

Southwark Education, Learning and Achievement

Local Authority universal provision
offer

September 2023

Local Authority universal offer to schools

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Local Authorities (LAs) have a duty to promote and act as champions of high standards in education across their schools. Each LA interprets their duties differently and has considerable freedom as to how they deliver their statutory responsibilities. In Southwark, we term our duty for school performance as the universal provision which is interpreted to reflect the Southwark context. This document captures some of the key aspects of the universal provision, although it is not an exhaustive list. Important elements such as positive relationships, local knowledge, expertise, trust and partnerships across teams within the Council enable the successful delivery of the universal provision.

1. Duties and responsibilities of the Local Authority (LA) and Regional Schools Commissioner (RSC)

Some of the Local Authority's (LA) duties for schools include;

- ✓ Risk assessment of all schools. Ensuring that appropriate support and intervention is in place in order to address identified needs and, where appropriate, using statutory powers to intervene in maintained schools causing concern;
- ✓ Promotion of post-16 participation in education, employment and training,
- ✓ Co-ordination of statutory assessment, monitoring and moderation for Key Stage 2,
- ✓ Investigation of complaints submitted to Ofsted and the Council which identify a safeguarding risk,
- ✓ Safeguarding,
- ✓ Supporting school governance.

A range of other duties are delivered or commissioned by the School Improvement Advisory Team. These include support for the recruitment of Head Teachers in maintained schools, induction processes for early career teachers, the oversight of the Standing Advisory Council for Religious Education (SACRE) and data services which are provided through the Southwark Education, Learning and Achievement service data officers.

1.1. Schools Causing Concern

The current Department for Education (DfE) statutory guidance [‘Schools causing concern - Guidance for local authorities and Regional Directors on how to work with schools to support improvements to educational performance, and on using their intervention powers’](#),

the Local Authority will, in partnership with the Regional Director (RD);

- Understand school performance and identify vulnerable schools,
- Explore ways to support progress,
- Implement appropriate improvement strategies, including powers of intervention,
- Facilitate school-led improvement.

1.2. Formal Warning Notices

Where a maintained school is causing concern and the LA considers it to be unlikely to improve unless further action is taken, the issuing of a formal warning notice will be considered. This will be agreed by the Director of Children and Families. Where the LA issues a formal warning notice, a copy will be sent to the RD and to Ofsted. Where a school fails to comply with this or fails to improve rapidly, it will become eligible for formal intervention and this may lead to the implementation of one or more of the LA's powers of intervention.

These powers of intervention are¹:

- To require the governing body to enter into arrangements,
- To appoint additional governors,
- To appoint an interim executive board (IEB)
- To suspend the delegated budget.

¹ Schools causing concern guidance 2020- chapter 3, pg. 21

1.3. It should be noted that the RD has powers to intervene in underperforming LA maintained schools as well as academies, which includes issuing formal warning notices or an academy order if a school is judged to be inadequate by Ofsted.

2. The Southwark context

We are proud to work in Southwark and serve the diverse communities that make up this borough. The numbers of SEND pupils has risen year-on-year in our schools and 41% of our pupils are in receipt of pupil premium. Each of our schools, be they nursery, primary, special or secondary, maintained, academy or free school, serves a unique community and the Southwark Education Learning and Achievement Team has an excellent knowledge of each of these. Southwark's pupils perform strongly in their statutory assessments, in many cases better than pupils in the rest of London and always better than pupil performance nationally. 96% of Southwark's schools are currently rated by Ofsted as good or outstanding, which is an achievement we are rightly, and extremely, proud of.

COVID-19 continues to have an impact on our borough and we are supporting our schools to close the attainment gaps that have widened in the last few years. Our schools play a central role in improving life chances and ensuring children are well prepared for the next stages in their education and beyond. They act as a "lighthouse" in the community forging links with families and the local area, improving attendance, breaking down inequalities, contributing to personal, social and health development and pupils' understanding of citizenship and British values, keeping children safe, and preventing children from entering social care system.

The [Council Delivery Plan](#) is set out in seven separate themes:

- Transforming our borough
- A thriving and inclusive economy
- A healthy environment
- Quality, affordable homes
- Keeping you safe
- Investing in communities
- Supporting families

SELA contributes particularly to the theme of "Supporting Families" through its work with schools. Because of its very strong relationships with school leaders, the SELA team is in a unique position in the council to facilitate communication and act as a

conduit between a wide range of council services and schools.

2.1. Local Authority duties to promote high standards

The School Improvement and Governance Advisory Teams lead on the Council's commitment to "work with our schools to keep standards high" within the supporting families theme. The teams are part of the Southwark Education, Learning and Achievement Service in Southwark Council and are responsible for delivering the LA's duties to promote high standards in education.

Southwark Schools Forum voted again to de-delegate funds in January 2023 for school improvement from the Advisory Team for all maintained primary schools.

The universal provision and the offers from the different teams in the service (the provision made above and beyond the LA's statutory duties) reflects the Council's continued commitment to supporting all schools and working in partnership with them.

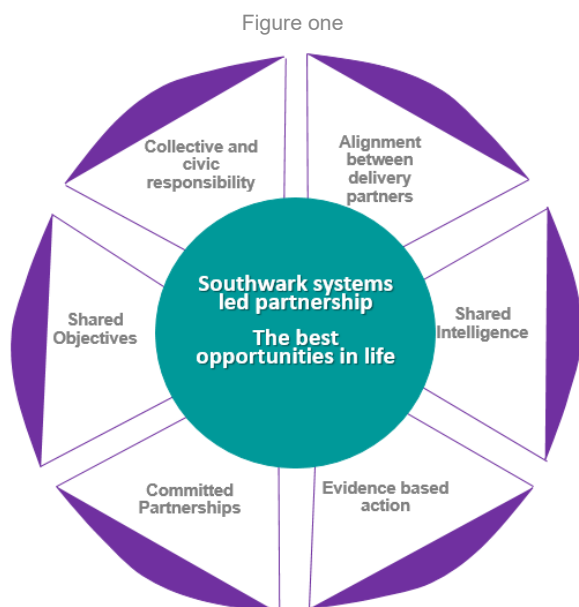
2.2 Systems led partnerships

No one single organisation, individual, programme, project or approach holds the answer to systems wide improvement.

We are committed to building a systems led partnership as we believe that partnerships are most effective when created as part of an accessible, transparent and equitable system designed by the sector and focused on improving outcomes for all children. We are committed to creating this with the support of schools and stakeholders, shaped by our shared aims to ensure every child has the best opportunities in life. This is an important principle of our universal provision.

Please see figure one for our vision of improvement with a systems led partnership at the centre and sections 7.2 and 8 .

Please click on the hyperlink for a larger version of the diagram



3. Universal provision: Communication

The LA has a duty to communicate with all schools. All school leaders receive an emailed fortnightly bullet-in which is designed keep leaders informed with news and updates as well as funding opportunities and CPD. There is a dedicated email contact for the School Improvement Advisory Team LearningandAchievement@southwark.gov.uk.

The inbox is monitored regularly to ensure all messages are dealt with in a timely way. Messages from this inbox to all schools may include information on the following;

- Emergency notifications,
- Safeguarding,
- Information for and to Governors,
- Wellbeing, Healthy Schools and Living (including Relationship and Sex Education and Health Education),
- Early Career Teachers,
- Local authority duties for assessment, i.e. local agreement models for moderation and SATs monitoring,
- Census data,
- The annual Southwark Schools Standards Report,
- Continuing Professional Development,
- HR duties where the LA is the employer,
- Southwark Music Service.

Alternatively the team can be contacted via the following routes;

- In writing at; **Children's and Adults Services Department, Hub 2, 4th Floor, PO Box 64529, London, SE1P 5LX**
- By telephone on; **020 7525 3804**

Southwark Education Learning and Achievement
Improving lives and outcomes for all



Southwark Education, Learning and Achievement Service structure



4. Universal provision: Risk Assessment of Schools





In line with the LA's duty to identify vulnerable schools the School Improvement Advisory Team, in collaboration with senior managers from HR, Head of

Governor services, Schools Finance, SEND, and the Diocesan Board and Catholic Commission (where appropriate) carry out regular desktop risk assessments of all LA maintained schools and academies to identify vulnerabilities. At the beginning of each academic year a formal desktop risk assessment is undertaken using the 'Indicators for Improvement Support' (see Table one, section 5). This draws on joint evaluation meetings with school leaders where conducted.

5. Universal provision: Indicators for Improvement Support

As part of the desktop risk assessment, all maintained schools and academies are placed into one of four categories. Schools are categorised through the risk assessment process as follows;

Table One

Categories for improvement support*	
	Overall effectiveness is at least good and there are no current significant concerns.
	Additional support and monitoring required such as for new HTs, at risk of RI, improving from RI, preparation for OFSTED
	The school was or is likely to be judged as requiring improvement by OFSTED.
	Schools judged by Ofsted to be inadequate, at risk of being in a category.

*See appendix one for indicator criteria. Please note that this is a **best fit model**.

5.1. Communication of categorisation

Head Teachers and Chairs of Governors of all schools will be informed in writing of the categorisation and where appropriate, copies will also be sent to the chair of the board of an academy trust.

5.2. The desktop risk assessment is reviewed on a regular basis and communication from the School Improvement Advisory Team will take place in the event of changes.

6. Universal provision: Risk Assessment Follow-up

All schools are entitled to a risk assessment follow-up as part of the LA's duty to promote high standards in education. Where a risk assessment identifies a school causing concern, contact will be made with the relevant bodies. Please see section 7, table two for further details.

7. Universal provision: School performance - promoting high standards

Table two

Category	Activity	Activity
	Maintained schools	Academy schools
A	Partnership Pathway ^A	Partnership working ^A
B	Support and Monitoring Pathway This will involve up to 3 dedicated contact points ^B a year to formally or informally support and review a schools' improvement.	Concerns raised with the RD
C	A Targeted Rapid Improvement Pathway (TRIP) ^C will be undertaken including up to 3 dedicated contact points a year to formally review a schools' progress.	Concerns raised with RD
D	An Intervention Pathway ^C will be undertaken including up to 3 dedicated contact points a year to formally review a schools' progress.	Concerns raised with RD

^A Please see **Section 8, Universal provision- partnership** for further details

^B A dedicated contact point (DCP) is focused on accountability and supported through core council funding. It could take the form of a meeting, review or visit,

^C Please see appendix one for more details

7.1 Primary and Secondary academies

Core council founding is used to assist SELA in fulfilling its duty to promote high standards for schools which they maintain. Academies are accountable to the Secretary of State. In the event that the LA has any concerns about an academy's standards, leadership or governance, they are required to raise these directly with the relevant RD².

7.2 The School Improvement Offer from the Advisory Team (funded through de-delegation) Above and beyond the universal provision

Following Schools Forum decision (January 2023) to de-delegate funds for school improvement for all maintained primary schools, we are now able to offer provision from the Advisory Team that is above and beyond the statutory duties of the LA, for all maintained primary, special and nursery schools

without the need for a traded offer or service level agreement.

The School Improvement Offer from the Advisory Team brings all of the benefits of the previous traded offer alongside a renewed focus on a systems led partnership approach. Individual schools will have a bespoke offer for the year planned and agreed in collaboration with their named advisor.

Academy schools are invited to go beyond the universal offer and to join the family of schools in Southwark by investing in the School Improvement Offer from the Advisory Team. Further details can be found on page 10.



² [Schools causing concern](#)

[Guidance for local authorities and Regional Directors on how to work with schools to support improvements to educational performance, and on using their intervention powers](#)

8. Universal provision: Partnership

Our offer for all schools is designed to build upon the fundamentals of high quality support which are;

- Knowing and understanding individual schools and their context well
- Knowing and understanding the borough wide context
- A focus on getting the basics right
- Robust quality assurance
- Strong working relationships and close collaboration with key stakeholders such as Governor Services, HR, Schools Finance, Family Early Help, Councillors and the Diocesan Board and Catholic Commission.

8.1. Partnership working

We want to ensure that we offer as many opportunities as possible for working in partnership as a family of schools.

In collaboration with key stakeholders we aim to build on the partnerships that already flourish in the borough to ensure that we build a sustainable, systems led offer for schools, by schools.

As part of our universal offer we encourage good and outstanding maintained schools to;

- ✓ take responsibility for their own improvement,
- ✓ support other schools and
- ✓ enable other schools to access the support they need to improve.

When working in partnership, we are committed to these clear principles:

- To create a culture of collective and civic responsibility and,
- To share intelligence and act on evidence for the good of all pupils.

We believe this will be achieved by:

- Establishing a culture of trust, openness, and honesty,
- Enabling practitioners to lead, drive and inspire,
- Facilitating collaboration and networking to improve and share practice,
- Energising schools and the community to build pride in the Southwark systems led model.

9. Universal provision: Schools' Data Team

The LA has a statutory duty to collect and share information about Southwark children and young people with the Department for Education (DfE). This includes;

- The school census under section 3 of '**The Education (Information About Individual Pupils) (England) Regulations 2013**',
- The submission of the school workforce census return, including a set of individual staff records, under sections 113 and 114 of the '**Education Act 2005**',
- Early Years Foundation Stage (EYFS) reporting in accordance with the legal basis of the '**EYFS (Learning and Development Requirements) Order 2007**' (article 4(2)). [The Order is made in exercise of the Secretary of State's powers under sections 39\(1\)\(a\), 42 and 44 of the 'Childcare Act 2006' and the 'Childcare \(Provision of Information About Young Children\) \(England\) Regulations 2009](#),
- Phonics Screening Check in accordance with the legal basis of the '**Education (School Performance Information) (England) (Amendment) Regulations 2014**',
- Key Stage Two (KS2) Assessment in accordance with the legal basis of [Article 11 of 'The Education \(National Curriculum\) \(Key Stage 2 Assessment Arrangements\) \(England\) Order 20032'](#). This Order is made by the Secretary of State under powers provided for by section 87 of the '**Education Act 2002**'.

10. Universal provision: Assessment Duties

Statutory services for LA maintained schools, academies and free schools are provided through the universal provision.

The service works in accordance with the statutory duties described in the ‘**Assessment and Reporting Arrangements**’ (ARA) booklets produced by the Standards and Testing Agency, on behalf of the Secretary of State.

10.1. The statutory services provided are:

- Training and advice for EYFS and primary assessment,
- Appointing and training of moderators,
- Drawing up a Local Area Agreement with all schools,
- Establishing an arrangement with academies, free and independent schools,
- Communicating plans and procedures concerning statutory assessments,
- Moderating assessments as specified in ARAs and ‘**Teacher Assessment Guidance**’ (TAG) and the ‘**Local Area Agreement**’ for all schools,
- Undertaking unannounced monitoring visits for the Phonics Screening and KS2 tests,
- Collecting and quality assuring of EYFS teacher assessments, Phonics Screening Check outcomes and KS2 statutory teacher assessment data
- Submitting data to the Department for Education in the required format by the due dates.
- Investigating potential cases of maladministration on behalf of the Secretary of State.



11. Universal provision: Governor Services

The Governor Services Team provides information, advice and guidance to governors to assist them in fulfilling their statutory responsibilities.

11.1 The statutory services provided include;

- Updating the Southwark Schools website to provide information, advice and guidance to governors,
- Contacting Chairs and governors when necessary to provide and signpost information, guidance and resources,
- Maintenance of instruments of government (constitutions) for maintained schools, and provision of advice on school constitutional issues (Instruments can be amended by request from the Clerk to Governors),
- Arranging the approval of Local Authority governor nominations and providing a model procedure for staff and parent governor elections,
- Signposting resources and information available from the National Governance Association (NGA)
- Facilitating the arrangement, and publicising termly meetings of the Southwark Governors Association (SGA), open to all governors in maintained schools and nurseries, free schools and academies to attend,
- Maintenance of a database of governing body membership and contact details through GovernorHub to facilitate the relationship between the LA and governing bodies and to enable communication with governors.



12. Universal provision: Schools' Safeguarding duties

The Schools' Safeguarding Coordinator (SSC) works together with all schools and settings including maintained schools, maintained nursery schools, pupil referral units, academies and free schools, other independent schools and alternative providers in Southwark to support them to fulfil their responsibilities to safeguard children and comply with the DfE and Ofsted expectations.

12.1. The statutory services provided include

- Review of safeguarding policies and procedures in schools and settings to support enhanced levels of safeguarding procedures and practice by improving safeguarding practice,
- Support and advice to designated and deputy designated safeguarding leads (DSLs, DDSLs), senior leaders and other staff and governors in all types of schools and settings,
- Regular electronic information about local and national changes in safeguarding legislation, policies, procedures and information and updates on safeguarding children, which is sent out to DSLs, DDSLs, chairs of governors and nominated lead governors for safeguarding in all schools and settings,
- Provision of a model safeguarding policy that is updated annually to reflect any changes in the area of safeguarding children, which is sent out to all schools and settings,
-
- The commissioning and delivery of bespoke training for DSLs and DDSLs who are required to have training at least every two years.
- Training courses provided for DSLs and DDSLs are:
 - two-day induction training for new DSLs and DDSLs,
 - one-day refresher training,
 - half-day update training.

These three types of courses are provided at least once a term,

- A biannual Schools Safeguarding Forum meeting that is open to DSLs and DDSLs, senior leaders and chairs of governors and nominated lead governors for safeguarding in all schools and settings. A theme is selected for each meeting and experts in a chosen field are invited to attend. This also provides networking opportunities with DSLs and DDSLs from other schools and settings and senior managers from partner agencies,
- Support and advice to school leaders and governors in respect of allegations made against staff and volunteers. This includes close and timely liaison with the Local Authority Designated Officer (LADO) and investigating agencies and attendance at multi agency strategy meetings,
- [Safeguarding information, documents and links on the Southwark Schools website that is updated regularly](#)
- The production of a leaflet for parents called '**Protecting Children in Education Settings**' that is used by schools to inform parents and carers about school's roles and responsibilities to safeguard children,
- The maintenance of links between schools and other partner agencies and representation on Southwark Safeguarding Children Partnership's relevant subgroups as well as multi agency panels, steering and working groups.



13. Universal provision: Relationships and Sex Education (RSE) and Health Education (HE)

In addition to safeguarding duties (see section 10), the LA also has responsibilities in relation to wider public health and commissioning for children, young people and families, encompassing;

- ✓ Wellbeing, including mental, physical and emotional health and wellbeing, and sexual and reproductive health and wellbeing;
- ✓ The Equality Duty 2010.

Working with local and national partners and agencies, the LA proactively supports the provision of RSE and HE in all schools, recognising the Southwark context across a range of priorities including:

- Safeguarding
- Children and Young People's Mental Health and Wellbeing
- Sexual and Reproductive Health and Wellbeing, and Teenage Pregnancy
- Child Sexual Exploitation
- Female Genital Mutilation (FGM) and gender-based violence
- Resilience Building
- Educational attainment and wider achievement
- Addressing Best Start in Life, child poverty and intergenerational disadvantage
- Health and Wellbeing Inequalities/Inequities

14. Universal provision Standing Advisory Council on Religious Education (SACRE)

Religious Education (RE) in schools celebrates the diversity of religious and human experience. RE must be taught in all schools. RE is a component of the basic curriculum, to be taught alongside the National Curriculum in all maintained schools, other than voluntary aided schools with a religious character. It

must be taught according to a **Locally Agreed Syllabus**³.

The LA has a statutory duty to appoint a Standing Advisory Council on Religious Education (SACRE) under the **Education Act 1988**. SACRE's role is to provide support for schools in meeting the legal requirements relating to Religious Education, consolidated by the **Education Act 1996** (EA96), the **Schools Standards and Framework Act 1988** (SSFA88) and the **Education Act 2002** (EA02).

The SACRE appointed must fulfil a number of statutory duties on behalf of the LA. These are to;

- Advise the LA on matters connected with religious worship in community schools and in foundation schools which do not have a religious character. Religious education (RE) in these schools is to be provided in accordance with the **Locally Agreed Syllabus**,
- Advise the LA on matters connected with Collective Worship (CW) in schools not designated as having a religious character,
- Publish an annual report on its work and on actions taken by its representative groups,
- Advise the LA on what needs to be done to improve RE and CW for schools in its area,
- Require the LA to review the Locally Agreed Syllabus for religious education at least every five years.

14.1. The statutory services provided include advice and guidance on;

- Meeting the statutory requirements for RE and CW,
- Managing the right to withdraw from RE and/ or CW,
- Linking to national and local organisations and faith communities,
- Accessing local RE network meetings for primary and secondary schools.



³ [This can be found on the Southwark Schools' website](#)

15. Universal provision: Schools' Human Resources

The Local Authority is the employer for all staff working in community schools and responsible for setting their terms and conditions of employment.

This includes:

- Collective consultation with constituent trade unions on issues affecting terms and conditions of employment.
- Setting the pay and grading of support staff, which the Governing Body will need to adhere to within the context of employment law and equal pay legislation.
- Attendance at formal hearings which may result in dismissal as representatives of the Director of Education. The Governing Body (or delegate) must consider any advice offered to it by the local authority representative when making a decision.
- Issuing dismissal notices on behalf of the Director of Education to confirm Governing Body decisions,
- Attendance at any proceedings relating to the selection of any teacher, where the local authority is the employer. The Governing Body (or delegate) must consider any advice offered to it by the local authority representative when making a decision.
- Providing estimates of benefits for potential redundancy severance and premature or efficiency retirement,
- Fulfilling the Local Authority's employer obligations arising from school closures, amalgamations, federations and academy conversions.**
- Attendance at strategy meetings relating to safeguarding allegations against employees.
- An annual audit of HR practice at the school.
- New head teacher induction.
- Workforce equalities monitoring.

***Costs incurred by the Local Authority from academy conversions / school closures / mergers will be recovered from converting schools, where applicable.*



The School Improvement Offer from the Advisory Team (funded through de-delegation)

Above and beyond the universal provision

In January 2023 Southwark Schools Forum voted again to de-delegate funds for school improvement from the Advisory Team for all maintained primary schools. These funds in addition to funds de-delegated from the Early Years block of the Dedicated Schools Grant (DSG) and from the SEND Safety Valve Programme have been used to create provision that is above and beyond the statutory duties (universal provision) of the LA, for all maintained primary, special and nursery schools in the borough.

Primary academy schools and secondary maintained and academy schools

Funding for de-delegated services is automatically allocated to academies as part of the schools funding formula and they are able to make their own arrangements for these services.

As part of the council's commitment to giving young people the best opportunities in life, the provision from all teams in the service, above and beyond the statutory duties of the LA is also available to primary academy and secondary maintained and academy schools to invest in.

Dedicated support

As in previous years the School Improvement Advisory Team will continue to offer dedicated support for improvement for individual schools. The investment made by Schools Forum allows this provision to be extended to all maintained primary schools in the borough.

Key Features

Each school will have access to a named Advisor, a SEND consultant and an Early Years Consultant to advise, empower and challenge through a bespoke school improvement offer.

At the beginning of the year schools will be contacted by their advisor and consultants to

discuss individual needs and to plan how best to develop and improve.

- We will continue to be an advocate for independence and diversity so that the needs of all learners can be met and no-one is left behind.
- We will work to promote partnerships as part of a systems led approach by brokering and facilitating a range of initiatives that promote improvement, effectiveness and innovation, within as well as beyond individual schools.

This will include;

- ✓ The opportunity for Head teachers and Senior Leaders to share their expertise to strengthen and improve other schools by working in formal partnerships.
- ✓ A commitment to providing opportunities within the borough for career development and broker secondments for professionals to ensure skills and expertise remain within Southwark for the benefit of schools, children and families.
- ✓ The facilitation and quality assurance of school to school support through project work⁴.
- ✓ Close collaboration with other stakeholders with an impact on and an investment in schools, to share local intelligence to support structural change and development.
- ✓ Utilising the range of skills professionals in schools possess through our champions' programme, that provides one to one or group support and partnership working to develop the skills of others.
- ✓ Facilitating and promoting school to school support through moderation clusters, foundation subject development and early years network meetings to bring professionals together.

Want to know more?

If you would like further details of what this means for you and your school please contact your advisor or email the team with any questions at learningandachievement@southwark.gov.uk

⁴ Previous projects have included the development of a curriculum audit toolkit, action research focused on challenge for more able children, the Mayflower 400 project, a science project to improve the quality and consistency of science teaching, an oracy and reading project in KS2 for schools in the Walworth

area and a project to develop the skills and expertise of middle leaders.

School improvement - a joined up approach

Southwark Education, Learning and Achievement Service

A number of teams work in partnership as Southwark Education, Learning and Achievement (SELA)

The teams are:



School Improvement Advisory Team



Education Business Alliance



Governor Services



Early Career Teachers Advisory Team



Wellbeing, Mental Health, PSHE and Healthy Schools Advisor



Schools' Human Resources



Southwark Adult Learning Service



Summerhouse Behaviour Support Service



Southwark Music

SELA was formed to bring all the divergent services that support school improvement together under one umbrella and highlight our commitment to partnership working.

Each team is funded differently so their offers above and beyond any statutory duties they have are offered as traded services.

Further details about each team offer are available by contacting them directly

[Education Business Alliance](#)

eba@southwark.gov.uk

[Governor Services](#)

governor.services@southwark.gov.uk

[Early Career Teachers Advisory Team](#)

learningandachievement@southwark.gov.uk

[Wellbeing, Mental Health, PSHE and Healthy Schools Advisor](#)

learningandachievement@southwark.gov.uk

[Schools' Human Resources](#)

schoolshr@southwark.gov.uk

[Southwark Adult Learning Service](#)

www.southwark.gov.uk/adultlearning

[Summerhouse Behaviour Support Service](#)

office@summerhouse.southwark.sch.uk

[Southwark Music](#)

info@southwarkmusicservice.org.uk

Appendix 1 School Improvement Support Indicators

A - Overall effectiveness is at least good and there are no current significant concerns

- Leadership capacity is systematically developed at all levels in order to drive continuous improvement in curriculum, teaching and learning and therefore impact on outcomes independently of external support and through accurate and highly effective self-evaluation.
- Governance is effective/robust and ensures high ambitions for all. It consistently delivers on its core functions and holds leaders to account to enhance the effectiveness of the school.
- Teaching is delivering a broad and balanced curriculum that is well planned, sequenced and consistently implemented, providing opportunities for pupils to consolidate, connect and deepen knowledge effectively across the curriculum
- Provision for pupils results in outcomes that are typically above national and in line with London and strategies to diminish differences are having an impact. Work produced shows pupils develop detailed and connected knowledge across the curriculum.
- EYFS is at least good. The curriculum provision is rich, deep and well-constructed so that all learners make good progress from their starting points.
- Staffing is stable and succession is planned for. There is a positive staff morale and well-being and professional development are well planned and effective.
- SMSC (including British Values) inclusion and pupil wellbeing are thoughtfully planned with rich experiences that build cultural and social capital and are integral to the personal development of pupils so all are able to thrive and be so pupils are independent, responsible, confident and resilient young adults and citizens
- Expectations of behaviour are high and behaviour is consistently good. Pupils have very positive attitudes to learning demonstrated through the pupil's ability to self-regulate and discuss and debate. They support the well-being of others and contribute to the life of the school and the local/national/global community.
- Leaders are ambitious for all pupils with SEND so that pupils with SEND benefit from a well-planned and sequenced, well-taught, ambitious, broad and balanced curriculum. Pupils with SEND are effectively identified and challenged to be independent, resilient learners; targeted interventions have a positive impact on their progress. Provision for more complex SEND is personalised: pupils with SEND make good progress from their starting points and are included in all aspects of school life and are well prepared for the next stage of their education.
- Safeguarding is effective; the culture of safeguarding is focused on prevention and is vigilant, embedded and explicitly reinforced at all levels
- Attendance is typically above national. Persistent absence is below national or improving and exclusions are very rare over time.
- Issues with parental complaints, admissions, finance or HR have a time limited impact on leadership capacity.

The school engages with and may support improvement in other schools – e.g. sharing practise, partnership arrangements, federations etc

B - Additional support and monitoring required such as for new HTs, at risk of RI, improving from RI, preparation for OFSTED

- A school that identifies barriers, self-evaluates, plans strategically and takes action to improve with external support
- There may be weaknesses in governance which are beginning to be addressed
- Teaching is delivering a planned and appropriately sequenced curriculum* across many subjects although some are more consistently implemented than others; i.e. reading, writing and maths in primary and core in secondary.
- EYFS requires improvement in some areas. Elements of curriculum provision are not yet broad, rich and effectively sequenced to enable all learners to make good progress from starting points.
- Provision for all pupils results in outcomes that are declining or are not yet/at risk of not being in line with national standards and strategies to diminish differences are not yet having an impact. Work produced shows some inconsistencies in standards achieved across the curriculum.
- Whilst well-being and professional development is planned for staffing may not be stable and staff morale is variable.
- SMSC, inclusion and pupil wellbeing are promoted throughout the school although the positive impact on pupils is not yet consistent.
- Behaviour around the school is generally good. Pupils are usually resilient, ready to learn and engage well in class

- Most pupils with SEND make progress through an adapted, sequenced curriculum and are included in all aspects of school life. Provision is not consistently effective across the range of learning difficulties and some are not enabled to work independently, so may not be prepared for the next stage of their education.
 - Safeguarding is effective and the school has processes to take appropriate action to protect pupils from harm
 - Attendance may be below national, persistent absence and exclusions may be above national
 - Issues with parental complaints, support for NQTs, website compliance, admissions, finance or HR have an impact on leadership capacity over time
- Additional demands on leadership e.g. staffing restructure, building work are impacting on capacity to improve.

C - The school was or is likely to be judged as requiring improvement by OFSTED

- The leadership team structure and roles are not yet developed cohesively in order to identify, evaluate, plan strategically and tackle weaknesses effectively
- Governance is not consistently effective in holding leaders to account
- The curriculum* is not yet effectively planned, sequenced and implemented across the school in many subjects. Teaching is disconnected within and across lessons.
- Provision for pupils results in outcomes that are significantly below national standards and strategies to diminish differences are not having an impact. Work produced shows learning is not connected effectively in and across some subjects.
- EYFS or sixth form requires improvement. Curriculum provision does not engage, interest or meet the pastoral and learning needs of all pupils.
- Staffing is not effectively managed and may not be stable. Morale is low because staff well-being is not taken effectively into account. Professional development is not well-planned and sufficiently valued.
- Expectations of behaviour are not consistently high enough and some pupils lack resilience, independence, effective self-regulation and engagement in their learning.
- The curriculum for pupils with SEND is narrowed. Provision is not well matched to pupils' learning or personal and social development needs or effectively evaluated so pupils do not make consistently good progress, are not enabled to work independently and so are not prepared for the next stage of their education.
- Safeguarding is effective.
- Attendance is below national, persistent absence is above national and exclusions are above national.
- Issues with parental complaints, support for ECTs, website compliance, admissions, finance or HR have a significant impact on leadership capacity over time.
- Leadership is dependent on a range of external support

D - Inadequate OFSTED inspection or at risk of being in a category

- Senior leadership is ineffective.
- Governance is ineffective and fails to deliver its core functions
- Safeguarding is ineffective

*Curriculum provision includes remote learning. The overall categorisation is a best fit model however, there are some critical criteria, e.g. safeguarding, leadership, governance, quality of education that will influence the final judgement

Appendix Two: School Improvement Pathways

A Partnership Pathway	B Support and Monitoring Pathway	C Targeted Rapid Improvement Pathway	D Intervention Pathway
<ul style="list-style-type: none"> • Headteacher appraisal if requested • HT recruitment support when needed • Preparation for OFSTED inspection activities if requested • Joint end of year evaluation and risk assessment if requested • Joint-evaluation activities e.g. learning walks, subject deep dives • Opportunities to share expertise and work with others, e.g. ✓ Hosting a hub ✓ Hosting a subject leader network ✓ Hosting visits ✓ Becoming a champion or moderator ✓ Hosting a moderation cluster ✓ Participating in peer Quality of Education reviews ✓ Providing targeted support for another other schools ✓ Coaching or mentoring others • Federation / partnership 	<ul style="list-style-type: none"> • Headteacher appraisal if requested • HT recruitment support when needed • Preparation for OFSTED inspection activities • Joint end of year evaluation and risk assessment • Regular joint-evaluation activities e.g. learning walks, subject deep dives • Access to projects, CPD, LA funded consultant support • Termly progress meeting with advisor • Support for school improvement planning and evaluation • School to school support • Coach and/or mentor • Quality of Education review if requested 	<ul style="list-style-type: none"> • Headteacher appraisal if requested • HT recruitment support when needed • Preparation for OFSTED inspection activities • Director of Education informed • Action plan for rapid improvement created • Termly Progress Review Meetings with governors and Assistant Director • Team around the school meeting to plan a programme of support • Regular joint-evaluation sessions e.g. learning walks, subject deep dives • Access to projects, CPD and LA funded consultant support • School to school support • HT coach and/or mentor • Annual Quality of Education Review • Insufficient progress could result in a warning notice being issued and a federation or MAT being brokered for the school. 	<ul style="list-style-type: none"> • Headteacher appraisal if requested • HT recruitment support when needed • Preparation for OFSTED inspection activities • Director of Children and Families is informed • Warning notice issued • Federation or MAT brokered