

London Borough of Harrow

Policy and Strategy for School Improvement

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London Borough of Harrow

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1 Introduction

- 1.1 The London Borough of Harrow has a commitment to excellence in education and a strong belief that all children and young people deserve to be educated in schools that are highly successful, and judged to be at least Good. Supporting and enabling strong school leadership and management, including school governance, we aim to work in partnership with schools to secure highest standards of education. Our aim is 100% of the schools in Harrow will be Good and above, and 60% Outstanding. To secure this ambition we will not only brokerage high quality support, but also intervene early to halt possible decline.
- 1.2 Where a school's performance is of concern, the Local Authority will use its powers to secure rapid improvements, as described in section x
- 1.3 Our vision for education is that :
 - Pupil achievement and outcomes at the end of KS2, KS4 and Post 16 are within the top 10% nationally.
 - All schools are supported and challenged to be autonomous and self improving, securing the best possible outcomes for all children and young people.
 - All schools are able to demonstrate sustainable capacity for continuous improvement through a highly skilled and competent workforce, in particular outstanding school leadership.
 - Children and young people in Harrow are happy, resilient, enquiring, confident, articulate and driven to achieve the very best. They develop the ability and competencies to compete nationally and internationally in the world of work, and to adapt to the economically and changing world of technology.
 - Children and young people act as active citizens who respect human rights and recognise and value the cultural ethnic, religious and linguistic diversity of Harrow.
 - Children and young people build the understanding and competencies to develop healthy life styles and keeping safe.
- 1.4 The LA has a key role in supporting schools that face challenging circumstances and those that are identified as causing concern, as well as being accountable for the overall performance of Harrow schools.
- 1.5 As an LA we are committed to:
 - show a relentless commitment to raising standards through high quality learning, teaching and leadership based on self-evaluation and self improvement;
 - identify and disseminate best practice and challenge all schools to build upon this through collaboration;
 - where appropriate, to support schools to federate, consider becoming an academy and work collaboratively;
 - intervene early and establish constructive dialogue seeking self-remediation with advice, but to use powers to warn schools where improvement is not sufficient;
 - provide co-ordinated support from appropriate sections of Children's Services, targeted at those issues which bring about speedy improvement;
 - build the capacity of school leadership and management so that it generates self-improvement;
 - work in a constructive partnership with schools, Diocesan Authorities and other appropriate partners.

2. Our approach to school evaluation and improvement

- 2.1. We recognise that the responsibility for school improvement rests with schools themselves. The LA role is to provide support and challenge for schools, operating on the general principle of “intervention in inverse proportion to success”. Rigorous self-evaluation at all levels ensures that any weaknesses are rapidly identified and proactive systems and procedures to ensure that outcomes in achievement and well-being rapidly improve.
- 2.2. The key elements of this policy are:
 - the active promotion of regular, rigorous school self-evaluation that is accurate in its conclusions and which leads to clear and cohesive improvement planning;
 - evaluation and review that draw on shared criteria, based on the current Ofsted evaluation schedule and by which schools could be externally evaluated;
 - an open reporting framework and procedures that support dialogue and inform a shared agenda concerning educational provision that is constantly good or better;
 - effective use of performance data and early intervention with appropriate planning, prioritisation and identification of actions; and
 - celebrating and sharing good practice.
- 2.3. As a Local Authority, when schools are in challenging times, intervention may be necessary. We are committed to:
 - taking account of data to arrive at a professional and balanced judgement regarding the extent to which the school has capacity to improve
 - enabling failing schools to address issues promptly so that rapid improvement, results in their being removed quickly from the Ofsted category of Special Measures or of Serious Weaknesses
 - being decisive in using the full range of intervention powers, if schools are not making adequate progress
 - using clear criteria when identifying Schools Causing Concern, with particular emphasis on schools that are under-performing in relation to their pupil intake and general context

3. Legislation underpinning this Policy and Strategy

- 3.1 A range of legislative frameworks and guidance underpin this policy which include:
 - School Standards and Framework Act 1998
 - Education and Inspections Act 2006 ("the 2006 Act")
 - Apprenticeships, Skills, Children and Learning Act, 2009 (ASCL Act) (amended the 2006 Act)
 - The School Governance (Transition from an Interim Executive Board)(England) Regulations 2010 (Transition Regulations)
 - Academies Act 2010
 - Education Act 2011 (amended the 2006 Act)
- 3.2 *The Education and Inspections Act of 2006 (revised 2011)* outlines in Part 4 legislation on LA powers of intervention covering action and support on schools causing concern. This builds on existing statutory powers and good practice to ensure that every pupil is provided with the education and opportunities that they deserve.
- 3.3 The Act includes provision to ensure earlier action to address underperformance in schools through more prompt and timely use by the LA of the powers set out in the Act to challenge, and where necessary intervene, where a school is not able to address underperformance itself. LAs are expected to take robust action to tackle failure, and to challenge and support schools. Where schools have been deemed by Ofsted to be in Serious Weaknesses or Special Measures, the Act sets out the expectation that action to address weaknesses will lead to faster improvement than has been the case in the past.

- 3.4 In particular:
- authorities have the power to force a weak local authority school to federate, become an academy or take another partner for school improvement;
 - the ability of authorities to warn under performing schools and to intervene in them when necessary will be strengthened;
 - authorities have a duty to consider taking action immediately whenever a maintained school fails an inspection, and must reconsider action if progress is deemed unsatisfactory.
- 3.5 This policy explains what intervention Harrow LA can make in schools that they see as being a cause for concern i.e. schools which
- the LA itself judges to be failing to provide an adequate standard of education, or
 - or to need significant improvements, or
 - are at risk of not meeting the Government's floor targets for attainment and progress, or
 - judged as inadequate by Ofsted
- 3.6 Schools may not necessarily have been judged as requiring improvement or inadequate by Ofsted but the LA may feel it necessary to intervene in order to prevent future decline.
- 3.7 Academies and Free Schools are free from Local Authority control. However, we regard any child or young person learning within the Borough as a Harrow learner, whether they are attending a maintained school or not. Whilst the Local Authority does not have responsibility to how well Academies and Free Schools perform, we recognise that we can play an important role in supporting partnerships, developing respect and promoting collaboration between all schools in the Borough. We will work closely with the regional Schools Commissioner to ensure alignment between this role and the role of the LA.
- 3.8 Academies and Free Schools are able to buy in School Improvement Support (and other Council Services) should they wish to do so. The majority draw in School Improvement Support from HISIP.

4. A process for monitoring, support, challenge and intervention with schools

- 4.1 The Local Authority has in place a range of processes to monitor and evaluate the performance of all schools in Harrow. This includes:
- An annual overview and assessment of school published performance; taking account of performance over time, value added indicators and the performance and achievement of groups. Data is scrutinised to assess whether there is a declining trend, with a particular focus on decline, for a second and subsequent years.
 - An overview of LA available data and information on pupil attendance, behaviour and well-being, including concerns regarding the safeguarding of pupils, health and safety and SEND provision.
 - An overview of LA available data on levels of sickness, absence and turnover of staff.
 - Monitoring carried out of all schools by Senior School Improvement Advisers on the impact on the quality of provision and leadership on the outcomes for pupils.
 - An overview of financial management policies and practice, gathered through a review of all LA internal audit reports.
- 4.2 A termly overview of the quality and performance of schools is gathered by the LA at the 'Schools Monitoring Group' chaired by Divisional Director of Schools/Head of School Improvement.
- 4.3 All schools are entitled to core monitoring and support from the School Improvement Service through the analysis of performance data and through a review of the schools evaluation of teaching and learning and quality of leadership. An annual dialogue with schools culminates in an annual report. In addition to this, the vast majority of schools access additional school

improvement support from the HSIP, enabling them to improve on their previous best. This includes the vast majority of schools, which are already Good or Outstanding.

4.4 In broad terms the LA categorises schools into three groups:

- a) Those schools which are generally successful in sustaining improvement through self evaluation and a drive for continuous improvement. These schools can be a source of good and outstanding practice to be shared with other schools and may be invited by the LA to provide support to a school which is a cause for concern.
- b) Those schools which are vulnerable, but not a cause for formal concern. These schools may require a significant amount of support to help them to improve. The aim here is to help the school not to decline into a school causing concern. Schools in this group will resource the additional support from their own budgets. The LA will monitor rigorously the progress these schools make.
- c) Those schools which are formally identified by the LA as a 'cause for concern'. Schools Causing Concern are of two types; The first, whose overall effectiveness has been identified by Ofsted to Require Improvement and those who have either Serious Weaknesses or to require Special Measures. The second type of Schools Causing Concern is where significant weaknesses have been identified through LA monitoring of all available data, and this information would suggest that the school, if inspected, is at a significant risk of being judged inadequate or requiring improvement.

4.5 **The definition and the monitoring, support and challenge arrangements for each of these categories are set out in Annex A.**

5. Information that will define vulnerability or trigger a Cause for Concern

5.1 Achievement data

- schools that are close to or below the governments key indicators for minimum standards for pupil attainment and progress (floor standards)
- performance over time is the lowest percentile on one or more key performance indicators
- there is a declining trend in pupil achievement for a second or subsequent years on a number of key indicators
- significant underachievement by a significant proportion of pupils, or particular groups of pupils

5.2 Pupil engagement, behaviour, safety and well-being

- Poor attendance and behaviour not dealt with adequately by the school;
- Significant shortcomings in provision for pupils with disability and/or special educational needs (DSEN) and vulnerable pupils within the following areas:
 - Identification and assessment
 - Provision and resources
 - Outcomes and progress from relative starting points
 - Parental confidence
- Concerns regarding the safeguarding of pupils;
- Matters of health and safety which place individuals at serious risk of harm;
- Significant concerns regarding inclusive practice

5.3 Leadership and Management:

- The effectiveness of leadership and management, including governance as judged against Ofsted criteria and taking account of the capacity to improve;
- The quality of school self-evaluation and improvement planning;

- The quality of performance management and continuous professional development and the impact of these on outcomes for pupils;
- The leadership and management of safeguarding, including the extent to which systems, policies and procedures are in place, fit for purpose and achieving their stated aims;
- The quality of internal relationships, which might be poor where there is a breakdown in communication, low morale or where a sense of coherent direction is lacking;
- Financial information, including evidence of financial misconduct or neglect;
- Levels of sickness absence and staff turnover;
- Governor absence or lack of a chair of governors;
- Consistent failure to discharge statutory duties.

5.4 Quality of Provision

- Percentage of teaching that is less than good
- Percentage of NQT or teachers in their second or third year of teaching
- Any evidence of the extent to which assessment processes are rigorous and accurate
- Whether there is appropriate curriculum to meet pupils needs

5.5 Other Evidence

- Significant levels of harassment or racial tension;
- Serious quantifiable incapacity to deliver the curriculum effectively, which prejudices the future viability of the school;
- A less than satisfactory response to previous support and insufficient progress in addressing areas for which this support was given;
- A high level of concern / complaints raised by parents / carers in the local community.

6. Support for Schools Causing Concern

- 6.1 Where a school is a cause for concern, it will receive a commensurate amount of support, challenge and monitoring, including joint LA / school review as appropriate, which will be reported to the governing body.
- 6.2 Planned improvement support will be through a Rapid Improvement Partnership Plan (RIPP). This will be agreed between the school and the LA. This should complement the school development plan (SDP). It will set out the key objectives to be achieved, actions to be undertaken, success measures, professional development needs, timescales and resources to be allocated. The LA will ensure that any support provided is coherent and co-ordinated.
- 6.3 There will be regular monitoring and evaluation of agreed success against the RIPP, with progress reported to governors at least once each term. The senior adviser for the school will monitor and assess the impact of any support, taking into account the RIPP and the success criteria it includes.
- 6.4 Where the school, despite the extensive support it will have received, fails to make the necessary progress, the LA is required to comply with its duties to undertake formal intervention. This is likely to be in rare circumstances. The LA will take this action after detailed discussions with the GB and a rigorous analysis to establish whether the situation at the school is at least comparable in seriousness to a finding by Ofsted that the school would receive a judgement of serious weaknesses or special measures.

- 6.5 In line with the Education and Inspections Act, formal warning notice can be served by the LA, which can result in one or more of the following:
- appointment of additional governors
 - suspension of the delegated budget
 - federation and closure
- 6.6 The LA must have provided reasonable written notice to the governing body that intervention is being contemplated. When a notice is issued, it must inform them of their right to appeal to Ofsted within the initial period of 15 working days. The school can avoid intervention if Her Majesty's Chief Inspector (HMCI) decides not to confirm the warning notice following representations from the governing body. The governing body has a further period of 15 working days to respond appropriately to the warning notice starting immediately after the initial period or when HMCI confirms the notice if an appeal has been made.

7. Warning Notices (from DfE Guidance relating to Part 4 of the Education and Inspections Act 2006)

7.1 Establishing the grounds for a warning notice

A warning notice can be triggered by any of the following circumstances:

- a) The standards of performance at the school are unacceptably low, and are likely to remain so unless the LA exercises its statutory intervention powers;
- b) There has been a serious breakdown in management or governance which is prejudicing, or likely to prejudice, standards of performance;
- c) The safety of pupils or staff at the school is threatened (whether by a breakdown in discipline or otherwise)

7.2 Warning notices should only be used where there is evidence to justify both the LA's concerns and the school's reluctance to address these concerns through a professional dialogue with the LA within a reasonable timeframe.

7.3 **More detailed information on the evidence on which Warning Notices can be served. Appealing against Warning Notices, the role of Ofsted and the DfE are set out in Annex B.**

8. Status of Strategy

This strategy operates as a detailed but responsive framework within which the council's support and intervention role can be exercised. It is not intended to restrict the operation of the council's powers under the Education and Inspections Act 2006. In the event of any conflict between the Act and the strategy the Act shall prevail. Decisions will always be taken in the light of particular circumstances.

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Definition and Monitoring, Support and Challenge Arrangements

	Defined by	Features
<p>Self sustaining and improving schools The overwhelming majority of schools in Harrow</p>	<ul style="list-style-type: none"> • Self-sustaining and strong practice to raise and maintain standards • Excellent track record over time 	<ul style="list-style-type: none"> • Track record of standards and pupil progress being above or significantly above National averages, for all pupils • Evidence of strong leadership, including governors • Evidence of school sharing its practice to support other schools
<p>Vulnerable schools These schools have the capacity to improve with a greater level of support</p>	<ul style="list-style-type: none"> • Schools facing significant challenge, which without further support will become a concern. • Schools may be on the verge of a detrimental Ofsted judgement or have received the overall effectiveness judgement of requires improvement from Ofsted - these schools may have a number of areas of concern. • The capacity to improve is good, but external support and challenge may be required to enable the school to remain on track to improve. 	<ul style="list-style-type: none"> • Broadly average or above average standards and achievement • Some variability in the achievement of groups, but school has appropriate strategies to address this • Overall strong leadership, but there may be some inconsistencies • Overall external evaluation shows an improving trend in pupil achievement and quality of teaching • Pupil attendance, behaviour and safeguarding may be in need of improvements
<p>Formal intervention</p> <ul style="list-style-type: none"> • If none of the previous support is effective • Schools which are failing their pupils and have an Ofsted inspection designation of special measures, serious weaknesses or the equivalent LA judgement • These schools may lack the capacity to improve 	<ul style="list-style-type: none"> • Schools Causing Concern Ofsted special measures, serious weaknesses or clear LA evidence that indicates significant weaknesses in for example standards of attainment, leadership, learning, teaching and inclusion. • Serious breakdown of leadership, discipline and/or order 	<ul style="list-style-type: none"> • School has been subject to additional support that is not demonstrating sufficient evidence of improvements • School has been judged by Ofsted as Special Measures or Serious Weaknesses • Serious concerns exist about safeguarding, financial management, behaviour and safety of pupils or serious breakdown of relationships, leaving the school vulnerable

Warning Notices

1. Evidence used to determine whether a Warning Notice is to be served

A. Evidence of unacceptably low standards

The definition of when standards are 'unacceptably low' is extended from the previous provision. The 2006 Act states that a warning notice can be issued if pupil performance is persistently below levels expected when pupils' prior achievement and the school's context is taken into account, even if the absolute level of attainment is apparently satisfactory.

Quantitative evidence may take one of the following forms; usually a combination of several of these indicators will apply:

1. the standards that the pupils might in all the circumstances reasonably be expected to attain;
2. where relevant, the standards previously attained by them; or
3. the standards attained by pupils at comparable schools;
4. the safety of pupils or staff at the school is threatened (whether by a breakdown of discipline or otherwise).

Some educational settings, especially special schools and pupil referral units, may have little standardised data. In these cases, reliance will be on other records, such as how well learners have met their individual targets.

Cases where schools are performing below the floor standards would be covered by point 1 above. There is a clear expectation that in those cases, where the school has a history of performing below floor, conversion to an academy with a strong sponsor may be the route to secure improvement. It should be noted that LAs are not limited to giving a performance and standards warning notice only to those schools which are persistently below the floor. If standards in the schools need to be challenged for another reason (e.g. there has been a sudden drop in performance or a school consistently performs below the level expected), then a warning notice may be a suitable tool if the LA believes it meets the criteria set out above.

B. Evidence of a breakdown in leadership or management

Key sources of information to justify a warning notice under criterion (2) are likely to be LA reports, reports from other professionals particularly the commentary on the quality of the school's self evaluation and target-setting, and Ofsted reports.

In addition, some data trends may indicate a breakdown in leadership and management, for example:

- Declining school popularity, usually revealed through falling rolls
- High or increasing absence or truancy rates
- High rates of staff turnover, or numbers of staff grievances
- Significant or increasing numbers of parental complaints.

Such data should be treated with caution, as they may also arise for reasons other than poor school leadership. LAs will therefore ensure that such indicators are confirmed by strong intelligence from sources such as Ofsted reports before considering a warning notice. Where such reports are unavailable, data trends should be considered only as the first signs of concern which would prompt the LA to investigate further, perhaps through an audit of the school's leadership.

C. Exceptions to (1) and (2) above

Even where the evidence referred to in parts (1) or (2) above exists, a warning notice is unlikely to be needed when the school is already working positively to address poor performance, and there is evidence of progress. Circumstances in which a LA might refrain from issuing a warning notice include when:

- The LA have notified Ofsted that the inspection of the school should be brought forward;
- The school acknowledges the problem and is working effectively with the professionals or other support commissioned by the LA, to rectify the problem;
- The school has taken positive steps, and is monitoring these effectively to rectify areas identified for improvement after an Ofsted requires improvement judgement.

2. Issuing a warning notice

Once the grounds for issuing a warning notice have been established, the LA will set out its concerns in writing to the governing body. This written notice must include:

The reasons for issuing the warning notice, including references to the quantitative and qualitative evidence the authority has used in deciding to issue the notice;

- a. The action the governing body needs to take in order to address the concerns raised;
- b. The action the LA is considering if the governing body do not comply satisfactorily with the warning;
- c. The date when the 15 working-day compliance period will come to an end;
- d. A reminder to the governing body that they may appeal to Ofsted within 15 working days if they feel that the grounds for issuing the warning notice are not valid or that the action proposed if the school fails to comply is disproportionate. The LA must send the warning notice to the governing body of the school and copy the notice to the headteacher, HMCI at Ofsted, and the appropriate appointing authority for church, foundation or voluntary schools.

3. Appealing against the warning notice

The governing body of a school that has received a warning notice can appeal to Ofsted under section 60 (7) of the Act, if it believes that the LA has:

- issued the warning notice without sufficient objective evidence, or;
- proposed action that is disproportionate to the scale of the issues facing the school.

The appeal must be made in writing within 15 working days of receipt of the warning notice. It should be sent to the Regional Divisional Manager at Ofsted, and copied to the LA.

The written appeal may contain, as appropriate:

- why the governors disagree with the grounds for the warning notice; or
- why the governors consider the action proposed by the authority is disproportionate to the scale of the issues facing the school; or
- a combination of both the above

Irrespective of whether the governing body has made representations to Ofsted, the governing body may make a complaint to the Secretary of State under section 496 and/or 497 of the Education Act 1996. This enables the Secretary of State to make a direction, if expedient to do so, where he is satisfied that a LA have acted, or are proposing to act unreasonably with respect to exercising of a power or performance of a duty under the 1996 Act, or certain other acts which are

read together with the 1996 Act (including the 2006 Act), or where the LA have failed to discharge a duty.

4. Power of the LA to require a governing body to enter into arrangements.

LAs have the power of intervention allowing them to direct the governing body of a maintained school to take certain steps if the school is eligible for intervention.

Section 63(1) of the Act sets out what sort of arrangements a governing body might be instructed to enter into:

- contracting with another party for the provision of advisory services to the governing body;
- collaborating with the governing body of another school;
- collaborating with a further education college or creating or joining a federation or considering becoming an academy.

Before using this power, the LA must consult the governing body of the school. In the case of a church school (foundation or voluntary), it must consult the, appropriate diocesan authority.

5. Expectation of the school responding to the warning notice

If the school does not appeal to Ofsted, or the appeal has been rejected, the school has 15 working days to comply with the warning notice to the LA's satisfaction. Such compliance may not involve full rectification of the problem, since it will not always be practical to do so, but it will involve positive steps towards the solution. For example, if the warning notice has been issued on the grounds of the relative underperformance of a particular group of pupils, the minimum expectation would be that the school amends its improvement plan to identify what support this group of pupils requires, how this additional support will be delivered, and how the effect of this additional support will be measured.

The development of the school's improvement plan as a result of the warning notice should be discussed with the LA or commissioned professional to ensure plans are sufficient. If the authority is content with the action proposed or taken, the warning notice should be rescinded and the intervention powers may not be used.

In all cases, the LA is required to use its intervention powers within 2 months of the end of the 15-day compliance period. If it fails to intervene within this time, a new valid warning notice must be issued. If the school is in special measures or requires significant improvement, the power is available as long as the school remains in one of those priorities.

6. Role of Ofsted

Ofsted will send an e-mail to the school, copied to the LA, acknowledging receipt of the appeal. Ofsted may request additional documentary evidence; if such evidence is requested, it should be supplied within 5 working days. Ofsted will scrutinise the evidence provided, and may also examine other relevant documents (e.g. the school's Ofsted report, RAISE online data). Ofsted may make its judgement based on written evidence alone, if the documentation is sufficiently comprehensive. In some circumstances, for example if there is insufficient written evidence to reach a decision, Ofsted may inspect the school. Ofsted will decide either to uphold or reject the appeal, and will communicate this decision in writing to the school and the LA. If the appeal is upheld, the warning notice will be rescinded. If the appeal is rejected, the warning notice will be reissued to the school. The school must take appropriate action to respond within 15 working days of receiving the reissued warning notice. Ultimately, irrespective of Ofsted's ratification of a warning notice, a school may appeal to the DfE under section 496 of the Education Act 1996, which allows the Secretary of State to consider whether a LA has acted unreasonably in exercising its functions.

7. Power of the Secretary of State to direct the LA to consider giving and to give a warning notice

The Secretary of State has the power to direct a LA to first consider giving a warning notice in specified terms and then, to direct the LA to give a warning notice in those terms where a LA has decided not to do so.

A direction to give a performance standards and safety warning notice in the terms specified may be given if the Secretary of State thinks there are reasonable grounds for the LA to do so and:

1. the LA have not given a warning notice to the governing body; or
2. the LA have done so, but in inadequate terms; or
3. the LA have given a warning notice to the governing body but Ofsted have failed or declined to confirm it; or
4. the school has become eligible for intervention, but the period of two months following the end of the compliance period has ended.

The LA may then decide to give the warning notice to the governing body in the specified terms and must give the Secretary of State a written response to the direction confirming this within 10 working days beginning with the day on which the direction was given. They must then give a performance standards and safety warning notice to the governing body within five working days from the day on which a response is given to the Secretary of State and on the same day give the Secretary of State a copy of the notice.

If the LA decides not to give a warning notice, then they must respond to the Secretary of State within 10 working days, beginning with the day on which the direction was given setting out the reasons for that decision. If having considered these reasons, the Secretary of State believes that a warning notice is still necessary then the LA will be directed to give a warning notice in those specified terms. The LA must then give this performance standards and safety warning notice to the governing body within five working days beginning with the date when the direction is given.

Once this warning notice has been given, the school has 15 working days to comply with the terms of the warning notice or make representations to Ofsted as with any other warning notice given. The LA must judge whether the school has complied with the terms of the warning notice. If the LA concludes that the school has failed to comply with the warning notice and has also given written notice to the governing body that they propose to exercise one or more of their intervention powers, then it is "eligible for intervention" as set out in Part 4 of, and Schedule 6 to, the 2006 Act, and the intervention powers of the Secretary of State and the LA may be exercised.

- 8.** Harrow LA will use its powers to appoint additional governors at maintained schools subject to special measures, in need of significant improvement, or at which the governing body has not complied with a formal warning. The LA is no longer required to have received a notice of receipt of the inspection report from the Secretary of State, or to wait for a 10 day period to have elapsed once that notice has been received, before the LA can appoint additional governors. Harrow LA may appoint a specially constituted governing body in place of the existing governors at a school that is eligible for intervention. This body remains as the 'Interim Executive Board'. The power may only be exercised with the consent of the Secretary of State and the governing body must be given written notice of the exercise of the power.

9. Power of the LA to suspend right to delegated budget

LAs have powers to suspend a school's right to a delegated budget if a school is eligible for intervention. This power will be used by Harrow LA if appropriate.

10. Guidance relating to schools requiring special measures and serious weaknesses (schools in Ofsted priorities)

There is a set of 'overarching principles' to which Harrow adheres:

- minimising the time a school spends in the priority of special measures or requiring serious weaknesses;
- building the capacity of the school's leadership and management;
- taking action to secure improvements immediately after a school is judged to be failing;
- using opportunities for collaboration or federation with other schools, trusts, colleges or other organisations;
- giving consideration to a school opting to become a trust school or an academy;
- involving parents and carers in the preparation of a statement of action, which should consider all the options available for securing improved pupil outcomes, and sets out clearly what action is to be taken, by whom and by when;
- keeping action under review, so that good progress is made within the first 12 months.

Schools in special measures will normally receive monitoring visits from Ofsted within a year to check on progress. When insufficient progress has been made, the Secretary of State will give notice to the LA that the case has become urgent. The authority will be required to review action taken so far and produce a new statement of action.