness of advisory support and progress on the key issues (half-yearly) Termly meetings of the education department key managers to feedback on their evaluation of schools' current performance and the effectiveness of support.	
Actions	Responsible Personnel	Target audience	Monitoring how/when/by whom	Timing/Timescales
1i) Use data analysis (PANDA, Autumn Package, LEA profile and schools own analysis) to identify aspects of underachievement for all pupils and for specific groups of pupils 1ii) Ensure all identified areas of weakness are appropriately supported 1iii) Where there are resourcing and financial issues consider and follow appropriate actions to remove delegation.	Senior Adviser (Performance) Principal School Intervention Officer	Schools identified as causing concern	Senior Adviser (Performance) to monitor action plans and appropriate deployment of advisers and consultants – termly Subject Advisers to monitor work of consultants ensure targets are met - termly Termly - Head of School Improvement and Heads of Services to review progress of schools causing concern with link adviser and supporting advisers and consultants.	Continuing – Annual Autumn term.
2) Write an action plan in consultation with the school to address areas that require improvement. Action plans set out: <ul style="list-style-type: none"> targets & success criteria actions to be taken personnel required to support resources from the school and LEA timescale 	Link Adviser	Schools identified as causing concern	Termly report by Senior Adviser (Performance) to Head of School Improvement	Continuing - Autumn term or at a time when a school is identified as CC

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Actions	Responsible Personnel	Target audience	Monitoring how/when/by whom	Timing/Timescale
<p>3i) In liaison with advisers deploy literacy & numeracy consultants in inverse proportion to need.</p> <p>3ii) Deploy AST to support and model teaching and ensure effective subject co-ordination.</p> <p>3iii) Ensure support for science, ICT, Foundation Stage curriculum and EAL/EMA pupils is deployed to bring about improvement in the school</p> <p>3iv) Ensure support is well focused and there is a manageable spread of support in school over an agreed timescale.</p>	<p>Link Adviser Subject Advisers and Consultants AST</p>	<p>Schools identified as causing concern</p>	<p>Senior Adviser (Performance) to monitor action plans and appropriate deployment of advisers and consultants – termly</p> <p>Subject Advisers to monitor work of consultants ensure targets are met - half termly</p> <p>Termly - EiC Action Zone directors, Head of School Improvement and Heads of Services to review progress of schools causing concern with link adviser and supporting advisers and consultants</p>	<p>Continuing - In line with time of identification</p>
<p>4a) Access support for SEN and attendance ensure personnel are effectively deployed and the timescale is appropriate to meet the school's needs.</p>	<p>Link Adviser</p>	<p>Schools identified as causing concern</p>	<p>[ditto]</p>	<p>Continuing – when required</p>
<p>4b) Link Adviser/consultant to support school managers and strategic planning</p>	<p>Link Adviser</p>	<p>Schools identified as causing concern</p>	<p>[ditto]</p>	<p>Continuing – when required</p>

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Links to other plans or parts of the EDP	EAZ (North Southwark,), Mini EAZ (Peckham), Cross borough EAZ – Kingsdale, EYCDP, EIC				
Activity 3.3	Ensure an improvement in teaching and learning, leadership and governance in schools identified as causing concern				
Key SSRE Area(s)	1	The curriculum			
Targets/Success Criteria:			Evaluation: how/when/by whom		
<ul style="list-style-type: none"> Support is effective in improving teaching and learning so the school is no longer cause for concern Leadership and governance is secure and affective in raising standards and improving the quality of education for all pupils, so the school is no longer cause for concern Schools entering special measures or causing concern (local KPI 20) 			Consultant evaluates support given to school through visiting the school and measuring progress against targets. Reports to Head of School Improvement and senior adviser performance half-termly. Monitoring visits assess the effectiveness of advisory support and progress on the key issues (half-yearly) Termly meetings of the education department key managers to feedback on their evaluation of schools' current performance and the effectiveness of support.		
Actions		Responsible Personnel	Target audience	Monitoring how/when/by whom	Timing/Timescales
1a) Teaching and Learning: the consultant/ advisory teacher will: <ul style="list-style-type: none"> support and advise teachers on lesson planning model/teach alongside teachers to improve pace, use of time, organisation, management and teaching strategies assess pupils' work with teachers support selection of appropriate resources monitor teaching and learning support data and error analysis deliver INSET to meet the needs of individual schools and centrally based training 		Link Adviser & Subject Advisers /Consultants	Schools identified as causing concern	Senior Adviser (Performance) monitors progress on the action plan to meet targets termly Monitoring review visit to school to ensure targets have been met and improvements have been maintained end of action plan timescale.	Continuing - Within the timescale of the action plan

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Actions	Responsible Personnel	Target audience	Monitoring how/when/by whom	Timing/Timescales
<p>1b) Subject Leadership: support for subject leaders to fulfill their role to:</p> <ul style="list-style-type: none"> • promote high quality teaching and learning, • ensure resources are available and appropriate to meet the needs of all pupils • sound knowledge of pupil progress across the school • to monitor planning, teaching and learning, marking and assessment • provide INSET for subject leaders to enhance their subject knowledge 	<p>Link Adviser & Subject Advisers /Consultants</p>	<p>Schools identified as causing concern</p>	<p>Senior Adviser (Performance) monitors progress on the action plan to meet targets termly</p> <p>Monitoring review visit to school to ensure targets have been met and improvements have been maintained end of action plan timescale.</p>	<p>Continuing - Within the timescale of the action plan</p>
<p>1c) Strategic Leadership: support for senior managers to:</p> <ul style="list-style-type: none"> • have a school improvement plan in place to define the school's priorities within a timescale • ensure all whole school policies are in place • data is analysed and pupils' progress tracked • teaching and learning is monitored – feedback provided and points for action set • the ethos of the school encourages pupils have positive attitudes and learning is promoted 	<p>Link Adviser & Subject Advisers /Consultants</p>	<p>Schools identified as causing concern</p>	<p>Senior Adviser (Performance) monitors progress on the action plan to meet targets termly</p> <p>Monitoring review visit to school to ensure targets have been met and improvements have been maintained end of action plan timescale.</p>	<p>Continuing - Within the timescale of the action plan</p>
<p>1d) Governance: training is provided and support given to:</p> <ul style="list-style-type: none"> • ensure governors are part of the planning structure • they fulfill the role of critical friend • they are informed about the quality of teaching learning and standards in the school • they fulfill their statutory roles • they evaluate the work of the school and the progress of the action plan towards no longer requiring additional support • they manage resources effectively to ensure value for money 	<p>Link Adviser & Governor Support Officers</p>	<p>Schools identified as causing concern, governors</p>	<p>Senior Adviser (Performance) monitors progress on the action plan to meet targets termly</p> <p>Monitoring review visit to school to ensure targets have been met and improvements have been maintained end of action plan timescale.</p>	<p>Continuing - Within the timescale of the action plan</p>