



School Improvement Framework

2025 – 2028



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Introduction

Bristol Local Authority is committed to promoting high standards of education for all children and young people by working closely with schools, academies, colleges and other education providers. We aim to ensure that all our work with schools promotes high and improving levels of pupils' achievement and well-being. We recognise the benefits of working collaboratively with our school leaders to develop an effective, school-led self-evaluation framework that improves educational outcomes for all children and young people across the city. In partnership with schools, we will focus on raising standards and maximising achievement for the future economic, social and emotional well-being of all our pupils. We remain committed to developing a system which celebrates the successes of schools and a regional approach that develops autonomy and school improvement focused collaborations. This framework outlines how the Local Authority will work with schools to fulfil our responsibilities for school improvement in maintained schools.

Our vision is to eliminate inequalities so that every child in Bristol, regardless of who they are or where they are born, is given the best chance of having a safe and healthy childhood, where they feel included and are supported to reach their full potential.

Local authorities have a statutory duty specifically related to school improvement as set out in section 13a of the 1996 Education Act "to promote high standards and fulfilment of potential in maintained schools and other education and training providers, so that all children and young people benefit from a good education." Furthermore, the School Standards and Framework Act 1998 state that a Local Authority must exercise its education function with a view to promoting high standards. *This duty must be discharged within the context of increasing autonomy, changing accountability for schools and the expectation that schools themselves should lead improvement.*

Further statutory guidance on the role of the Local Authority in school improvement is set out in the Education Act 2006, that was amended by The Education and Adoption Act 2016.

The DfE's most recent statutory guidance 'Support and intervention in schools' (November 2024), sets out statutory guidance for local authorities and Regional Directors for support and intervention action in schools causing concern and eligible for intervention. The guidance primarily sets out how local authorities and the Regions Group will intervene at a school level and expectations that the Local Authority will, in partnership with the Regional Directors', identify vulnerable schools, implement appropriate early intervention strategies including powers of intervention, develop effective relationships with all school leaders and governors and facilitate a school-led improvement system.

This school improvement framework outlines how the Local Authority will discharge its duty for 2025 – 2028, in relation to improving the quality of education for all children and young people in our maintained schools. It is set within the context of maintained schools' de-delegation to support the delivery of school improvement across maintained schools.



Responsibilities

Bristol City Council responsibilities

- Implement appropriate systems to ensure that it is knowledgeable about its schools. This will enable accurate and objective judgements to be made about the progress schools are making in line with national and local expectations.
- Ensure that each school is provided with appropriate support and challenge through professional dialogue and within a climate of mutual trust and transparency.
- Assess objectively each school's performance outcomes and other data, in order to provide additional support and intervention when necessary.
- Commission and broker high-quality support that enable schools to secure rapid and sustained improvement.
- Fulfil its statutory duty to intervene when necessary to secure improvement.

School responsibilities

- Commitment to self-improvement and the achievement and the overall performance for all pupils.
- Monitor and track pupil progress and ensure that ambitious targets are set for individual pupils, vulnerable groups and the school.
- Develop and embed rigorous self-evaluation processes and use the outcomes to drive plans for continuous improvement.
- Use the resources available to them as self-managing institutions.
- Implement strategies to support and enhance pupils social, emotional, mental health and wellbeing, including their sense of belonging.
- Facilitate and actively promote collaborative partnerships between schools and with us at the Local Authority.

Framework for categorising schools

The approach to categorising the schools recognises that school leaders are best placed to make decisions about how to improve outcomes for children and young people in their care. It is a 'best fit' model with associated support that is transparent and collaborative. The process begins with the school's own Self-evaluation and Improvement/Development Plan and a comprehensive range of current reliable information that can inform a report card approach based on:

- The quality of education
- The attainment and progress of different groups of pupils
- Attendance, suspensions and exclusions
- Leadership, management and governance
- The culture of safeguarding
- Finance

The process of categorising schools is facilitated by the School Improvement Officer (SIO) who will play a key role in identifying best practice across schools and ensuring evidence-informed approaches, building strong relationships and confidence amongst senior leaders through an approach of support and challenge. The SIO will promote collaborative working between groups of schools and partnerships with other education providers. Where appropriate, this would also be in partnership with the Early Years Quality Improvement team, Inclusive Learning Service and other relevant service areas such as safeguarding and attendance. Additional professional development can be accessed through the Traded Offer, planned according to common areas for development or in reaction to city-wide or national priorities. Funded

and traded support for early years is also available from the BCC quality improvement team and Bristol Early Years Network, SIOs

and the quality improvement team as well as attendance, safeguarding and Governor Development.

Information used to categorise schools

Information outlined in the schools' own Self-Evaluation would be a key source of information. The council will undertake an annual analysis of all schools with a focus on performance outcomes, together with other relevant objective data. Categorisation of schools will be based on a range of information including key indicators related to education outcomes, trends for different groups of pupils, attendance, exclusions and suspensions, staffing, finance, as well as information gathered from other professionals working with schools, such as Ofsted, and the Department for Education Regional Improvement for Standards and Excellence Team (DfE RISE).

It is recognised that although a school may have high quality provision, there are nonetheless some contextual factors which may mean that it will be categorised as needing some additional external support. There are three levels of support on offer to schools based on their agreed category - Universal, Enhanced and Intensive. We expect the level of support a school receives is the result of a two-way discussion between the leadership of the school and the school improvement team to ensure that this is a collaborative process. The categorisation process will unlock additional levels of support for schools.



The Framework outlines four categories of schools defined as Extending, Established, Developing and Causing Concern. The characteristics of each of the categories are set out below and in Appendix 1. School leaders are encouraged to use the 'best fit' in determining their school category. It is important to note that characteristics within each of the categories are not weighted and there is no requirement to meet all the aspects. In addition, if at any point the school's context changes, this may result in a change of category and the level of support that can be assessed through the designated School Improvement Officer.

Note: Each school category is linked to one of the three levels of support - Universal, Enhanced, Intensive.

Categorising schools will help the Local Authority School Improvement Team to:

- identify the level of risk, support and challenge a school may need to secure improvement,
- commission, broker and allocate resources appropriately,
- identify individual school's capacity to support the whole school system,
- recognise issues quickly and support and intervene early,
- build the capacity of schools to be self-improving; and
- ensure the Local Authority has the information it needs to enable it to meet its statutory duties for school improvement.

Where areas for improvement are identified, the Lead for School Improvement will meet with the headteacher to discuss these and actions, including any additional support that may be needed to address these.

This will be through the lens of the school's own Self-Evaluation and School Development/Improvement Plan. Where it is considered necessary, a collaborative review with school leaders may be arranged to gather a better understanding of the areas for improvement and the support needed to address these at pace. The School Improvement Officer will work

together with school leaders to agree the categorisation from relevant evidence bases within the school and Local Authority. Once the category has been agreed with the Headteacher and Chair of Governors, the School Improvement Officer will confirm this in a Note of Visit. This will be revisited as appropriate.

Sharing information about a school's categorisation

The school's agreed category will be shared by the Lead for School Improvement with:

- The Headteacher and Chair of Governors of the school
- Head of Education Partnerships and Director of Education
- The designated School Improvement Officer (SIO)
- Any other Local Authority officers that work directly with school

The monthly Schools Monitoring Board will maintain oversight of the delivery of the school improvement strategy and evaluate the impact of the work of School Improvement Officers, to ensure there is a

shared understanding about the quality of the support, level of challenge and the effectiveness of targeted interventions. It will also enable an ongoing dialogue with school leaders about the pace of improvements. All schools are encouraged to carry out a self-assessment of the category that best fits their school context, (the category 'best fit' does not have to include all the characteristics), using the characteristics for each category as set out below. This will form the basis of an annual conversation that strongly promotes a school led self-evaluative process that is supported by the School Improvement Officer usually at the beginning of the academic year alongside a desktop review.



School improvement categorisation characteristics

Categorisation of schools			
Extending	Established	Developing	Causing Concern
<ul style="list-style-type: none"> The school is secure across all Ofsted evaluation areas with a strong culture of continuous and sustained improvement; there are some areas of excellence. Leaders and governors have a strong capacity to provide support to other schools and work closely and effectively across other Local Authority service areas. School improvement priorities are aspirational, research-informed and implemented effectively according to the changing needs of the school. Attendance is above national average. It is everyone's business and a prominent priority at whole-school, group, and individual levels - driven by regular data analysis and the effective implementation of strategies that improve attendance. 	<ul style="list-style-type: none"> The school is secure across all Ofsted evaluation areas. Leaders, including governors have an accurate understanding of the school's strengths, areas for improvement and use this and an evidence-informed approach to drive the actions they take. Engagement with other Local Authority service areas is appropriate and used as required. The School Improvement Plan sets out clearly the actions and resources to address priorities to secure improvements quickly. Attendance levels are at least in line with national average. Barriers to attendance are identified with strategies in place to address which are monitored for effectiveness regularly. PTTTs are used effectively and are few in number. 	<ul style="list-style-type: none"> The school is partially secure across the Ofsted evaluation areas and need external support to achieve this. Leadership and management require additional external support or capacity is limited to impact positively upon school improvement. This includes capacity on the Governing Body. There is some engagement with other Local Authority services. Self-evaluation is not accurate and/or does not provide evidence of the impact of enhanced support. Attendance is low or declining and/or persistent absence is high and/or rising. PTTTs are higher/ longer than would be expected. Attainment and/or progress in reading, writing and mathematics are below national. Attainment is below average and/or progress across key stages has dipped or is on a downward trend. 	<ul style="list-style-type: none"> Ofsted or Self-Evaluation judge the school as causing concern. Leaders, including Governors, do not have an accurate view of school's strengths and weaknesses. Leaders do not identify the right priorities and take suitable or timely action to address them. Governors are not currently providing the challenge or support required. Governors do not fulfil their statutory duties There is little or no engagement with other Local Authority services. Attendance is very low and policies and expectations are unclear or do not effectively support pupils with persistent or severe absences. PTTTs are not used appropriately. Attendance is not prioritised and staff do not understand their responsibilities. Data is not regularly analysed to inform strategies. Attainment is significantly below national.

Extending	Established	Developing	Causing Concern
<ul style="list-style-type: none"> Pupils' outcomes over time are consistently above or well above national The attainment gap for different groups of pupils, including e.g disadvantaged, global majority and SEND is at or lower than national average Disadvantaged pupils and those with SEND achieve well and their achievement is sustained over time. Highly effective leadership leads to consistently high standards, particularly for disadvantaged and pupils with SEND. These standards are sustained over time. The school's practice consistently reflects the highest aspirations for pupils, including disadvantaged and those with SEND. 	<ul style="list-style-type: none"> Pupils' outcomes are consistently at least in line and often above national averages including for disadvantaged, global majority groups and SEND. There are no significant gaps between the progress and attainment of different groups of pupils. Any small gaps are closing swiftly. Leaders ensure teachers have the expertise and knowledge to make well thought out adaptations to remove barriers to learning for pupils, particularly those with SEND without lowering expectations for pupils. School provision mapping clearly identifies all SEN support and accounts for the full notional SEN budget; there is evidence of review and the impact of research-informed interventions. The curriculum is at least ambitious in breadth and depth and well-designed to build pupils' knowledge and skills sequentially. 	<ul style="list-style-type: none"> Groups of pupils, including disadvantaged those with SEND, CiC, make slow progress and/ or there are significant and widening gaps between groups. Provision for pupils with SEND needs improvement and leadership is not effective. School provision mapping clearly demonstrates the full notional SEN budget, but impact of provisions is incomplete. Exclusions and suspensions rates are rising for some groups of pupils and are above national averages. A culture of safeguarding is not fully embedded. Effectiveness of budget monitoring procedures are not as effective e.g. could result in rising budget deficit or significant budget surplus. Budget pressures are impacting the quality of education and leaders require support in managing a budget deficit.. 	<ul style="list-style-type: none"> Outcomes for SEND and other disadvantaged pupils are well below national and Local Authority average School provision mapping does not account for the full notional SEN budget and there is little evidence of the impact of interventions. Safeguarding procedures are not securely in place. A culture of safeguarding does not pervade across the school, so children/young people are not safe at all times. There are a high number of complaints and policy is not applied consistently and/or requires review. A poor climate for learning where pupils or groups of pupils are unable to thrive or do not feel safe. Exclusions and suspensions are above the national average and rising. Systems for monitoring the budget are ineffective. A Formal Warning Notice is in place.

Extending	Established	Developing	Causing Concern
<ul style="list-style-type: none"> • School provision mapping clearly identifies all SEN support and accounts for the full notional SEN budget; evidence of review and impact of interventions informs the ongoing development of SEN provision. • The curriculum enables pupils to develop rich knowledge and understanding across subjects and prepares them well for future learning. • The EYFS is fully integrated into the life of the school and there is a seamless transition into KS1. • EYFS curriculum inspires awe and wonder and is embedded. Interactions are of high quality, children are highly motivated, eager to learn and co-operate well. The physical environments are highly enabling. Systematic synthetic phonics and early reading is exceptional for all children. • Teaching makes a tangible difference to pupils learning and well-being. 	<ul style="list-style-type: none"> • The quality of teaching is at least effective and improving. • Leaders ensure the statutory requirements of the EYFS are met in full. They have the same high expectations of children in the early years as they do across the rest of the school. • Interactions are of good quality and the impact of the EYFS curriculum is effective. The physical environments enhance learning. Systematic synthetic phonics and early reading is secure and consistent. • Behaviour, personal development and safety are strong features across the school. • Exclusions and suspension levels are low. • There are no significant budget concerns. • Effective strategies promote pupils' spiritual, moral, social and cultural development. • Safeguarding systems and processes are robust. • Complaints are dealt with in a timely manner and follow school procedures. 	<ul style="list-style-type: none"> • Staff (including leadership) capacity is limited due to high turnover with staff vacancies, recruitment and/or retention issues. • Performance management is not effectively established. • Teaching previously identified as inadequate or consistently requiring improvement is not addressed. • Some of the curriculum is not developed and does not fully impact on what pupils achieve. • Leaders recognise the importance of early years, but this is not reflected consistently in the decisions they make about curriculum design, suitability and training of EYFS leaders or staff. Physical environments do not yet fully support the intent of an ambitious, coherently planned and sequenced curriculum. Adult interactions do not consistently support children to develop. The approach to early reading and systematic synthetic phonics is not yet embedded. 	<ul style="list-style-type: none"> • High risk of any Ofsted area being judged as inadequate, therefore causing serious concern • The statutory requirements of the EYFS are not fully met and impacts the safety, well-being, development and learning of children • The school does not have a consistent approach to teaching early reading and systematic synthetic phonics. • Adult interactions do not support children to develop. The physical environment is not enabling. Children are not supported to develop positive attitudes, and manage feelings, behaviours and relationships • Pupils who join mid-year do not settle quickly, transition at key points is ineffective. • Pupils do not feel a sense of belonging. • Many Parents/ Carers hold a negative view of the school. <p>Level of support – Intensive</p>

Extending	Established	Developing	Causing Concern
<ul style="list-style-type: none"> • High quality support for pupils' spiritual, moral, social and cultural development enables them to thrive in a supportive environment. • There is a strong shared culture of positive behaviour. • There is a strong culture of safeguarding with effective systems to keep children safe. • The school is part of a wider collaboration of schools and has evidence to show positive impact for partner schools. • The school has budget reserves they can draw upon. • The school establishes strong and supportive relationships with pupils and their parents/carers. • Transition in year and at all key points is effective. <p>Level of support – Universal</p>	<ul style="list-style-type: none"> • Any high mobility of pupils or transition is well managed. <p>Level of support – Universal</p>	<ul style="list-style-type: none"> • Persistent vacancies on GB and/or meetings are not quorate. • High risk of at least one area being judged as requiring improvement or not secure/ requiring attention at the next inspection. • Parents' and family's perceptions are negative or deteriorating. • Complaints are rising and/or the policy needs updating. <p>Level of support – Enhanced</p>	

School improvement support offer

The Local Authority recognises that there are many reasons which might make a school become vulnerable at a particular time and the anticipated level of support needed would necessitate a change in the assigned support level. The agreed support level can be changed at any time in partnership with the school.

Universal support

Schools in the Extending and Established categories will be eligible for Universal support of three days, made up of one half day per term School Improvement Visit (SIV) from the School Improvement Officer (SIO). The SIO will monitor the work of the school, provide support and challenge that will enable senior leaders to identify strengths, including system leaders with the capacity to support other schools, whilst also maintaining a view on any areas that require further improvement. Where a school is in the Ofsted window, the School Improvement Team will provide an additional day to undertake a whole day Local Authority or Peer Review.

The Universal support offer from the SIO include three days this includes:

- Identification of priorities arising from the school's own self-evaluation (SEF), capacity for continuous improvement, identifying support and challenge to deliver the School Improvement Plan.
- The impact of actions leading to improvements in the quality of education; teaching, learning and assessment; the performance of disadvantaged groups and promotion of excellence for all.
- Outcomes for children and learners including impact of actions, evidence of improvement and identification of next steps.
- 1½ days of this time to discuss position of the school, school development planning and priorities. This would be a maximum of ½ day per large term.
- 1½ days to be used as the school wishes to support its school improvement

priorities, e.g. supported Self-Evaluations, middle leadership training, pupil premium review. This could be combined with other school to school support and improvement of leadership capacity.

- Support at the time of an Ofsted inspection and/or HMI monitoring visits, to attend the keep in touch (KIT) meetings or feedback sessions as required by the school or to discuss the school as requested by the regulator.

Enhanced support

Schools in the Developing category will receive an enhanced level of up to five days targeted support in addition to the level provided under the Universal level (i.e. three days SIO support). This enhanced level of support is designed to secure rapid and sustained improvement and will be agreed in discussion with the Lead for School Improvement to include:

- Time with school leaders to develop a 6-month Rapid Achievement Plan (RAP).
- Termly (six weekly) SIO Raising Achievement Visits (RAV) to review progress of actions in the Raising Achievement Plan.
- Two whole day Local Authority Reviews led by the Lead for School Improvement to evaluate the impact of the support package.
- Support from other Local Authority officers, for example Finance, attendance, SEND Adviser, Governor Development officer, Safeguarding etc.
- Two half day Team Around the School (TAS) meetings to focus on the coordination and implementation of support, timeliness to reduce staff workload identify strategies to embed and sustain long term improvements.
- Monthly School Monitoring Board meetings led by the Director of Education, Inclusion and Skills to evaluate progress, impact on area for improvement and clear next steps.

Intensive support

Schools identified as needing Intensive support are most likely to have been judged by Ofsted to have one or more evaluation areas that is not secure or strong and has been identified as to where leaders' attention needs to turn next to avoid practice and/or outcomes declining. However, we recognise that occasionally there may be exceptional circumstances where a school is at high risk of an evaluation or judgement in one or more evaluation areas as causing concern because provision needs urgent action to provide a suitable standard of education and/or care for children and learners. This risk may include a combination of concerns about leadership and management including governance; pupil performance, particularly for disadvantaged groups and those with SEND; poor attendance; high levels of suspensions and exclusions and safeguarding identified by the School Improvement Team.

Schools in the 'Causing Concern' category will receive the higher level of bespoke support (intensive) to drive rapid improvements through termly evaluation and raising achievement visits, intended to secure capacity as quickly as possible

The School Improvement Team will provide and work with the wider school network, including academies and teaching/subject hubs to secure high-quality support for schools.

Intensive support school meetings

When a school is categorised as causing concern and needs intensive support and intervention, the headteacher and the Chair of Governors will be invited to a meeting with the Head of Education Partnerships/School Improvement Lead and a representative from the Diocesan Board, as appropriate. This meeting is intended to help the school, and the Local Authority to understand the specific areas of concern and produce a Rapid Improvement Plan (RIP). At this meeting, some immediate priorities are agreed, and resources allocated to

commission a package of tightly focused support. Following this meeting the Lead for School Improvement will work with the SIO and school leadership to draw up a Rapid Improvement Plan (RIP) focused on the areas for improvement, with a clear timeline and impact indicators. The SIO will work with school partners to commission and broker high quality support on behalf of the school.

The Lead for School Improvement will hold termly meetings with school leaders with a clear focus on the effectiveness of support, progress against priorities, timeliness and leadership capacity to embed and sustain improvements over time. These meetings will include school leaders, the chair of governors, as well as any system leaders providing school-to-school support, Teaching School Hub, Maths and English Hubs, SEND team, behaviour and attendance officers etc. Attendees are expected to account for the support they have provided to deliver the priorities as outlined in the Rapid Improvement Plan (RIP). At each meeting priorities are reviewed to ensure support is focused on the right areas and each of the planned activities is RAG (Red, Amber or Green) rated for action and impact. Actions and next steps arising from the meeting will be recorded in a Monitoring Progress Visit Note and be confidential to the school and those attending the meeting.

Note: Under new DfE arrangements schools identified as Causing Concern and intervention may be subject to support from the Regional Improvement for Standards and Excellence (RISE) Team at The South West Regions Group.

Category	Level	School improvement support
1 & 2	Universal	<p>Schools in the Extending and Established Category</p> <ul style="list-style-type: none"> • Three days support from the designated School Improvement Officer (SIO), a ½ day visit per term. The agenda for three of these school improvement ½ day visits will be determined by the School Improvement Team to focus on the school category, pupil outcomes and priorities for the new school year. The focus of the remaining three ½ day visits will be agreed with school leaders to support their continued improvement. • The SIO Visit Note (VN) to the headteacher, and chair of governors will provide a concise record of school actions taken, impact and next steps. • Schools in the Ofsted window will be offered an additional whole day Local Authority review with a succinct report of key findings to the headteacher and chair of governors. • Schools may purchase additional SIO/External Adviser support for Headteacher performance management.
3	Enhanced	<p>Schools in the Developing Category</p> <ul style="list-style-type: none"> • All of Universal support + • Up to five additional days of school improvement support based on need and facilitated by the School Improvement Officer (SIO). • Develop a six month Raising Improvement Plan (RIP) to address the key areas for improvement. • Termly (six weekly) Raising Achievement Visits to monitor progress and next steps. • Two whole day Local Authority Reviews with a focus on current performance information, an assessment of the quality of education, safeguarding, curriculum deep dives and governor effectiveness. A succinct report to school leaders will help to shape future work with the SIO. • Termly RAV will help to identify where it may be appropriate to work collaboratively with other schools and CPD to build capacity. • Two 'Team Around the School' (TAS) meetings to evaluate how the wider support (from other Local Authority officers and external agencies) is being coordinated, the impact, timeliness and how staff workload is minimised. • Additional support may be purchased based on need, including SIO/External Adviser support Headteacher performance management. • Monthly School Monitoring Board meetings to quality assure the support and improvement journey.

Category	Level	School improvement support
4	Intensive (SCC)	<p>Schools in the Causing Concern Category or require intervention</p> <ul style="list-style-type: none"> • A bespoke package of support and intense scrutiny linked to the school's particular circumstances will be developed linked to the approved Support Plan. • Rapid Improvement Plan (RIP) is in place, it is reviewed every four weeks to review impact and any need to refocus. • A bespoke package of high-level support linked to the RIP is designed to bring about rapid improvements. • Four weekly SIO visits to monitor and review progress of actions in the RIP. • Three TAS meetings to ensure the wider support is well coordinated, appropriately sequenced and impactful. • Three monthly Local Authority Review led by the Lead for School Improvement to evaluate the pace and effectiveness of the improvement strategy. • Monthly School Monitoring Board meetings led by the Director for Education Inclusion and Skills. • SIO will facilitate the commissioning of targeted support and that may include school-to-school support, bespoke CPD, Teaching Hub and Leadership including governor support as appropriate. • The number of support days will depend on the level of risk identified through termly feedback from SIO visits.





Early Years Support

There is a separate offer of school support specifically for Early Years. Please see Appendix 2.

Half termly Team Around the School (TAS)

These cross service termly meetings (three times a year) include school leaders and key officers working with the schools causing concern or require intervention. In advance of the meeting the SIO provides a summary report outlining the support and challenge provided, progress and impact of actions in the Rapid Improvement Plan, clearly defined next steps, responsibilities and accountabilities. As this is an honest and transparent process, all information to be discussed at the meeting should be shared with the school leadership in advance of the meeting. This is also an opportunity to share any emerging concerns that may need an urgent response.

It is expected that the meeting would include:

- Clear terms of reference
- Agenda shared with all attendees in advance
- Chaired by the Lead for School Improvement/Head of Education Partnerships
- The school's SIO
- Headteacher and Chair of Governors
- Local authority officers working with the school, e.g. Finance, Safeguarding, SEND Adviser, Governor Support, EYFS etc.

The agenda for these meetings will include discussion about how support is coordinated; timeliness and sequence of support; the wellbeing of school staff; making sure the school is not overwhelmed by visits; identification of what support is having the biggest impact. These cross service termly meetings of officers working with the most vulnerable schools will ensure there is clear communication; intelligence gathering; information sharing; accountability and

challenge to review the support level; impact and progress of actions taken. It will also provide an opportunity to share any emerging and unexpected school concerns that may need an urgent response.

Local Authority Reviews (One day)

The Local Authority review will be planned with the headteacher, who will work alongside the school improvement team on the day to undertake joint activities as part of the evaluation process. Headteachers are encouraged to involve other school leaders to participate in some joint activities during the day, to ensure this is NOT a 'done to process;' instead it is designed to strengthen leadership capacity. The meetings will focus on the previously agreed area for improvement and any additional areas that the headteachers feel will provide evidence to support their School Self-Evaluation.





