

Legal and Policy background

Section 197 of the Education Act 2002 requires LAs to enter into a partnership agreement [hereon referred as the ‘agreement’] with the governing body of each school maintained by the authority. The purpose of the agreement is to sustain and enhance existing partnership working between LAs and schools.

The agreement must set out how a LA and a governing body will carry out their respective statutory functions in relation to a school and in relation to meeting the needs of all pupils in compliance with the 1996 Education Act / the SEN and Disability Act 2001 / the SEN Code of Practice for Wales 2002.

All schools will adhere to the All Wales Child Protection Procedures 2008. The LA will provide guidance, advice and training as required and will monitor compliance with the All Wales Child Protection Policy.

The agreement will be reviewed at intervals of no more than three years and any review will begin six months before the expiry date. It should also be noted that the agreement refers to several policies which will need to be reviewed at more frequent intervals.

If the LA and the governing body of a school cannot reach agreement then the LA is entitled to draw up a statement outlining the actions to be taken in relation to that school. In addition, specific circumstances in individual schools could lead to a review of the Partnership Agreement/Statements. Possible examples of such circumstances are

- a school being placed in special measures or significant improvement and as a result the LA uses its power to appoint additional governors,
- statutory proposals leading to a significant change in the nature of the school,
- the LA using its power to suspend the governing body’s right to a delegated budget.

Implementation principles

The agreement is based on the following principles.

- The LA and the school’s overriding aim is **raising standards** and using self-evaluation in the pursuit of continuous improvement. The primary responsibility for standards rests with Headteachers and Governing Bodies whilst the LA’s role is to support and challenge schools to improve.
- The LA recognises the importance of **school autonomy**. Schools are responsible for their own performance and should be given the discretion to make decisions for themselves. Every school should decide what needs to be done to raise standards and then act accordingly. Accountability for actions is well developed e.g. LA monitoring, ESTYN inspections, published performance information.
- The LA recognises that success and autonomy are complementary and supports the ideal of **intervening in inverse proportion to success**. Intervention will only occur when monitoring has identified weaknesses or underperformance which cannot be addressed within the school’s current capacity; the level and extent of the intervention will be directly aligned with the scale of the problem.
- The LA recognises that working in **partnership and collaboration** with Headteachers and governing bodies can have a powerful impact on raising standards. The partnership and collaboration must be based on a mutual recognition of the functions and contribution of each party. There are occasions when the LA will need to challenge standards and the quality of leadership and management. In such cases, schools will need to accept that the intervention is designed to help raise standards. The principle of partnership also applies to schools working locally and sharing good practice.

The statutory functions covered by the agreement have been grouped together as shown below.

	Statutory functions in WG guidance	Relevant section in the Local Partnership Agreement
1	Action the LA will take to monitor schools.	1. <i>Support, monitor, challenge and intervention in schools</i>
2	Factors the LA will take into account in identifying schools giving cause for concern to turn them round and prevent them becoming failing schools.	
3	Support the LA will provide to schools in special measures or requiring significant improvement.	
4	Agreement of targets for pupil progression, attendance and exclusions.	2. <i>Setting and agreeing targets for progress and well-being</i>
5	Targets for learner participation and attainment for schools with sixth forms.	
6	Role of the LA and school to develop effective transition for pupils from Key Stage 2 [KS2] to Key Stage 3 [KS3].	3. <i>Primary/secondary transition</i>
7	The reports which the governing body provides to the LA on discharge of its functions.	4. <i>Training and role of Governors</i>

8	Responsibility of the LA and school for governor support and training.	
9	Responsibility of the LA and school for the control, maintenance and repair of school premises.	5. <i>Maintenance of premises</i>
10	Responsibility of the LA and school for health and safety matters and their duties to employees and other persons in respect of these matters.	6. <i>Health and safety issues</i>

The content of each section in the agreement outlines how the LA will work in partnership with the school to raise pupils' standards of achievement; promote social inclusion; reduce barriers to learning; maximise their potential and improve life opportunities. In this context, working in partnership implies that each party has a good understanding of both its own and the partner's role and how these roles can be undertaken for the mutual benefit of pupils. The LA is fully committed to ensuring that all pupils reach their potential and reducing the gap between the performance of schools – the Partnership Agreement is integral to achieving this goal.

School Improvement strategy and the role of different parties in raising standards

The North Wales Consortium aims to develop a high challenge, self-improving school system where schools take overall responsibility for raising standards. School to school support and challenge will be at the heart of this system. The successful implementation of such a system, which stimulates the sharing of expertise and joint efforts to innovate, will improve the performance of every school and outcomes for all learners.

To achieve the above the LA will to work in partnership with GwE to

- coordinate the **support** and **challenge** functions to establish a **high challenge-high support** system where Headteachers and Governors take responsibility for developing capacity within the system to drive up standards and outcomes for learners;
- **build capacity for self-improvement** within the system and ensuring stability; **hold all parties** in the system **to account; commission effective support and challenge** on behalf of schools and supporting schools to be effective commissioners and act as a **challenging advocate** to ensure the welfare and progress of all children.

The LA will lead on **strategy for school modernisation**.

School to school support, collaboration and challenge will be at the heart of the Consortium's school improvement system - this will provide the platform to stimulate the sharing of expertise and effective practice, challenge present practices and performance to improve learner outcomes and the performance of every school.

The LA, in close collaboration with GwE, will actively promote the development of school-to-school support. It will also provide support for schools in all other aspects which are outside the direct remit of school improvement.

GwE Challenge Advisers will work closely with Headteachers and school leaders to review school strengths and areas that need to be improved. This will then identify practice to be shared across all schools and provide the evidence base to broker specific support for schools deemed to be underperforming.

GwE will pinpoint areas that are a matter of concern in individual schools, thus allowing the LA/GwE to undertake its advocacy role by intervening when there are concerns regarding the capacity to improve.

Statutory Functions

Support, monitor, challenge and intervention in schools

An overview of the respective roles of the LA/GwE and schools is outlined below.

LA	School/Governing Body
<ul style="list-style-type: none"> • The LA has commissioned GwE to identify schools causing concern using the following evidence: <ul style="list-style-type: none"> – Reports from statutory school inspections – Reports from LA surveys – Analysis of examination, test and assessment data – Pre and post inspection reviews and support – GwE monitoring, advice and information by staff of the support services – Estyn self-evaluations, reports and consultation 	<ul style="list-style-type: none"> • Engage in a rigorous process of on-going self-evaluation to identify areas of concern • Alert LA and/or GwE as soon as an area of concern is identified • Work in partnership with the LA and GwE to address issues/areas of concern • Act at all times in the balanced role of ‘Critical/questioning Friend’ to the school.

Monitoring and initial evaluation will be primarily carried out through the visits undertaken by GwE’s Challenge Advisers who will work in partnership with the LA to:

- monitor and evaluate the work and performance of schools and report on this;
- challenge schools to drive improvement in pupil outcomes and quality of leadership and management;
- intervene in a school when necessary and provide support to schools in difficulty and those with serious weaknesses;
- provide support to schools to address school improvement activity by providing advice and support for pedagogy, self-evaluation, leadership and management and facilitating networking and networks of professional practice.

The school categorisation process is undertaken in 3 Steps.

- Step 1 consists of data in relation to performance and standards and it identifies how well the school is performing against a set of agreed measures. An agreed set of data measures is generated and used by Welsh Government to form a judgement of 1-4 for each school [1 being the schools with the highest performance and standards and 4 being those with the lowest performance and standards].
- Step 2 of the categorisation process involves transparent discussions between the regional consortium’s challenge adviser and the school’s leaders. This judgement [grades A>D] indicates the degree of confidence in the school’s capacity to drive forward its own improvement. Schools with an improvement capacity of A show the greatest capacity to improve and those with an improvement capacity of D the least. The process of coming to a judgement on the school’s capacity to bring about self-improvement begins with the school’s self-evaluation. In secondary schools, where less than the latest weighted three-year average for all schools of eFSM learners achieve the Level 2 threshold including English/Welsh first language and mathematics, the judgement about the school’s improvement capacity will be no better than C. In primary schools, where the progress of eFSM learners year-on-year is less than the progress of nFSM learners then the judgement on the school’s improvement capacity should normally be no better than C. Learners’ performance and the judgement about the capacity to improve should be closely aligned.
- Step 3 of the categorisation process involves combining the outcomes of Step 1 and Step 2 to determine the school’s support category. The final categorisation will be based on a colour coding system and the categorisation colour indicates the level of support a school requires – green, yellow, amber or red (with the schools in the green category needing the least support and those in the red category needing the most intensive support) :

Schools that are highly effective and requiring minimum monitoring [green].

Schools that are effective requiring light monitoring and support [yellow].

Schools in need of improvement requiring focused support and monitoring [amber]

Schools in need of the greatest improvement requiring substantial support [red].

This process will be completed by end of January and will be subject to termly reviews.

The criteria listed in appendix 1 will be used as a guide to inform Step 2. The table in appendix 2 outlines how the support and challenge categories are defined and will be used to arrange support and trigger intervention. Individual school categories will be shared with the Headteacher and the Chair of the Governing Body. The authority will also provide Headteachers with an overall analysis of the support and challenge categories across all schools.

Schools in the **amber** and **red** categories will be classed as schools requiring **intervention** with the level of risk to learners determining the intervention to be applied. In this context, intervention will be based on the following key principles.

- Intervention will be used when there is a cause for concern about standards, quality, safety of pupils, adherence to statutory demands and guidance or other similar circumstances. The intensity of intervention will increase in line with the level of risk to

learners and the school. The overall aim will be to ensure the expected improvement with the lowest level of intervention and will involve, as a starting point, an open discussion to agree on the exact nature of the underperformance.

- Intervention will be firm, fast and appropriate when there are signs of underperformance.
- Any actions and timescales will be agreed with the Headteacher and the Chair of Governors and used as the basis for monitoring and evaluation of progress.
- The Governing Body will be expected to monitor in detail the implementation of any action plans developed as part of the intervention programme.
- Local intervention is designed to support schools to improve and will be subject to specific timescales. If local intervention does not bring about the required improvement within an agreed timescale [see appendix 2], the LA will use its formal powers of intervention as set out in the Education Act [appendix 3].

These schools will be expected to report on progress to a group of elected members. who will be responsible for reviewing individual schools’ partnership category and deciding if formal powers of intervention need to be implemented.

When a school is identified as requiring Special Measures or found to require Significant Improvement following Inspection, LA and Governing Body as a matter of urgency will comply with statutory requirements.

Intervention will be linked with additional monitoring and support. The additional support will be tailored to individual situations by the LA and GwE and could involve targeted Challenge Adviser support or GwE commissioning of additional external consultant support/peer Headteacher mentoring etc.

The Partnership Agreement includes the LA and schools’ statutory duties to identify, provide for and monitor the needs of ALN pupils and other groups of pupils with protected characteristics.

Setting and agreeing targets for progress, attendance and exclusions

Target setting at individual, cohort, school and authority level is an integral part of a school’s improvement strategy. Systematic and rigorous target setting should be an essential component of every school's development strategy. Targets must provide appropriate challenge for all pupils; with targets being based on secure performance data relating to each pupil and cohort. The profile of pupils on entering school changes from year to year and targets set by the school will need to reflect this.

The role of the LA/GwE is to ensure that schools analyse key data, and support them to set challenging targets for improvement.

In this context the role of the LA and the school will be as detailed below.

LA ¹	School/Governing Body
<ul style="list-style-type: none"> ▪ Discuss and agree targets for pupil achievement and school performance with schools ▪ Discuss and analyse performance information, analyse and review targets ▪ Challenge schools when targets are not met ▪ Provide professional development and guidance on data analysis and target setting ▪ Publish whole LA targets for attainment at each key stage annually ▪ Provide annual reports and analysis of target and performance data for individual schools 	<ul style="list-style-type: none"> ▪ Set rigorous, challenging and ambitious targets for school and pupil performance on an annual basis ▪ Provide the LA with the relevant information in electronic format by set deadlines ▪ Base targets on teacher assessment and/or test data ▪ Use performance data to support school improvement initiatives ▪ Transfer individual pupil data when pupils move schools using the statutory Common Transfer System ▪ Evaluate the quality of the target setting process by analysing performance data in relation to targets set ▪ Respond positively to the challenge raised by the LA if targets are not met ▪ Publish school performance data via the school prospectus and Governors’ annual report to parents in line with statutory requirements ▪ Arrange for school representatives to attend professional development activities organised by the LA

¹ LAs have asked GwE to carry out some of those responsibilities.

Primary/secondary transition

Effective transition arrangements between the primary and secondary sectors are crucial and that these are put in place in the interest of pupils' education. The responsibilities of schools and the LA are defined below.

LA ¹	School
<ul style="list-style-type: none"> ▪ Provide advice and guidance on current WG developments in respect of transition ▪ Facilitate effective delivery of the five statutory elements of transition as follows: <ul style="list-style-type: none"> managing and co-ordinating transition continuity of curriculum planning continuity of teaching and learning consistency in the assessment, monitoring and tracking of pupil progress reviewing and monitoring the plan for the purpose of assessing the impact on standards ▪ Assist with the electronic transfer of data from primary schools to secondary schools ▪ Inform, advise and support schools in respect of good practice at transition 	<ul style="list-style-type: none"> ▪ Produce and review annually the school's transition plans in co-operation with cluster schools ▪ Include relevant and effective activities and processes with regard to the five statutory elements of the transition plan ▪ Engage with schools listed in the school's transition plan in preparation for transition activities ▪ Pass on records e.g. SEN files to the receiving school on transfer of pupils ▪ Provide additional data where available to secondary schools ▪ Adhere to WG requirements in respect of assessment and moderation requirements ▪ Consider advice on good practice and act on where appropriate in order to improve the transition experience for pupils

Training and role of Governors

The responsibilities of schools and the LA are defined below.

LA ²	School
<ul style="list-style-type: none"> ▪ Provide advice and guidance to Governing Bodies on their role and responsibilities in respect of the discharge of their duties ▪ Shape the annual training and development programme, focusing on local, consortium and national priorities ▪ Provide training in accordance with Wales Government statutory content: induction, understanding school performance data; role of Chair; role of Clerk; ▪ Establish Governing Bodies, prepare and update the instruments of government ▪ Provide advice and support for the appointment of Governors ▪ Maintain a record of Governing Body membership ▪ Process Disclosure & Barring Service checks as required. ▪ Maintain a record of attendance at training and development events ▪ Provide advice and support to governing bodies for senior school appointments. 	<ul style="list-style-type: none"> ▪ Identify training needs of individual governors and the governing body as a whole and arrange support/training as appropriate. ▪ Provide details of training opportunities to all governors and ensure attendance. ▪ Facilitate the induction of new governors. ▪ Promote the attendance of governors at training courses. ▪ Notify the LA of the named governor for governing training.

² LAs have asked GwE to carry out some of these responsibilities

Maintenance of premises

Listed below are the responsibilities of schools and the Property Department, in accordance with what is noted in the Service Level Agreement.

LA	School
<ul style="list-style-type: none"> ▪ Prepare and keep a Select List of Contractors including a technical, financial and health and safety capacity assessment, and ensure that they have appropriate insurance cover. ▪ Prepare a maintenance programme planned during the previous autumn term. ▪ Arrange maintenance and remedial work planned in accordance with the Council's Contract Procedure Rules and good tendering practices such as accepting tenders on the basis of quality and price. Ensure that all work is carried out in compliance with the Building, Design and Management Regulations and Health and Safety arrangements. ▪ Act as a Planning Supervisor in accordance with the requirements under the Building, Design and Management Regulations. ▪ Inspect properties on a regular basis. ▪ Analyse shortcomings and advise on or arrange remedial measures. ▪ Allow a 24 hour service 365 days a year to respond to emergencies. ▪ Monitor maintenance projects to ensure that the work is carried out in accordance with the requirements, and monitor the performance of the contractor. ▪ Authorise payments on maintenance contracts. ▪ Commitment accounting and monitoring the budget. Process invoices in accordance with the Council's financial regulations. ▪ Provide advice relating directly to the service defined in this Schedule. ▪ Arrange central heating contracts to ensure the best value for the Council. ▪ Advise on Energy Saving measures. ▪ Arrange and monitor the following maintenance agreements in accordance with cleaning filters in conduction fans, maintenance of lifts, emergency lighting, repairing boilers, repairing gas equipment, lightning protection systems, cleaning water tanks, energy control systems, and urinals. ▪ Advise on Asbestos Management Regulations. ▪ Inspections of the electrical system as required under the IEE Regulations. ▪ Review the services on an annual basis. ▪ Establish a Protocol for contractors/advisers working in schools. ▪ Inform of any changes in the planned programme on a termly basis. ▪ Conduct monthly progress meetings with Secondary Headteachers and every term with Primary Headteachers, including a review of the planned maintenance programme. One of these meetings during the summer term will be a joint meeting with representatives of the Governing Body. ▪ Prepare an annual written report on the maintenance programme. ▪ Advise the Governing Body on their risk assessment duties in relation to building maintenance. 	<ul style="list-style-type: none"> ▪ Arrange to restore internal decoration and floor finishes, except for when these have been affected by services delivered by the Property Department or as a result of such services. ▪ Arrange to repair damaged or broken window or door panes including temporary boarding up in the interest of safety, except for when such damage is the direct result of services delivered by the Property Department. ▪ Provide maintenance for CCTVs and security alarms. ▪ Clean buildings, including windows. ▪ Support Maintenance Contractors while they are on site. ▪ Monitor and check the quality of minor maintenance work less than the value of £1000. <ul style="list-style-type: none"> The following basic maintenance work (duties of caretaker): Inspect guttering and pipes for leaks. Clear waste from the gullies. Inspect electrical switches/switch rooms every day with particular attention to cleanliness, potential dangers such as leaks, unusual sound or overheating and safety. Record meter readings so that others can carry out energy analyses. Conduct safety tests such as RCD checks every month. Carry out inspections and report any problems. Replace lamps and dispose of old bulbs and tubes. Inspect the fire control panel on a daily basis. Check for oil, water or gas leaks from mechanical systems. Check control panels for faulty lamps. ▪ The school will have to pay for any services delivered by the Property Department, which is the responsibility of the Governing Body.

Health and safety issues

The responsibilities of both parties are outlined below:

LA	School
<ul style="list-style-type: none"> ▪ Provide advice to Headteachers and Governors on Health and legislation. ▪ Provide advice on preparing Health and Safety Policies. ▪ Arrange training when appropriate. ▪ Monitor all staff and contractors regarding compliance with Health and Safety issues and resolve / rectify any non-compliance accordingly. ▪ In consultation with the governing body arrange for remedial works for those areas for which they have control, to be carried out to address uncompleted work necessary to comply with the LA’s Health and Safety Policy and arrange for the costs involved to be deducted from the school’s budget. ▪ Intervene in the health and safety management of schools where there is concern. 	<ul style="list-style-type: none"> ▪ Ensure that the school has a health, safety and welfare policy and that such a policy is operational; ▪ Ensure an appropriate response to any health and safety guidance issued by the Authority; ▪ Follow the Authority’s arrangements for recording, investigating and reporting any incidents; ▪ Ensure that a system is in place to identify risks and, where practical, suitable arrangements to manage the risks identified. ▪ Ensure that the school adheres to all necessary regulations and completes appropriate checks. ▪ Act as a responsible keeper of school buildings. ▪ Plan, budget and manage the areas of repair and maintenance for which they are responsible whilst ensuring the health and safety of pupils and staff, to raise pupils’ achievement and ensure best value using the public resources available to them.

Step 2: Framework and criteria for self-evaluation and ability to self-improve in relation to leadership and teaching and learning**Improvement capacity A**

- School leaders know and understand their school's strengths and areas for development very well. Appropriate action is taken swiftly in response. Action has led to sustained improvement in outcomes on all main key indicators (including the Level 2 threshold including English/Welsh first language and mathematics, for secondary schools).
- Self-evaluation is robust across all performance indicators with a clear focus on outcomes for all groups of learners. Improvement planning and the use of resources are clearly aligned with the areas in need of most improvement and then used to greatest effect on the standards achieved by learners.
- Leaders use all available performance data robustly, including external examination and test results, as part of effective school management and improvement. They use accurate data at individual, class, group, cohort, subject and school level to monitor progress. The outcomes are used very well to set appropriately challenging targets. The performance of learners eligible for FSM, in particular, is reviewed and analysed effectively to inform teaching strategies. Policies are implemented consistently.
- Leaders have a clear vision for the school that inspires and motivates all staff to achieve good outcomes for all learners. Leadership capacity in the school is built effectively.
- Policies and initiatives to meet national and local priorities are implemented successfully by school leaders and managers resulting in improved standards. Leaders actively engage in sharing good practice outside the school. The impact of their support has contributed to an improvement in provision and standards in other schools. Governors use high-quality performance information to challenge and support the school to make improvements, some of which are exceptional.
- All staff have well-defined roles and responsibilities and exhibit high standards of professional competence. Line management and accountability for the quality of teaching and learning and outcomes are effective in achieving sustained improvements for learners. Leaders and managers effectively intervene where there is evidence of ineffective teaching and learning leading to underperformance by learners.
- The headteacher and leadership team are held to account effectively by the governing body. The governing body has an excellent knowledge of learners' and staff performance. The school development plan identifies outcome-based priorities and is used to monitor successes and challenges.
- School leaders have robust systems which work well to manage staff performance and deal quickly and effectively with underperformance or nurture teaching staff whose performance is consistently excellent.
- School leaders have robust systems which work well to secure the effective teaching of literacy and numeracy. Policies are implemented consistently and lead to improvements in learner outcomes.
- Accountabilities and systems are robust and affect continuing improvement in teaching and learning and in learner standards and progress. The quality of teaching and learning and the progress of all learner groups are good or better. There are effective strategies for improving quality which impact positively on teaching and learning.
- All teaching and support staff have a clear and shared understanding of the characteristics of excellent and good teaching and learning and feedback to learners, which is reinforced through in-school moderation. There are robust systems to ensure the consistency of teacher assessment. There is a close and strong correlation between teacher assessments and standardised test scores or external examinations.
- There are clear policies and systems in place detailing high-quality processes and practices for monitoring and evaluating the quality of teaching and learning with clear responsibilities set out for all staff. The outcomes of monitoring and evaluation are fed back regularly to the governing body and lead to an appropriate range of actions.
- Results of observation evaluations, feedback to staff and other evidence sources are analysed and used by leaders to maintain progress and secure further improvement. Underperformance is addressed robustly and swiftly.
- The school shares its good practice in-house and at cluster and regional level to a very positive effect.

Improvement capacity B

- School leaders have an accurate understanding of the school's strengths and areas for improvement and respond appropriately in areas for development. There is impact on outcomes for many key indicators, including the Level 2 threshold including English/Welsh first language and mathematics, for secondary schools.
- Self-evaluation is thorough and accurate across most indicators and focuses on outcomes.
- Leaders generally use performance data well. They use a range of accurate and reliable data, including external examination, assessments and standardised test results. The school sets challenging targets at most of the individual, class, targeted group, cohort, subject and school levels. The performance of learners eligible for FSM, in particular, is reviewed and analysed appropriately to inform teaching strategies.
- Leaders and staff share a common clear vision for the school, focused on achieving good outcomes for all learners. A few staff underperform but actions to manage performance and improve teaching are in place and there is evidence of improvement. Policies and initiatives to meet national and local priorities are implemented successfully.
- Governors use assessment and performance information well to secure an accurate view of the school's performance. They show determination in challenging and supporting the school in bringing about necessary improvements in many areas. Challenging decisions have been made to improve standards in the majority of areas.
- All staff have defined roles and responsibilities for the quality of teaching and learning and many staff deliver a good level of professional competence. Line management and accountability for outcomes are clear and contribute to the improvement in outcomes for learners. School leaders are required to report to the governing body on their responsibilities.
- Governors receive reports on learners' and staff performance. These support the governing body well in their monitoring role. The school development plan is linked to priorities accurately identified through rigorous self-evaluation.
- Governors show determination to challenge and support the school towards necessary improvements or make difficult decisions which raise standards for learners. The governing body fulfils its statutory duties.
- School leaders have good systems which are generally used well to manage staff performance.
- School leaders have good arrangements to monitor the quality of teaching and learning in literacy and numeracy. However, there are a few inconsistencies in the way these arrangements are implemented at middle leadership level.
- Accountabilities and systems are generally robust. Overall, they impact positively on the quality of teaching and learning and on learner standards and progress. Minor issues in variation of quality are identified and appropriate support is in place which leads to improvement. There are strategies for improving quality of teaching and learning which affect improvement.
- Most teaching staff and some support staff have a clear understanding of the characteristics of excellent and good teaching and learning and feedback to learners with some in-school moderation. There is a reasonable correlation between teacher assessment and standardised test scores or external examination.
- Policies, systems and processes are in place for monitoring and evaluating the quality of teaching and learning with reference to leaders' responsibilities. The outcomes of monitoring and evaluation are fed back to the governing body but not systematically.
- There is regular monitoring of the quality of teaching and learning from a variety of sources but limited use of evaluation to inform future development.
- Results of most observation evaluations, feedback to staff and other evidence sources are used by leaders to monitor progress.
- The school shares a few areas of good practice in-house and at cluster and regional level to a positive effect.

Improvement capacity C

- Too many areas for development are not fully appreciated and/or dealt with swiftly by school leaders. Leaders and managers can describe the school's development activities but do not evaluate or understand their impact.
- Self-evaluation is inconsistently applied and insufficiently embedded across the school and/or does not consistently focus on outcomes.
- Leaders make limited use of performance data as part of school management. They do not use a sufficient range of data, such as external examination, standardised tests and assessments and/or there is some inconsistency in how well data is used. The performance of learners eligible for FSM, in particular, is not reviewed and analysed effectively, and is not used to inform effective teaching strategies.
- Leaders have a limited vision for the school that aims to improve outcomes. This aim is not consistently understood or acted on by staff and cannot inspire improvement among staff or learners. As a result, staff do not focus on the most important areas for development. Policies and initiatives are being implemented to meet some of the national and local priorities. Key priorities such as literacy and numeracy are not delivered consistently well.
- Governors support the school but do not use assessment and performance information to systematically monitor, evaluate or challenge the school to make improvements. Governors have not supported or led difficult decisions to improve standards.
- Most roles and responsibilities are defined but line management and accountability for teaching and learning and outcomes are not consistently clear and/or understood. Too many teachers continue to deliver poor lessons. Senior staff fail to tackle underperformance. Staff are not held accountable for their responsibilities. Deadlines are missed.
- Governors receive limited or no information on the performance of learners and staff. The school development plan identifies some of the right priorities but it is not used to hold key staff to account where actions are not taken. Underperformance is not sufficiently identified and not addressed robustly and swiftly.
- The governing body does not fully understand its roles and responsibilities. There are limited systems in place to effectively manage staff performance.
- Accountabilities and systems are not embedded. They have limited impact on the quality of teaching and learning. Overall, the quality of teaching is insufficiently good, and/or there is concern about quality in a particular class or subject area.
- Strategies to improve teaching and learning are not fully embedded and have limited impact. Standards of achievement and/or progress are unsatisfactory.
- Only some teaching staff have a clear understanding of the characteristics of excellent and good teaching and learning and feedback to learners. There is limited or no in-school moderation to support teachers' and support staff's understanding. There is a poor correlation between teacher assessment and standardised test scores or external examinations.
- There are policies and systems in place for monitoring and evaluating the quality of teaching and learning but they lack clarity of detail and do not clearly set out staff responsibilities. There is limited reporting to governors on the quality of teaching and learning.
- Observation of teaching and learning is limited and is not consistent across the school. Evaluation of practice is very limited. Limited use is made of secondary sources of effective teaching and learning to feedback to staff or to monitor and evaluate individual teacher groups and the whole school.

Improvement capacity D

- School leaders do not understand the range or impact of areas for improvement on their school's poor performance. Underperformance is not dealt with effectively.
- Self-evaluation processes lack rigour. They do not focus enough on outcomes. Areas for improvement are not dealt with.
- There is insufficient and/or ineffective use of reliable data for school management and improvement.
- The performance of learners eligible for FSM, in particular, is not reviewed and analysed and is not used to inform teaching strategies.
- Leaders fail to provide clear direction. Their vision does not focus enough on improving outcomes and, as a result, they have been largely unsuccessful in making and sustaining improvements.
- Leaders and governors do not have enough relevant information and/or fail to use it to respond to national and local priorities. Policies and initiatives are not implemented consistently.
- Governors have too little impact on the direction and work of the school and/or do not challenge it to bring about improvement.
- Roles and responsibilities are unclear and/or not all staff are committed to school improvement priorities. Line management and accountability are blurred.
- Governors receive limited or no information on the performance of learners and staff. The school development plan identifies some of the right priorities but is not used to hold key staff to account where actions are not taken.
- The governing body does not fulfil its statutory responsibilities.
- Accountabilities and systems have little or no impact upon the quality of teaching and learning. The quality of teaching has elements of critical concern, with little good practice evident and/or significant areas/classes where poor practice is evident. Standards of achievement are low and progress is unsatisfactory. Strategies to improve the quality of teaching and learning are limited and/or are ineffective.
- Very few teachers have a clear understanding of the characteristics of excellent and good teaching and learning and feedback to learners. There is no in-school moderation to support teachers' and support staff's understanding. There is a very poor or non-existent correlation between teacher assessment and standardised test scores or external examinations.
- There are no clear policies and systems in place for monitoring and evaluating the quality of teaching and learning. Curriculum and pedagogy leaders have inadequate guidance on how to fulfil their roles. There is no reporting to governors on the quality of teaching and learning.
- Little or no monitoring or evaluation of teaching and learning takes place. Where it does, professional feedback does not take place effectively

Step 3: Support categories for schools

<p>School that is highly effective requiring minimum monitoring [green].</p>	<p>School that is effective requiring light monitoring and support [yellow].</p>	<p>School in need of improvement requiring focused support and monitoring [amber]</p>	<p>School in need of greatest improvement requiring substantial support [red].</p>
<p>School :</p> <ul style="list-style-type: none"> • has a track record in sustaining a high level of learner outcomes • knows itself well and identify and implement its own priorities for improvement successfully • demonstrate resilience at all levels • is rewarded with greater autonomy • will be challenged to move towards or sustain excellence 	<p>School :</p> <ul style="list-style-type: none"> • has secured good levels of learner outcomes in key performance indicators • know, understand and takes action to address most of the areas in need of improvement • has many aspects of its performance which are self-improving 	<p>School :</p> <ul style="list-style-type: none"> • does not know and understand all the areas in need of improvement • has many aspects of its performance which are not improving quickly enough • will receive tailored challenge and intervention which will be deployed according to need • will have their self-evaluation and school improvement plan approved by the challenge adviser 	<p>School :</p> <ul style="list-style-type: none"> • is experiencing a decline in key aspects of their performance • will receive intensive support • will be subject to intervention involving collaboration between the local authority and regional consortium • will have a more directed approach by the local authority and regional consortium.
<p>School has the capacity to lead others effectively and to contribute to school-to-school support.</p>	<p>School seeks tailored challenge and support and deploys this according to need. LA to check progress.</p>	<p>Monitoring visit by LA adviser to identify specific areas for improvement.</p>	<p>LA to meet with Governing Body to share concerns and outline what needs to be done within a specific timescale. This to be confirmed in writing and, where appropriate, statutory powers may be used by the LA. LA to monitor progress on a half-termly basis. Attendance at Governing Body to report on progress on a half termly basis.</p>
	<p>If the monitoring process highlights a deterioration in standards or in the capacity to improve or that the progress is not sufficient, then the school progress to category school in need of improvement requiring focused support and monitoring [amber]</p>	<p>LA convenes meeting to share concerns with Headteacher and Chair of Governors. This to be confirmed in writing. School will be expected to require amber support for only the short-term.</p>	<p>Meeting with Headteacher, Chair of Governors and Senior Education officers to decide whether sufficient progress has been made, allow more time to implement recommendations or progress to implement formal powers of intervention.</p>
		<p>School to formulate an action plan to be agreed by the LA. LA to monitor progress after two terms. School will receive time-limited, focused challenge and intervention. Meeting with Headteacher, Chair of Governors and Senior Education officers to decide whether sufficient progress has been made, allow more time to implement recommendations or progress to category school in need of greatest improvement requiring substantial support [red].</p>	

Local Authority Powers of Intervention

A school will be 'eligible for intervention' where one or more of the grounds 1-6 below exist, a warning notice has been issued to the governing body, but it has not complied with that notice to the authority's satisfaction,

Local authorities and regional consortia are expected to engage schools effectively through a professional dialogue and work in partnership with the religious authority where necessary to address the issues causing the local authority concern. If a school is refusing to engage constructively with the challenge and support commissioned or provided by the regional consortia, the local authority should consider issuing a warning notice in order to bring the necessary support to bear before the issues of concern result in school failure if at least one of the grounds for intervention are satisfied.

Grounds

Under section 3 of the 2013 Act a warning notice may be given to the governing body of a maintained school in any one of the following circumstances:

- Ground 1: The standards of performance of pupils at the school are unacceptably low.
- Ground 2: There has been a breakdown in the way the school is managed or governed.
- Ground 3: The behaviour of pupils at the school or any action taken by those pupils or their parents is severely prejudicing, or is likely to severely prejudice, the education of any pupils at the school.
- Ground 4: The safety of pupils or staff at the school is threatened (whether by a breakdown of discipline or otherwise).
- Ground 5: The governing body or Headteacher has failed, or is likely to fail, to comply with a duty under the Education Acts.
- Ground 6: The governing body or Headteacher has acted, or is proposing to act, unreasonably in the exercise of any of its or his or her functions under the Education Acts.

Issuing a warning notice

A warning notice must be given in writing to the governing body of the school and must set out:

- The grounds for intervention.
- The reasons why the authority is satisfied that the grounds exist. This should set out in some detail the matters on which the concerns are based and explain the facts that exist in that particular school and the circumstances which are giving cause for concern.
- The action which the governing body is required to take in order to deal with the grounds for intervention.
- The period in which the action is to be taken by the governing body ('the compliance period').
- The action the local authority is minded to take (under one or more of sections 5 to 9 of the 2013 Act or otherwise) if the governing body does not take the required action. (The local authority is not limited to taking the action it said it was minded to in the warning notice).

Where a warning notice has been given which has not been complied with to the satisfaction of the local authority within the compliance period, the school is eligible for intervention. If urgent intervention is required, this could be as little as one working day after the end of the compliance period. The local authority is not limited to taking the action it said it was minded to take in a warning notice.

Powers and types of intervention – local authorities

Where a school is 'eligible for intervention' there are a number of powers the local authority or Welsh Ministers may use to drive up school improvement. The expectation is that local authorities will act in the first instance. Welsh Ministers will only intervene where a local authority has failed to do so or done so inadequately. Local authorities must give reasonable notice in writing to the governing body that they propose to exercise their powers.

Local authority powers

1 Requirement to secure advice or collaborate

Section 5 enables a local authority to direct the governing body to enter into a contract or other arrangement to secure advice and/or collaborate where a school is eligible for intervention.

Collaboration is not a panacea, but it can be a powerful means to drive up school improvement. Collaborative arrangements should therefore be used wherever appropriate as part of packages of support for schools causing concern.

Purpose of the intervention: To require a school which is a cause for concern to secure advice or collaborate in order to secure improvements.

Best used: Where the school or key figures within it refuse to collaborate with an appropriate partner.

2 The appointment of additional governors

The local authority is likely to appoint additional governors when it wishes a school to benefit from additional expertise. The local authority may appoint as many additional governors as they think fit.

Purpose of the intervention: To strengthen the local authority's voice on the governing body and/or provide additional expertise to the governors in key areas to support a school's improvement.

Best used: Where the governing body needs additional expertise, or the head teacher and senior management team need further challenge and support.

3 **The appointment of an Interim Executive Board (IEB)**

An IEB is a specially constituted governing body which replaces a school's existing governing body. An IEB can be used to provide challenge to the leadership of the school to secure rapid improvement or where there has been a serious breakdown in the working relationships within the governing body of the school.

Purpose of the intervention: To secure a step-change in the leadership and management of a school through the use of a specially-appointed governing body for a temporary period.

Best used: Where the governing body is providing insufficient challenge to the head teacher or senior management team of the school, is providing an obstacle to progress, or where there has been a breakdown in working relationships that is having an impact on standards.

4 **The suspension of delegated authority for the governing body to manage a school's budget**

The local authority may suspend a governing body's right to a delegated budget in order to secure control of staffing and other spending decisions. This allows the local authority to remove poorly-performing teachers or Headteachers if necessary, or to take control of budget deficits. It also allows governors to focus their time and attention to other priorities for improvement.

Purpose of the intervention: To secure control over staffing and spending decisions in order to secure improvement.

Best used: Where the governing body is providing insufficient challenge to the Headteacher or senior management team of the school, or where management of the budget is providing a distraction from the improvement priorities for governors.

5 **Power to give directions and take steps**

Section 9 enables a local authority to give directions to the governing body or Headteacher or take any other steps where a school is eligible for intervention. The Direction must be in writing and may be varied or revoked by a future direction.

Purpose of the intervention: To allow local authorities to intervene in a proportionate and suitable way by directing a governing body to take certain action, or desist from taking certain action, without recourse to more extensive forms of intervention.

Best used: Where the governing body has failed to exercise its functions or is exercising them unreasonably.