

**Report for:** Cabinet 10 November 2015

**Item number:** 10

**Title:** Education Excellence Policy

**Report**

**authorised by :** Zina Etheridge, Deputy Chief Executive

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**Ward(s) affected:** All

**Report for Key/  
Non Key Decision:** Key

**1. Describe the issue under consideration**

We have a statutory responsibility, as set out in the Education Act 1996, to promote high standards and, under the School Standards and Framework Act 1998 and the Education and Inspection Act 2006, statutory powers to intervene in **maintained** schools where there are concerns.

The Council's Education Excellence Policy sets out how the Local Authority will fulfil its role and responsibilities towards all education settings.

It is essential that this forms part of the core relationship between the Council and schools, and with Academies and Free Schools.

The policy sets out how the Local Authority will act as a champion in a diverse educational landscape and clarifies how it will exercise its statutory powers. In this role we aim to promote a more self-improving school to school support system and use existing good and outstanding capacity as a local source of help.

It is intended that the policy will go to Cabinet on 10 November 2015.

**2. Cabinet Member Introduction**

In recent years the national educational landscape had become increasingly diverse, with schools, academies, multi-academy trusts and university technical colleges all taking on additional powers and responsibilities. At the same time, the role of the local authority must also change to ensure it champions pupils and families and exercises its statutory powers appropriately to support these aims. The role of the council is now much more about influencing, commissioning, brokering and acting as a constructive partner.

This policy outlines how the council will not only support schools to ensure their pupils reach their potential, but also how it will support Haringey's family of schools to support each other. Championing excellence and supporting school improvement is key to delivering our ambitious aim to ensure all children and young people are able to access an outstanding education in Haringey. This policy also recognises that those two approaches alone are not sufficient to ensure the best outcomes: the council must also

focus on service quality in early help and increase participation in post-16 education, employment or training.

### **3. Recommendations**

3.1 The Cabinet is recommended to adopt the Education Excellence Policy which sets out the statutory role of the authority and lies at the core of the relationship between the Council and schools, academies, academy sponsors, multi-academy trusts, free schools, our Diocesan partners, the Department for Education (DfE) and the Greater London Authority (GLA) on our improvement agenda.

3.2 The Cabinet is asked to note:

- the diverse and changing education landscape;
- the legislation setting out the statutory role of local authorities;
- the non-statutory and statutory interventions to support school improvement.

### **4. Reasons for decision**

In a diverse education landscape with changing roles and responsibilities for the Council it is important to recognise the role of 'champion' and define the relationship with schools, academies, multi-academy trusts, free schools. Our role is now of influence, commissioning, brokering and acting as a constructive partner.

To achieve our vision and create a world class system the way forward is to develop partnership, collaborative models and effective networks where schools work together to spread best practice and help all schools become good or better schools.

### **5. Alternative options considered**

A school improvement strategy was considered. Following guidance last year this was superseded by an Education Excellence Policy which was written to set down the shape of our relationship with schools, academies, multi-academy trusts, free schools, the DfE and the GLA.

Recognition is given to new legislation being developed this year – the Education and Adoption Bill- which will bring about enforced academisation for schools judged by Ofsted as requiring improvement, those in special measures and also for schools considered by the Secretary of State as “coasting” .

### **6. Background information**

In a diverse educational landscape the local authority (LA) must exercise a range of roles and responsibilities with a growing mix of education providers.

The LA works positively with maintained faith and community schools, alternative provision, early years settings, special schools, academies, free schools, sponsors, independent schools and further and adult education providers who comprise a part of the mixed economy of local education provision.

The majority of Haringey schools have actively chosen to retain their close working relationship with the LA. Most schools and education providers work in Network Learning Communities that maintain close links with each other and the LA.

“Councils have an indispensable role to play as champions of vulnerable children and young people, parents and families, and educational excellence.” (The Education White Paper, The Importance of Teaching).

We view the LA 'champion' role as crucial to ensure a direct and positive impact on learners and their families. Championing is fundamentally about local leadership through influencing, determination, vision and creating effective partnership.

The Education Excellence Policy sets out the statutory role as Champion held by the local authority. It recognises key legislation.

The Education Excellence Policy has been developed with the involvement of Headteachers and school governors. Consultation took place in the summer term.

## 7. **Contribution to strategic outcomes**

Priority 1: Enable every child and young person to have the best start in life, with high quality education.

## 8. **Statutory Officers comments (Chief Finance Officer (including procurement), Assistant Director of Corporate Governance, Equalities)**

### 8.1 **Comments of the Chief Finance Officer.**

(1) Operational funding for School Improvement, totalling £1,433,700, comes from four distinct sources:

- £254,100 Council Base Budget including the unringfenced Education Service Grant. This funds the Council's statutory School Improvement Duties,
- £484,000 funding is retained from the Dedicated Schools Grant (DSG) with the agreement of the Schools Forum
- A further £694,100 dedelegated from mainstream schools budget for specific support services
- In addition services can be provided to schools and academies for a charge.

(2) The council's ability to deliver the Educational Excellence Policy can be maximised if there is a clear understanding of what is to be delivered from the budgets set out above. Services provided over and above the specified level should be charged for. Failure to recover income due will reduce the Council's capacity to deliver the Policy.

### 8.2 **Equalities**

(1) The Council has a public sector equality duty under the Equality Act (2010) to have due regard to:

- Tackle discrimination and victimisation of persons that share the characteristics protected under S4 of the Act. These include the characteristics of age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex (formerly gender) and sexual orientation;
- advance equality of opportunity between people who share those protected characteristics and people who do not;
- foster good relations between people who share those characteristics and people who do not

(3) The Education Excellence Policy aims to enhance equality of opportunity for all groups of children in the borough to have a quality of education through pursuing the following strategic approach:

- Ensuring **fair access** to education and training opportunities for all groups of children and young people – the council's approach here entails ensuring a sufficient supply of school places, using the school admissions and appeal code to champion the rights of parents and promoting the equitable admission of vulnerable pupils through agreed protocols.
- A focus on **ensuring that all groups of children and young people are reaching their learning potential** – the council's approach here entails providing a compelling shared vision for promoting high standards in education through effective school-to-school collaborative partnerships, and delivering a programme of support and professional challenge for schools and most especially those requiring improvement
- **Targeting intervention at those groups of children and young people who we know are most vulnerable and may need additional support in learning.**

This includes targeting intervention at those with special education needs and learning disabilities (SENs). The Educational Excellence Policy sets out the council's approach for SENs where we will ensure that there is a well-developed range of provision to meet pupil needs and provide for parental choice, publish a 'local offer' of services available for children and young people with SEN and Disabilities, and ensuring that every young person with SEN to the age of 25 has an Education, Health and Care Plan that engages them in education, employment and training

(4) The Educational Excellence Policy focuses across the range of age groups receiving education services in the borough, from early years (0-5 years) to young people (aged 16+).

### **8.3 Comments of the Assistant Director for Corporate Governance**

(1) Under sections 13 and 14 of the Education Act 1996 local authorities in England have a general responsibility for education in their area. Section 13 requires them, so far as their powers enable them to do so, to contribute towards the spiritual, moral, mental and physical development of their community by securing that efficient primary and secondary education are available to meet the needs of the population of their area. Section 14 requires them to secure that sufficient schools for providing primary and secondary education are available for their area.

(2) Under Section 13A of the Education Act 1996 local authorities in England must ensure their functions relating to the provision of education for children of compulsory school age and their training functions are exercised with a view to:-

- (a) promoting high standards,
- (b) ensuring fair access to opportunity for education and training, and
- (c) promoting the fulfilment of learning potential by every such child ,

(3) Sections 59 to 66 of the Education and Inspections Act 2006 give local authorities in England powers to intervene in schools they maintain which are “causing concern. Section 72 of that Act requires the local authority when exercising these powers to have regard to any guidance issued from time to time by the Department for Education. The most recent such guidance called “Schools causing concern” was issued by the DfE in January 2015.

(4) The Education Excellence policy attached to this report will help ensure the Council complies with the statutory duties referred to above.

## **9. Use of Appendices**

The Education Excellence Policy is attached to this report.

## **10. Local Government (Access to Information) Act 1985**

- School Standards and Framework Act 1998
- Academies Act 2010
- Education Act 2011
- Children and Families Act 2014
- Education and Inspection Act 2006
- Framework for Inspecting Local Authority Children’s Services 2014
- Framework for the inspection of Local Authority Arrangements for Supporting School Improvement 2014
- Ofsted Inspection Framework 2015
- Teachers’ Standards 2012
- Raising the Participation Age 2013
- Health and Social Care Act 2012

## Haringey's Educational Excellence Policy

### Introduction

In a diverse educational landscape the local authority (LA) must exercise a range of roles and responsibilities with a growing mix of maintained faith and community schools, alternative provision, early years settings, special schools, academies, free schools, sponsors, independent schools and further education providers who comprise our local provision.

*Councils have a strong strategic role as champions for parents and families, for vulnerable pupils and of educational excellence.*

The Importance of Teaching, The Schools White Paper, 2010.

### Aim

The aim of this policy is to set down how we will fulfil a range of roles and responsibilities. It is essential this forms part of the core relationship between the Council and schools, and with Academies and Free Schools.

We will use the term school to mean all educational settings including childminders and those that are private, voluntary and independent.

### Haringey's Vision

We will work with schools, headteachers, school governors, families, academy sponsors and principals to ensure that every child and young person in Haringey has the very best start in life. This is taking place in the context of changing accountability, alongside an expectation that improvement should be led by schools themselves. Headteachers will become system leaders and play an ongoing role in driving improvement across the Borough.

To achieve our vision and create a world class system the way forward is to develop partnership, collaborative models and effective networks. We will also work as constructive partners with the Department for Education (DfE) and the Greater London Authority (GLA) on our improvement agenda.

### Statutory responsibilities

We have a statutory responsibility, as set out in the Education Act 1996, to promote high standards and, under the School Standards and Framework Act 1998 and the Education and Inspection Act 2006, statutory powers to intervene in **maintained** schools where there are concerns.

For academies and free schools our powers are **non-statutory and limited to 'special educational needs and safeguarding'**

**As a champion for children, parents and families** we will work with schools, health and social care to ensure access to high quality provision that meets needs, inclusion and employability.

**As a champion of vulnerable children and young people** we will promote prevention and early intervention and offer early help to tackle emerging problems. This means acting as effective and caring corporate parents for looked after children, with key roles in improving their educational attainment.

We will maintain a strategic overview of admissions, special educational needs, inclusion and the educational progress of all children and young people. We will challenge schools who do not play their part.

#### **As a champion of educational excellence we will:**

- ⇒ Promote a more self-improving school to school support system and use existing good and outstanding capacity as a local source of help;
- ⇒ Set ambitious standards and hold schools and providers to account for how well they serve all learners, particularly the most vulnerable;
- ⇒ Utilise and grow system leaders, our network learning communities, Teaching Schools, Academy chains and other partners to play a key role in spreading best practice and sharing models for improvement;
- ⇒ Engage in an influencing role that respects autonomy, intervening directly in maintained schools where there are serious concerns, and working with the DfE, the regional schools commissioner, Ofsted, GLA and our Diocesan and other partners; and
- ⇒ Support schools to become self-sustaining by growing the skills of leaders and governors, and exploring options such as federation as means for creating capacity.

## **Legislation**

**Key roles for local authorities** regarding school improvement are contained within the Education Act 1996 ( as amended) , Education Act 2002 ( as amended) and the School Governance ( Constitution ) (England) Regulations 2012 ( as amended) . These include:

- Giving LAs a strong strategic role as champions for parents, families and vulnerable pupils by promoting a good supply of strong schools; ensuring fair access for each child; supporting maintained schools performing below floor standards to improve quickly and developing their own school improvement strategies;
- Ensuring there is support for schools increasingly to collaborate, acknowledging that schools – governors, headteachers and teachers - are responsible for their own improvement;
- Provide information and training to Governors and make the instrument of Government for all maintained schools.

The LA retains full responsibility for overseeing the performance and financial arrangements of its maintained schools. The LA is also responsible for promoting high standards in Academies and Free Schools within its area so that children and young people in those schools achieve well and fulfil their potential ( **section 13A Education Act 1996 as amended** )

**The School Standards and Framework Act 1998 (as amended)** gives all LAs in England the power to take such steps in relation to a maintained school as they consider are required to prevent the breakdown, or continuing breakdown, of discipline at the school

**The Children and Families Act 2014** gives greater protection to vulnerable children, better support for children whose parents are separating, children with special educational needs and disabilities, and help for parents to balance work and family life.

The **Education and Inspections Act 2006** gives statutory powers to intervene to all LAs in England, in respect of maintained schools causing concern and places a statutory duty on them when exercising these powers to have regard to any guidance given from time to time by the Secretary of State.

**The framework for inspecting local authority children's services – December 2014.** These inspections are conducted under section 136 of the Education and Inspections Act 2006 and include safeguarding.

**The framework for the inspection of local authority arrangements for supporting school improvement, November 2014** ( updated to September 2015) , sets out the way inspections will focus on how LAs perform in supporting and challenging their providers to improve, thereby whether they are 'fulfilling their general duty to promote high standards and fulfilment by every child of their educational potential,' as set out in section 13A of the Education Act 1996 ( amended)

**The Ofsted Inspection Framework, September 2015**, states the statutory basis for inspection and summarises the main features of school inspection carried out under section 5 of the Education Act 2005.

**The Teachers' Standards, September 2012** - used to assess the performance of all teachers subject to the Education (School Teachers' Appraisal) (England) Regulations 2012. This is not compulsory for Academies.

**Raising the Participation Age, September 2013** - LAs are subject to new duties to support all young people to participate or continue in education or training. These complement the existing duties to secure sufficient suitable education and training provision for all 16-19 year olds, and to 'encourage, enable and assist young people to participate. Where a statement of special educational needs had been issued in respect of the young person, the existing duty was to secure suitable education and training provision for the young person up to the age of 25.

**The Health and Social Care Act 2012** gives LAs the responsibility of providing services or facilities to promote healthy living and providing incentives to live more healthily. With effect from April 2013, Public Health is integrated within the LA and will strengthen the focus on the health, wellbeing and safety of children and young people in the Borough.

## **Our approach**

Haringey schools and learning personnel know what works to bring about improved outcomes for children and young people. We will maintain a highly trained team to provide support, advice and professional challenge using evidence based methods so system-wide improvement continues across the borough.

Developing a world class education means working collaboratively across all types of school and with business, further and higher education, health, social care, the arts and cultural sector, the voluntary and community sectors, and especially with parents, carers, local communities and the children and young people themselves. The relationship with the DfE, GLA, Ofsted and our Diocesan and other partners, such as Academy chains and commercial school improvement partners, will be important.

Our focus will stretch from early years to post 16 provision, where a key priority is to increase participation in education, employment or training, and include developing strong leadership and governance for all our schools.

We will create a self-sustaining system that helps every child and young person in Haringey have the very best start in life by:

- Providing a compelling shared vision for promoting high standards in education through effective school-to-school collaborative partnerships, including developing local models of leadership that build on the success of the best practitioners;
- delivering a programme of support and professional challenge for schools, most especially those requiring improvement and those in a category of concern;
- being a strong and influential partner;
- developing our strategic commissioning role;
- prioritising special educational needs, vulnerable groups and safeguarding;
- ensuring a sufficient supply of school places;
- using the school admissions and appeal code to champion the rights of parents; and
- promoting the equitable admission of vulnerable pupils through agreed protocols.

### **Consultation**

This policy has been shared, discussed, refined and agreed with Headteachers and governors of schools and academies in Haringey, who have had the opportunity to make an input. It has been circulated to all schools and governing bodies at LA Headteacher meetings, Network Learning Community Meetings, Haringey Headteachers Conference, Network Learning Community meetings and at Haringey Governor Conference, 2015.

## How we will promote educational excellence and support our vision

### Championing Excellence

- Develop local models of leadership that build on the success of the best schools
- Share expertise across the borough
- Promote a culture of high ambition and no excuses
- Secure and support the best leadership and governance
- Promote excellence in teaching, learning and assessment
- Disseminate local, national and international research
- Commission specific pieces of work to support system improvement - for instance, STEM

### School Improvement

- Set ambitious targets - at or above London's top quartile
- Act quickly to tackle decline
- Identify, invest in and grow system leaders – use network leaning communities, outstanding and good schools, specialist, local and national leaders of education, and The Teaching Alliance
- Promote partnership
- Deliver high quality CPD - leaders, governors schools

### Haringey Council

- Focus on quality, partner relationships and the customer
- Improve what we do now and make measurable positive change
- Promote regeneration so that residents have the best life opportunities
- Develop strategic commissioning and oversight
- Ensure partnership between education, health, adult and social services

### Early Years - Early Help

- Implement the Early Years Quality Improvement Strategy
- Focus on service quality
- Support, challenge and quality assure to secure a good level of development
- Set aspirational targets

### Post-16

- Increase participation in education, employment or training
- Target support to vulnerable young people
- Develop high quality provision and learning pathways
- Implement our Youth Strategy

### Admissions/place planning

- Ensure projections on school places are as accurate as possible and that there is sufficiency for in-year admissions and fluctuations in demand
- Use the School Admissions and Appeals Code robustly
- Promote a collective sense of responsibility for the equitable admission of vulnerable young pupils
- Support school expansion on agreed principles

### Special Educational Needs and Disabilities (SEND)

- Ensure that there is a well-developed range of provision to meet pupil needs and provide for parental choice
- Publish a 'local offer' of services available for children and young people with SEN and Disabilities
- Ensure that every young person to 25 with an Education, Health and Care Plan is engaged in education, employment and training

## School improvement

School effectiveness will be monitored and risk assessed by the [School Improvement Monitoring Group](#) (SIMG) which meets termly. This forum is chaired by the Assistant Director, Schools and Learning and brings together quantitative and qualitative information from a wide range of LA services such as admissions, finances, governor support and development, human resources, health and safety, property and capital and SEN. We will intervene quickly to tackle poor or declining schools, using detailed data and intelligence.

## Categorisation

Concerns will be categorised as requiring **Universal, Targeted or Intensive** levels of additional support. This will be determined on range of evidence, including school self-evaluation and the capacity to drive continued improvement.

Any school requiring targeted or intensive additional support will be expected to make **sufficient progress within one year** enabling a grade of good or better to be given by Ofsted or the LA.

Project boards will be created to hold such schools to account, to monitor and challenge, and promote rapid improvement.

**Universal** - this relates to good and outstanding maintained schools where there are no major weaknesses or risks;

**Targeted** relates to schools that have been judged by Ofsted to require improvement, schools identified by the LA as being at risk of being judged by Ofsted to require improvement and coasting schools; and

**Intensive** relates to schools that have been judged by Ofsted to be inadequate and schools identified by the LA as being at risk of being judged by Ofsted as inadequate

## DfE statutory guidance for local authorities on schools causing concern: a brief overview

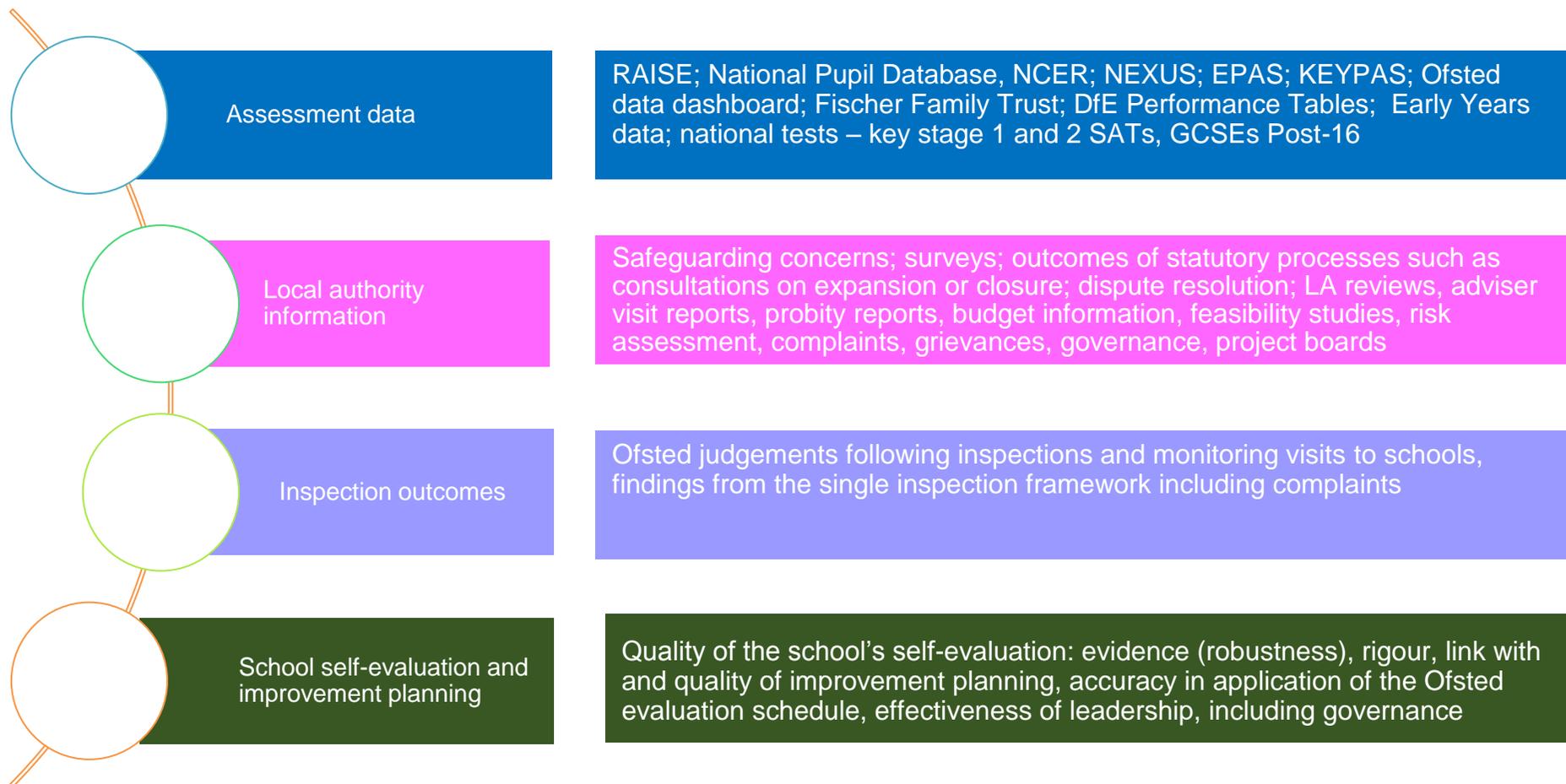
Section 60 of the Education and Inspections Act 2006 (as amended) gives LAs in England the power to issue a warning notice to the governing body of a maintained school where the LA is satisfied that the standards of performance of pupils at the school are “unacceptably low”, and are likely to remain so unless the LA exercises its statutory powers under the Act. In its statutory guidance for local authorities on schools causing concern (January 2015) the DfE says “unacceptably low standards of performance” includes but is not limited to:

- ‘standards below the floor, on either attainment or progress by pupils;
- low standards achieved by disadvantaged pupils;
- a sudden drop in performance;
- sustained historical underperformance;
- performance of pupils (including disadvantaged pupils) unacceptably low in relation to expected achievement or prior attainment; or
- performance of a school not meeting the expected standards of comparable schools.’

In the case of [academies and free schools](#), who are responsible for monitoring and quality assuring their own improvement, we will provide a categorisation as if the school were maintained. In all cases of concern, we will seek early action to tackle underperformance and look to work together with schools to provide an in-borough solution.

### The evidence used to risk assess and categorise the levels of local authority concern.

We will use the following as a basis for assessing risk and determining whether or not a school or academy should be categorised as requiring **Universal, Targeted or Intensive** additional support. Judgements will be shared with the headteacher and the governing body.



## Overview of non-statutory and statutory interventions to support school improvement

It is expected that schools will address the causes of weaknesses promptly through their own self-evaluation and the regular contact with the LA, through their attached school improvement adviser.

### Non-statutory (informal) interventions

- we will offer every school and academy a programme of visits from a school improvement professional who will provide advice and challenge, and feedback to the LA
- dialogue with school leaders whenever there is concern, risk or fragility, discussing the support available and consequences of non-improvement
- focused reviews, carried out jointly with schools
- training, support and challenge for leaders, including governors
- establishment of Project Boards
- use of pre-warning notice cautions
- promoting the use of the Teaching Alliance, Teaching Schools and Interim Leaders or Executive Headteachers.

If serious weaknesses emerge the LA will consider how best to support the school, where necessary, using the full range of formal intervention powers with schools remaining as active partners.

### Warning Notice.

Issuing a Warning Notice to the governing body is not a statutory intervention. In practical terms, it is the first formal step in a process which may lead to a statutory intervention. The school must be maintained by the LA.

Statutory triggers for issuing a Warning Notice, set out in section 60 of the 2006 Act ( as amended) , are where the LA is satisfied :

- there are ‘unacceptably low standards of performance’ of pupils at the school, and are likely to remain so unless the LA exercises its statutory powers under the Act there has been a serious breakdown in management or governance, which is prejudicing, or is likely to prejudice, standards of performance of pupils at the school ; or
- the safety of staff or pupils of the school is threatened (by a breakdown of discipline or otherwise).
- The LA will consider issuing a Warning Notice to schools that have not responded robustly or rapidly enough to a recommendation by Ofsted to commission an external review of the use and impact of the Pupil Premium . This is because such recommendations are normally made as part of Ofsted full inspections in schools judged as “requiring improvement” (Grade 3) where the standard of performance of disadvantaged pupils is judged to be unacceptably low .

The LA will also consider issuing a Warning Notice to schools, depending on the severity of the case, where the governing body is failing to deliver one or more of its three core strategic roles resulting in a serious breakdown in the way the school is managed or governed. These three core strategic roles are :-

1. Ensure clarity of vision, ethos and strategic direction
2. Hold the headteacher to account for the educational performance of the school and its pupils, and the performance management of staff; and
3. Oversee the financial performance of the school and making sure its money is well spent

A further situation in which the LA will consider issuing a Warning Notice to schools will be where the school has not responded robustly or rapidly enough to a recommendation by Ofsted to commission a robust and objective external review of their governance arrangements. This is because such recommendations are normally made as part of Ofsted full inspections in schools judged as “requiring improvement” ( Grade 3) where governance is judged to be weak.

The Warning Notice must set out :-

- (a) The matters on which the LA’s concerns are based;
- (b) The action which the governing body is required to take in order to address the concerns raised ( e.g. specific actions if discipline has broken down);
- (c) The initial compliance period beginning with the day when the warning notice is given and ending 15 working days following that day, during which time the governing body is to address the concerns set out in the warning notice, or make representations to Ofsted against the Warning Notice; and
- (d) The action the LA is minded to take using its statutory powers if the governing body does not take the required action.

If and when the Education and Adoption Bill becomes law the governing body will lose the right to make representations to Ofsted against the Warning Notice.

## Statutory interventions for maintained schools

The **first** trigger, or situation, for **statutory** intervention' relates to the school having not complied with a 'Warning Notice'.

The **second** trigger occurs where there is a judgment by Ofsted that the school is inadequate for overall effectiveness ( grade 4). It will then give a judgment that the school requires either **significant improvement**' ( described as a school with 'serious weaknesses') or **'special measures'**.

The Education and Adoption Bill creates a **third** trigger , occurring when the Secretary of State notifies the school's governing body that s/he considers the school to be "coasting". If and when the Bill becomes law then the Government will make regulations define what "coasting" means.

If :-

- (a) a valid Warning Notice has been given;
- (b) the school has failed to comply or has not complied with the notice to the satisfaction of the LA ; and
- © the LA has given the school reasonable written notice that it proposes to exercise one or more of its statutory powers

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the LA can apply one or more of the following **formal interventions**:

- suspend the delegated budget;
- appoint additional governors to the Governing Body
- with the consent of the Secretary of State, appoint an Interim Executive Board (IEB) to replace the Governing Body
- require the school to enter into arrangements for specified services of an advisory nature with another person (who may be the Governing Body of another school); and/or make arrangements to collaborate with the Governing Body of another school or with a Further Education body, and/or to take specified steps for the purpose of creating or joining a federation.

The Secretary of State has the power under the Academies Act 2010 to make an Academy order, subject in certain cases to consultation, where either of the triggers for statutory intervention has arisen ; and, under the 2006 Act, to direct a local authority to consider giving, and to give, a Warning Notice.

A local authority needs, therefore, to have a clear justification where a decision is made **not** to intervene formally when it has the powers to do so.

## **Escalation procedures**

### **Serious concerns about a maintained school**

1. Informal discussion with the Headteacher, seeking a rapid response and appropriate action
2. Informal discussion with the governing body, seeking a rapid response and appropriate action
3. Formal written communication with the Headteacher, seeking a rapid response and appropriate action
4. Formal written communication with the governing body, seeking a rapid response and appropriate action including information on the next steps of escalation
5. If the Headteacher's performance is under question, meetings between the senior responsible local authority officer and the chair of the governing body and then the Headteacher to spell out the concerns and to decide any necessary action.
6. Formal warning notice under provisions of Section 60 of the Education and Inspections Act 2006 instructing the school to take the necessary action.
7. Appointment of additional governors, replacement of the governing body by an Interim Executive Board, requirement of the governing body to take specified actions, or removal of a delegated budget under Sections 63 to 66 of the Education and Inspections Act 2006.

Whichever of these powers is used, the intention must be to ensure that the governing body or Interim Executive Board is able and willing to take the necessary actions with the support of the local authority, up to and including taking capability proceedings against the Headteacher.

## Serious concerns about an academy

1. Informal discussion with the principal, seeking a rapid response and appropriate action
2. Informal discussion with the governing body, and, where appropriate, the sponsor or multi-academy trust, seeking a rapid response and appropriate action
3. Formal written communication with the Headteacher, seeking a rapid response and appropriate action
4. Formal written communication with the governing body, and, where appropriate, the sponsor or multi-academy trust seeking a rapid response and appropriate action, including information on the next steps of escalation
5. Formal written communication with the Regional Schools Commissioner on behalf of the Secretary of State for Education, as the academy funder, informing him or her of the issues and seeking a response.
6. Formal written communication with Ofsted, as the regulator, informing them of the issues and seeking a response.

In the hopefully-rare event of an academy not engaging with the school quality assurance process, steps 1 and 2 may not be practicable, in which case the local authority should move directly to the formal steps.

We will consider on a case by case basis whether the issuing of non-statutory Warning Notices to academies causing serious concern as part of steps 3 or 4 is a productive way forward.

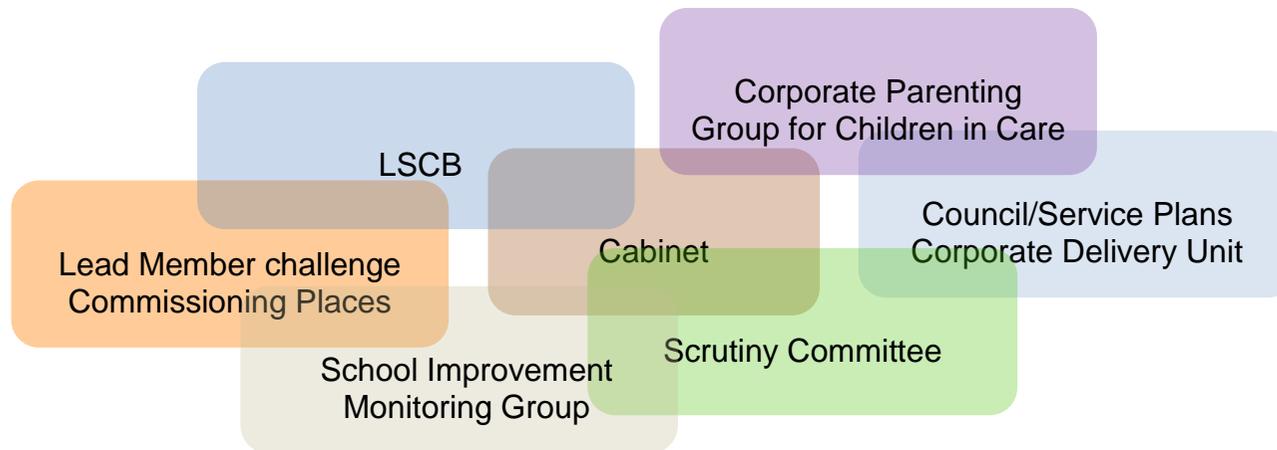
## How we will get there?

The Council is ambitious and wants the best for the children and families in Haringey. Research from the most successful educational systems demonstrates that the best schools consistently deliver high standards, have strong leadership and governance, provide good teaching and learning and take responsibility for their own improvement.

The fundamental idea underpinning this policy is to constructively use our collective skills and resources, in particular our good and outstanding provision, and our good and outstanding leaders, to delivering educational excellence. Partnership, structure for joint working and strategic influence will be key to achieving our vision.

All providers and stakeholders must accept responsibility to work energetically and purposefully to become the best that they can be, world class.

### Council scrutiny of quality assurance: accountability and validation



We will act as one Council and provide scrutiny, keeping this policy under review and updating it with any changes in the national agenda or legislative landscape and in line with best practice.