

Darlington Borough Council and schools@onedarlington

A strategy for school improvement

Vision

All children in Darlington should attend a school which is graded as at least good and parents should be able to make a choice from a range of good local schools. This strategy is designed to support schools to deliver that vision.

Note - throughout this document the word 'school' refers to all publicly funded schools in the Borough, including maintained schools, Aided schools, Free Schools and Academies.

Statement of intentions

The local authority and its partners will:

- work with schools, settings, and other educational institutions to ensure the highest quality opportunities and outcomes for all children and young people in Darlington;
- broker support and challenge to help schools and settings continually to improve, including support and guidance to governing bodies.
- help to identify and share best practice;
- promote partnerships with and between schools, settings and other organisations, to the benefit of all children and young people;
- meet the statutory duties of Darlington Borough Council with respect to school standards.

Through our work and partnerships with schools and settings, we seek to ensure that:

- schools and settings become increasingly effective learning communities with dynamic leaders, skilled teachers and independent learners;
- the LA and partner organisations each have an accurate, objective understanding of the quality of education provided, and this view is shared appropriately with individual schools and settings;
- there is a programme of support in place to develop school leadership and to support succession planning;
- the impact of support and challenge arrangements is evaluated and all subsequent recommendations for improvement are acted upon;
- work with partnerships, including Teaching Schools and other organisations, to commission, manage and provide professional development, associated with local and national initiatives, is appropriate and timely;
- brokered support is of the highest quality while representing clear value for money.

Engaging with external partners

Our key partners in promoting high standards of teaching and learning in Darlington are Carmel College (a Teaching School) and Durham County Council's Education Development Service, both of whom have formal arrangements in place with the local authority. In addition, regular meetings and information sharing takes place with Ofsted's regional team. The local authority has also established formal links with the Regional Schools' Commissioner.

Understanding our schools and providing appropriate support and challenge

Darlington Borough Council has a statutory duty to monitor the performance of all schools and settings across its area. The monitoring consists of reviews of published inspection reports, analysis of contemporary data, including school self-evaluations and information provided by parents, governors and schools themselves. These form the evidence base for the subsequent identification levels of classification of school performance and of areas for support and challenge.

The role of schools@onedarlington and of Carmel College (a Teaching School)

Schools in Darlington have a well-established history of working closely with each other and with the local authority to develop appropriate and effective systems for monitoring performance and for providing support; although less well developed systems for providing increased challenge to raise standards beyond expected levels. All schools have made a commitment to work in collaboration and to offer support to a colleague school where they are in a position to do so.

The schools@onedarlington collaboration, the virtual Darlington Leadership College (brokering and providing training programmes), Governor Development and Carmel College (a Teaching School) are key elements of a revised school improvement strategy. Collectively, they provide support and training to staff and governors and can access high quality support for schools through brokerage and commissioning.

The importance of collective action by schools

Schools have agreed that as well as working to improve their own performance they will also work collectively to promote improved performance and opportunities across the Borough. Each year schools will agree up to 2 priority areas for collective action. Further details are contained in the schools@onedarlington annual business plan.

The system for monitoring and improving school performance

There are 4 stages in the school improvement strategy in Darlington; the review of data and other information, the development of high quality support that can be accessed, brokerage of support for schools, and, finally, the encouragement for schools to develop their own approaches to improvement.

The data review

Initially, local authority staff and consultant staff who are accredited inspectors or with similar expertise, will analyse and review individual school level performance data and any other relevant information (such as significant changes in leadership) and this will form the basis of a 'conversation' with each school about the support and challenge that might be appropriate for the academic year. This stage will also include support, guidance and input from the Regional Schools' Commissioner.

The 'conversation' will be tailored to the performance of the school in terms of their Ofsted reports, their performance data and their current arrangements for getting external support and challenge. For example, an outstanding school with high levels of current performance and effective arrangements in place for external moderation of actions would have a 'conversation' which would consist of no more than a letter inviting the school to confirm its current arrangements and asking if any further support was required. For school currently judged to require improvement the 'conversation' would include a meeting with the Headteacher and Chair of Governors and a review of performance and data, a review of the progress of the school's support group and agreement on the level of support required for the following year.

Importantly, each school will also be invited to submit their SEF and their contemporary analysis of data to the local authority and/or the Regional Schools' Commissioner in advance of the school improvement conversation. The local authority will not form a view of the support needs and/or of the offers of support

of a school until the school has had the opportunity to share their own analysis. Following the school improvement conversation, each school is categorised into one of the agreed descriptors and this then determines the expectations the local authority has of each school; both in terms of what arrangements they may put in place to improve performance and what support they may be able to offer other schools.

The arrangements are based on the principle of monitoring and support in inverse proportion to success according to Ofsted criteria. However, unexpected difficulties or unplanned circumstances experienced by a school could lead to support and/or challenge being provided beyond the level expected because of a previous Ofsted judgement.

Our model of monitoring, support and intervention recognises the important role that governors play in driving school improvement, by helping them hold schools to account by providing objective evidence.

The development of high quality support

Using published Ofsted judgements, other reviews of school performance and the school SEFs, a directory of best practice resources will be maintained and shared with schools. This will provide a local resource which schools can choose to use (whether brokered or not through the local authority). Schools already have all improvement funding delegated to them and so can either purchase support, swap support and build up credits and debits of support over time through the collaborative model of schools@onedarlington.

Brokering support

Where the local authority and the school agree priority areas for improvement then the local authority (and its partners) will work with the school to broker the support from an appropriate provider. Every attempt will be made to ensure that the providers offer value for money and effective services but the final judgement of quality will rest with the school purchasing the support.

The local authority will focus its efforts on brokering support in areas of greatest priority and this may include brokering support across a group of schools or for all schools in particular curriculum areas; all schools can use the services to broker their own support outside of the local authority priority areas.

Freedom to innovate

All Darlington schools, regardless of funding status, are encouraged to be innovative and to embrace the opportunities to lead their own school improvement. The local authority arrangements should be seen as the minimum arrangements to improve standards and the expectation should be that all schools will do much more than the minimum because of their clear ambition to do the very best for all of their pupils.

Categorizing schools

Schools are categorised in one of five levels, which are explained below.

Schools at Level 1

Schools which are *outstanding* across all OfSTED evaluation criteria, or are *good and rapidly improving* with many features that are outstanding.

- **Attainment** of almost all groups are in line with national averages with many pupils attaining above this.
- The proportions of pupils making and exceeding expected **progress** compares very favourably or are high compared with national figures.
- Much of the **Teaching** is outstanding and the vast majority is consistently good; any remaining inconsistencies are being eradicated. As a result almost all pupils in all key stages and all groups of

pupils are achieving very well and making rapid and sustained progress. Any gaps in attainment are identified and effective action is in place to close them rapidly.

- **Pupils' attitudes** to learning are exemplary and they show excellent conduct, manners and punctuality. Bullying in all its forms is rare and dealt with highly effectively such that parents, staff and pupils are unreservedly positive about both behaviour and safety.
- **Pupils attend regularly** and have excellent conduct, manners and punctuality.
- **Leaders** at all levels, including governors, pursue excellence based on rigorous monitoring to ensure that they have an accurate picture of strengths and weaknesses which is used to support an uncompromising drive for improvement. Highly effective planning leads to excellent development of staff and resources to the benefit of all groups of pupils.
- Arrangements for **safeguarding** pupils meet statutory requirements.

Monitoring of schools at Level 1

- Analysis of performance data and of any relevant changes in circumstances;
- Invitation to school to reaffirm current arrangements for external support;
- Identification of areas where the school can offer peer support arrangements.

Schools at Level 2

Schools which are likely to be judged as good and are improving but are not yet good in all key aspects.

- **Attainment** is in line with or better than national averages for the majority of pupils and groups. Where attainment gaps exist they are closing but not always consistently.
- The proportion of pupils making and exceeding **progress** are in line with national figures. Where any proportion is lower than that nationally, it is improving over a sustained period.
- **Teaching** is securing expected progress and the proportion of good teaching is improving. Inconsistencies in teaching are being securely eradicated.
- Pupils have good **attitudes to learning**. Their behaviour and engagement contributes to a safe and orderly school environment; there are few concerns expressed by parents, carers, staff or pupils. Behaviour management policies are clear and usually applied consistently (although there may be minor inconsistencies).
- Any incidents of bullying are dealt with effectively.
- There may be **variations of attendance** between groups of pupils, but these are being effectively addressed.
- Senior **leaders** securely monitor provision and take effective action, but this may not be widely undertaken by other leaders. As a result of leaders and governors being clear about areas for improvement, interventions are usually planned and effective. Financial management leads to good deployment of staff and resources.
- Arrangements for **safeguarding** pupils meet statutory requirements.

Monitoring and Support for schools at level 2:

- Analysis of performance data and of any relevant changes in circumstances;
- Invitation to school to reaffirm current arrangements for external support;

- Identification of areas where the school can offer peer support arrangements.
- Brokered support through the Teaching School or schools@onedarlington if required.

Schools at level 3(a)

Schools which (regardless of their most recent Ofsted judgement) require improvement in significant key areas (and where Ofsted have not carried out a recent inspection to make a judgement of 'requires improvement')

- **Attainment** is usually in-line with floor standards and where it is below there is a trend of improvement in most measures. Performance gaps are not always clearly identified and therefore they are not closing consistently.
- **Progress** in English or mathematics is variable and may be below the floor standard for the subject but shows signs of some improvement. Gaps in attainment and/or learning and progress for different groups may be wider than those nationally but not significantly so.
- **Teaching** requires improvement in some respects as it leads to some inconsistency in the progress of pupils and/or groups of pupils across subjects or across year groups. The proportion of good or better teaching is not sufficient to lead to good progress overall over time.
- Behaviour is generally good with pupils responding positively to teachers' direction. **Attitudes to learning** are generally good but some pupils may remain passive. Although major disruption is uncommon, there may be examples of low level disruption resulting from weaknesses in teaching or the inconsistent application of the school's procedures.
- **Attendance** may be below average overall, or for groups of pupils, but it is improving.
- Although senior **leaders** have a planned approach to monitoring, outcomes are not always thoroughly evaluated and thus interventions may not be sufficiently focused to bring about rapid improvement. External support is built into the school's improvement plans and there is a strategy for developing a more independent approach to school improvement.
- The school actively seeks to engage with parents and carers but it is not always aimed at enabling them to support pupils' learning.
- Arrangements for **safeguarding** meet statutory requirements and give no cause for concern.

Monitoring and Support for schools at level 3(a):

- Monitoring of data and of any changes in circumstances
- Access to progress reports from external support for school improvement;
- Brokerage of additional support, where required
- Expectation that the school will commission a review before an inspection to benchmark progress and will share the outcomes of the review with the local authority.

Schools at Level 3(b)

Schools which are not yet good and where leaders have not yet been successful in sustaining improvement over time

This category will include schools judged by Ofsted to require improvement.

- **Attainment** is usually in-line with floor standards and where it is below there is a trend of improvement in some measures. Performance gaps are not always clearly identified and therefore they are not closing consistently.

- **Progress** in English or mathematics remains variable and outcomes may be below the floor standard. Gaps in attainment and/or learning and progress for different groups may be wider than those nationally and where this is the case are not reducing consistently.
- **Teaching** requires improvement because it leads to inconsistencies in the progress of pupils and/or groups of pupils across subjects or across year groups. There is a minority of teaching which is good or better. The proportion of good teaching is not increasing quickly enough.
- Behaviour is generally good with pupils responding positively to teachers' direction. **Attitudes to learning** are generally good but some pupils may remain passive. Although major disruption is uncommon, there may be examples of low level disruption resulting from weaknesses in teaching or the inconsistent application of the school's procedures.
- **Attendance** may be below average overall, or for groups of pupils, but there are some signs of improvement.
- Although senior **leaders** have a planned approach to monitoring, outcomes are not always thoroughly evaluated and thus interventions may not be sufficiently focused to bring about rapid improvement. Governors are aware of key strengths and weaknesses but not of the detail of action taken in order to challenge school leaders sufficiently.
- External support is built into the school's improvement plans but there is not yet a strategy for developing a more independent approach to school improvement.
- The school actively seeks to engage with parents and carers but it is not always aimed at enabling them to support pupils' learning.
- Arrangement for **safeguarding** meet statutory requirements and give no cause for concern.

Monitoring and Support for schools at level 3(b):

- Monitoring of data and of any changes in circumstances
- Access to progress reports from external support for school improvement;
- Brokerage of additional support
- Expectation that the school will commission a review between inspections to benchmark progress and will share that review with the local authority.
- Establishment of a formal school support group within the school

Schools at Level 4

Schools which have significant weaknesses, likely to result in an Ofsted judgement of *inadequate* but where the *leadership and management are not inadequate*. Alternatively a school facing difficult or unplanned circumstances might also be placed at Level 4

- **Attainment** is lower than in similar schools or is below the floor standard. It shows slow, fragile or inconsistent improvement or is in decline.
- Pupils overall or groups of pupils are consistently making less than expected **progress** or pupils' learning and progress in any key subject or key stage indicate that they are underachieving.
- The quality of **teaching** over time does not have sufficiently high expectations or fails to engage pupils or to sufficiently meet their differing needs and as a result pupils or groups of pupils make inadequate progress. Pupils or groups may not be able to communicate, read, write or apply mathematics as well as they should given their starting points. There may be some good or better teaching but this is not usually so.

- **Attitudes to learning:** a significant minority of pupils are poorly behaved showing a lack of respect and intolerance. There is a lack of engagement in lessons with some persistent low level disruption. Parent, carers, pupils or staff raise well founded concerns about behaviour and/or bullying, and have little confidence in the school's ability to address issues successfully.
- **Leaders** at all levels, including governors, systematically monitor leading to effective plans of action to bring about improvement. Effective financial management leads to effective deployment of staff and resources.
- **Attendance** is consistently low (all pupils or groups of pupils) and shows no sign of improvement.
- Parents and carers are not engaged well by the school in order to support children's learning.
- There may be weaknesses in the school's approach to **safeguarding**.

Monitoring and Support for schools at level 4:

- Monitoring of data and of any changes in circumstances
- Access to progress reports from external support for school improvement;
- Brokerage of additional support
- Requirement that the school will commission a review after 2 terms to benchmark progress and share that review with the local authority.
- Establishment of a school support group within the school

Schools Causing Concern – Primary, Secondary and Special, including the PRU.

Statutory guidance

Where a school requires significant improvement, special measures, or where a performance standards and safety warning notice has been given (Section 60) with which the school has failed to comply, the local authority may give the governing body notice that they propose to exercise one or more of their powers under Part 4 of the 2006 Education Act.

The performance standards and safety warning notices should be used as an early form of intervention. Issuing such a notice is not restricted to schools performing below floor targets, but can be issued to any school where there has been a sudden drop in performance.

Definition of 'Schools causing concern'

'Schools causing concern' are schools where:

- pupils are vulnerable to under-achievement, where there is a decline in standards or where there are weak progress measures;
- schools are vulnerable to an Ofsted category – predominantly in leadership and governance, and quality of teaching;
- there is weak leadership capacity as a result of unforeseen circumstances eg ill-health, suspension etc;
- there are poor relationships internally or influences from the community causing instability and threatening school effectiveness;
- governors do not have an accurate view of the strengths and weaknesses in order to hold leaders to account for improvements;
- there are concerns regarding safeguarding;

- structural changes are on-going;
- there have been tragic circumstances involving pupils or staff.

Usually a 'school causing concern' will have been identified as part of the local authority procedures. However, there are circumstances that could arise where a school at any monitoring level becomes a 'school causing concern'.

Action to secure schools in these situations will be immediate. A strategy meeting will be convened by the Director of Children's Services in order to initiate appropriate and co-ordinated action. The Headteacher, chair of governors and local authority improvement staff will attend, in addition to officers from other relevant services and organisations such as the Diocese (for church schools), Governor Support Service, safeguarding team, finance, education psychologists, as appropriate.

This support is available to all Darlington schools. The focus of action will be predominantly on securing provision and outcomes for the pupils. Support will be intensive and sustained until the school has been secured because internal capacity has improved. The cost of providing the support arrangements will be met by the school's own budget and by any external funding secured through the Teaching School.

Support to Governing Bodies of schools causing concern

If a school is judged to require special measures, or is R.I., this automatically triggers support to the governing body.

In each case, governor training would be provided to ensure governors are fully aware of what they should expect from Ofsted and the LA if or when their school is placed in a formal category. This training package will highlight the following areas:

- The importance of governance in driving school improvement
- Clarifying expectations of governors – 'what will be expected of you?'
- Identifying the needs of the governing body
- Enabling governors to build an agenda for action in order to build up the Governing Body's effectiveness

Additionally, Governors will be made aware of the expectation by Her Majesty's Chief Inspector that LAs use their powers to issue warning notices to governing bodies in cases where:

- standards of performance of pupils are unacceptably low and are likely to remain so unless the LA exercises its statutory powers;
- there has been a serious breakdown in the way the school is managed or governed;
- the safety of pupils or staff at the school is threatened.

In cases where a school is in a formal category or requires improvement even though the circumstances above do not apply, a pre-warning letter will be issued by the LA to ensure that governors are fully aware of the situation facing the school, its implications and the consequences of failing to implement a prompt and robust plan of action.

Protocol to be adopted when a school’s overall effectiveness and leadership are deemed to require improvement following an Ofsted inspection

1	These protocols are shared with Headteacher and Governors within 5 working days of the Ofsted feedback. Within 7 working days following receipt of the draft report, governors and school leaders will have prepared a detailed plan of action to address the key areas of improvement
2	The local authority identifies a lead School Improvement Adviser (SIA) to work with the School.
3	Approximately 10 working days after receipt of the draft report, the SIA meets with the Headteacher and Chair of Governors to evaluate the School Improvement Plan and action plan. A date will be set for the first School Support Group meeting. This will be no later than 4 weeks after the publication of the Ofsted report.
4	Prior to the HMI’s first visit, the SIA will make weekly contact with the school to monitor and support the implementation of the action plan and to review evidence of outcomes from planned tasks.
5	After the HMI’s first visit, the frequency of future SSG meetings will be established to review progress made in implementing the action plan. SSG meetings will take place with HT, CoG, and SIA (including other LA personnel, as agreed). Evidence of progress will be evaluated and next steps will be planned. As required, visits to other schools etc will be brokered.
6	Outcomes from review meetings to be recorded on a note of visit.

Clarity of roles, specific to the above protocol:

Role of the local authority – To broker specialist advice regarding the action required of leaders, identification of appropriate evidence to demonstrate progress, advice on brokerage/external partnerships. This role will be carried out in partnership with the Teaching School.

Role of SIA – To provide support and challenge to school leaders on the implementation of the agreed action plan. To record outcomes from review meetings on a rolling note of visit (‘NOV’). To maintain on-going communication with the local authority DCS.

School Support Group (SSG)

An SSG would normally include the HT, CoG,(plus other governors as appropriate), SIA (who would chair the meeting) and any significant school partners. In church schools a Diocesan representative may attend. The SSG group would meet at least termly to review the school’s development plan, generally with specific focus on key achievement measures, with other priorities appropriate to the school discussed as they arise.

Newly qualified teachers in schools causing concern.

If a school is judged to require special measures, or is R.I., Ofsted must determine whether the school should be permitted to appoint newly qualified teachers. This decision will be notified in the inspection report, and will be reviewed in subsequent inspection visits.

In all cases, the 'appropriate body' must be satisfied that circumstances will not unfairly compromise an NQT's ability to complete induction successfully. On this basis, assuming a school causing concern uses Darlington LA as its appropriate body, steps may be taken to ensure that the school is able to support induction adequately. Where the appropriate body is provided by another organisation they will be informed of the categorisation.

As part of the LA's statutory quality assurance function as appropriate body, schools causing concern that have NQTs will be included in the annual round of quality assurance visits.

Service Standards

In terms of data, the local authority will (through its data SLA)

- collect, electronically wherever possible, and analyse a comprehensive range of data covering school performance, as well as the information about the performance of various pupil groupings across the LA and the influence of local factors;
- provide comparative analyses, including value added measures and predictive analyses, of data and present these analyses in readily accessible forms wherever possible to partner schools;
- use analysed performance data to inform the schools@onedarlington annual business plan;
- ensure the proper recognition of strengths and the early identification of areas of weakness in Darlington schools;
- ensure that all monitoring information is recorded concisely with clear judgements based on sound evidence, and use of such information is governed by data protection legislation.

In terms of challenge, the local authority will

- work with schools to ensure that they set robust, challenging and ambitious performance targets. The process will be underpinned by accurate evaluations of data and supported by professional dialogue;
- encourage schools to develop new strategies and approaches that lead to rising standards;
- continually challenge schools to refine their processes of self-evaluation;
- support schools in developing their ability to self-manage and, in particular, to prioritise their support needs and;
- liaise with relevant statutory partners.

In terms of intervention, the local authority will

- work with schools causing concern in line with our statutory duties and the procedures laid out in this protocol, including consultation with relevant statutory bodies;
- ensure that schools are aware of the levels of intervention and how to access resources at each stage;
- ensure that the outcomes of all monitoring visits and support group meetings are accurately recorded through Notes of Visit (NOVs) and communicated;
- work in consultation with each school causing concern to draw up a precise, accurate and well focused action plan which addresses the issues, supports the school's capacity to increasingly self-manage and details the specific interventions to be undertaken.

APPENDIX A

Statutory Duties of a local authority in relation to monitoring, supporting and challenging schools (not all of these functions apply to Academies)

Staffing The appointment, management and dismissal of staff: applies to L.A.s in their capacity as employer of staff in maintained schools
The School Staffing (England) Regulations 2009.

Staffing The local authority must comply with a direction to give a warning notice (a teacher's pay and conditions warning notice) to a governing body where it is satisfied that the governing body have failed to comply with any provision of a School Teachers' Pay and Conditions Order which applies to teachers or the governing body has failed to secure that the head teacher complies with any such provision.)
Education Act 2006 Sections 60A and 69B.

Finance Local authorities must determine their school budgets and school budget shares in accordance with the school finance regulations. They must establish a schools forum for their area in accordance with the schools forums regulations and maintain a scheme for financing their maintained schools in accordance with the school finance regulations.
School Standards and Framework Act 1998 Sections 45A, 45AA, 47, 47ZA, 47A and 48 and Schedule 14 . Secondary - School Finance (England) Regulations 2008 (as amended), School Finance (England) Regulations 2011 - due to come into force 28/2/11, Schools Forums (England) Regulations 2010.

Pupil referral units : Determine and review a curriculum policy; that the curriculum should be balanced and broadly based; set up a complaints procedure in relation to the curriculum; make information available to parents in relation to the unit; establish management committees and appoint first members for all PRUs. Local authorities must delegate some of their functions in relation to pupil referral units to the management committee but must not delegate functions in relation to staffing and finance of the unit, health and safety issues, control of premises and a reserve power in relation to prevention of a breakdown of discipline.
Education Act 1996, schedule 1. Secondary - Education (Pupil Referral Units) (Management Committees etc.) England Regulations 2007. Education (Pupil Exclusions and Appeals) (Pupil Referral Units) England Regulations 2008.

Complaints To consider curriculum complaints if referred to local authorities after complaints have been determined by school governing bodies. Curriculum complaints are treated in the same way as other complaints against the school where the governing body determines them and, if the complainants are not satisfied, they can refer their complaint to the local ombudsman.
Education Act 1996 Section 409 & Part 10, Chapter 2 of the Apprenticeships, Skills, Children & Learning Act (ASCL) 2009.

Staffing The local authority has to consult upon and establish a performance management policy and must appoint a reviewer for unattached teachers
Education Act 2002 Sections 21, 131 and 210 . Secondary - 'The Education (School Teacher Performance Management) (England) Regulations 2006'.

Staffing To attend as Head of Education representative at Exclusion Meetings (making representation using form EX1)
To administer and clerk hearings where there is a possibility of dismissal.

Governor support To appoint (local) authority governors to all maintained school governing bodies and to academies which have retained a local authority governor place. Advice on the appointment of parent/staff/community/sponsor governors.

Education Act 2002 section 19(2)c. Secondary - School Governance (Constitution) (England) Regulations 2007

Governor support To provide training and information for school governors.

Section 22 of the Education Act 2002.

Governor support To set up temporary governing bodies for new maintained schools.

Education Act 2002 section 34. Secondary - School Governance (New Schools) (England) Regulations 2007.

Post-16 Intervention by local authorities, sixth form colleges and appointment by local authorities of members of sixth form colleges governing body

Apprenticeships, Skills, Children and Learning Act - Schedule 8 - para 8

Early Years (EYFS) Early Years Foundation Stage: local authorities must make provision to ensure the accuracy and consistency of the assessments made by early years providers.

The Early Years Foundation Stage (Learning and Development Requirements) Order 2007

EYFS Make provision to ensure that early years foundation profile assessments made by providers in their areas are accurate and consistent.

The Early Years Foundation Stage (Learning and Development Requirements) Order 2007

EYFS Annual collection of Early Years Foundation Stage Profile data.

Childcare Act 2006 Section 99 . Secondary - The Childcare (Provision of Information About Young Children) Regulations 2009 (SI 2009 / 1554).

Childcare Duty to produce and publish an action plan after an Ofsted inspection.

Childcare Act 2006 Section 98C(3)

Childcare Duty to assess childcare provision

Childcare Act 2006 Section 11

Childcare Duty to provide information, advice and training to childcare providers, and prospective providers.

Childcare Act 2006 Section 13

Monitoring and intervention If after a section 5 inspection the Chief Inspector considers a school to require special measures or significant improvement, local authorities are required to prepare a written statement of action they propose to take in light of the report and to send a copy to the Chief Inspector.

Education Act 2005 Section 15

Monitoring and intervention General duties in respect of the curriculum: statutory guidance on sex education

Education Act 2002 Sections 79 (6) and (7).

Monitoring and intervention Securing that the National Curriculum for England and the assessment arrangements specified in the National Curriculum, are implemented.

Education Act 2002 Section 88

Monitoring and intervention Securing that courses of study within all of the entitlement areas specified by the Secretary of State by order for the purposes of section 85A(1)(b) ("the specified entitlement areas") are made available by or on behalf of the school, unless the local authority determine that the making available of a course of study within a particular specified entitlement area would involve disproportionate expenditure.

Education Act 2002 Section 88(2)

Monitoring and intervention Key Stage 1: securing that the assessment arrangements specified for the time being in the National Curriculum for England are implemented.

Education Act 2002 Section 88(1A).

Monitoring and intervention Key Stage 1: moderating teacher assessments in respect of the schools which they maintain in relation to at least 25% of all relevant schools.

The Education (National Curriculum) (Key Stage 1 Assessment Arrangements) (England) Order 2004 (article 6) (made under section 87 of the Education Act 2002)

Monitoring and intervention Key Stage 1: collect teacher assessment information from their maintained schools, quality assure it and submit it to the Department for Education.

Assessment and reporting arrangements for Early Years Foundation Stage and Key Stage 1 – document has statutory force by virtue of section 87(11) of the Education Act 2002 and article 9 of SI 2004/2783, but also includes non-statutory guidance.

Monitoring and intervention Key Stage 1: offer schools training and advice on all aspects of assessment at Key Stage 1 and ensure they have an electronic system to submit Key Stage 1 data.

Assessment and reporting arrangements for Early Years Foundation Stage and Key Stage 1 – document has statutory force by virtue of section 87(11) of the Education Act 2002 and article 9 of SI 2004/2783, but also includes non-statutory guidance.

Monitoring and intervention Key Stage 1: ensure schools are aware of the need to store Key Stage 1 task and test materials responsibly; and inform of any irregularities.

Assessment and reporting arrangements for Early Years Foundation Stage and Key Stage 1 – document has statutory force by virtue of section 87(11) of the Education Act 2002 and article 9 of SI 2004/2783, but also includes non-statutory guidance.

Monitoring and intervention Key Stage 2: visit 10% of schools administering National Curriculum Tests for monitoring purposes.

The Education (National Curriculum) (Key Stage 2 Assessment Arrangements) (England) Order 2003 (article 6) (made under section 87 of the Education Act 2002 and article 11 of the Order).

Monitoring and intervention securing that the curriculum in maintained schools satisfies the requirements of section 78 of the Education Act 2002

Education Act 2002 Section 79

Monitoring and intervention All registered pupils attending a maintained school should take part in a daily act of collective worship which is wholly or mainly of a broadly Christian character. The local authority must exercise its functions with a view to securing this.

School Standards and Framework Act 1998 Section 70

RE A Standard Advisory Council for Religious Education (SACRE) (convened by the LA) must consider and approve applications for a determination from a school to modify the type of collective worship (CW) provided

Education Act 1996 Section 390

Newly Qualified Teachers (NQT) Registered teachers to complete formal induction periods and for schools not to employ a person as a teacher unless they have satisfactorily completed their induction period. This relates to local authorities in their capacity as employers of teachers in maintained schools.

The Education (Induction Arrangements for School Teachers) (England) Regulations 2008

NQT Duty to act when required as Appropriate Body in statutory induction process, which includes: joint responsibility with the head teacher for the supervision and training of Newly Qualified Teachers (NQTs) during their induction; responsibility for deciding whether or not NQTs have passed induction; where they are the employer, responsibility for terminating the employment of NQTs who have failed their induction; responsibility for granting extensions or reductions to the induction period in certain circumstances; and where they are the employer, responsibility for terminating the employment of NQTs who have failed their induction.

Teaching and Higher Education Act 1998 Section 19. Secondary - The Education (Induction Arrangements for School Teachers) (England) Regulations 2008.

Recruitment and vetting Require schools in England to keep a register or single central record of the recruitment and vetting checks carried out on staff.

School Staffing (England) Regulations 2009

Exclusions Receiving information from schools on exclusions (permanent and fixed term); passing this information to the Secretary of State for Education when prescribed; and establishing appeal panels.

Education Act 2002 section 52. Secondary - The Education (Pupil Exclusions and Appeals) (Maintained Schools) (England) Regulations 2002 (No. 3178). The Education (Pupil Exclusions and Appeals) (Pupil Referral Units) (England) Regulations 2002.