

## **KEY INSPECTION JUDGEMENT**

### **3.1: Support to school leadership and management, including schools' approaches to continuous improvement**

#### **1. Definition**

This key inspection judgement concerns the effectiveness of the local education authority's (LEA's) strategy to support and improve the quality of leadership and management of both staff and governors in its schools. It examines the support for, and development of, the capacity of schools to become autonomous: that is, self-evaluating, self-improving institutions. It includes the dissemination of good practice, and the securing of training and support to enhance the expertise of senior staff and governors in key tasks such as: school self-evaluation; planning for school improvement; performance management and professional development; the purchasing of a wide range of services; and effective use of available resources.

#### **2. What the inspection will include**

*This guidance relates to the responsibilities of LEAs as at January 2004. It does not take into account the proposals of the green paper, Every Child Matters. As the requirements of legislation become clearer, this guidance will be updated.*

##### **Self-evaluation**

- the quality of support secured for school self-evaluation and autonomy, including the provision of key information that allows schools to compare their performance with other similar schools
- support to help school leaders and governors understand and carry out their strategic role of leadership in the school, building upon the results of self-evaluation.

##### **Procurement**

- the strategy of the LEA to provide or secure services for its schools, including service-level agreements, service specifications and arrangements to monitor the arrangements for procurement
- the guidance given to schools and governing bodies about procurement of services, including sources, specifications and costs, and the assessment of value for money for the services obtained.

##### **Dissemination of best practice**

- the identification and use of successful schools as sources of best practice
- identifying and supporting groups of schools that can collaborate in providing support and challenge for each other.

##### **Effectiveness of support**

- the accuracy and timeliness of the identification of schools with weaknesses in leadership, management or governance
- the targeting of support to such schools and evidence of its impact

- the role of elected members in monitoring the effectiveness of the LEA, including the effectiveness of its support to improve the quality of leadership, management and governance
- the quality, capacity and effectiveness of all services in supporting improvement in the leadership and management of schools
- the clarity and precision of written reports from the LEA to headteachers and governing bodies, as a result of the programme of differentiated visits.

The inspection will also include:

- the extent to which statutory obligations are met
- improvement since the last inspection
- the LEA's capacity to improve further or to maintain the existing high levels of performance.

### **3. How this judgement is interlinked with other key aspects of the LEA's work**

Whilst schools are responsible for their own performance, LEAs have a major role to promote and support effective leadership and management in schools to ensure high-quality provision and standards, and to develop the autonomy of its schools. The **support for school leadership and management** is, therefore, a **key inspection judgement** when evaluating the LEA's support for school improvement.

The judgement stands alone, but evidence from other inspection judgements within this section will, wherever possible, contribute to it. This evidence includes:

- the support for schools' self-management through the application of the results of self-evaluation and the encouragement of collaboration, sharing best practice and challenge between schools. Such evidence might be found in the LEA's support for raising standards in literacy and numeracy at Key Stages 1 and 2 (3.2), in information and communication technology (3.3) and at Key Stage 3 (3.4), in the LEA's support for the work of schools with particular groups of pupils, such as ethnic minority and traveller children (3.5) or gifted and talented pupils (3.6), and in the planning and provision of services to support schools management such as financial, human resources and property (3.9 [a-d])
- the support given to schools to make their own arrangements for services, including the provision of model specifications, the identification of alternative sources of supply. and good quality client support in managing contracts (3.10)
- the planning for, and effectiveness of, the use of existing LEA expertise to support school improvement, and the use of secondees and consultants to provide a rapid response to new requirements, or to provide additional expertise (3.11 and 3.12).

There are also clear links with other key inspection judgements and inspection sections. Main links include:

- the extent to which the LEA targets its resources upon priorities (1.4), and support is focused on areas of greatest need (2.6)
- the provision of high-quality data for performance management in the LEA and schools to secure continuous improvement in terms of economy, efficiency and effectiveness (1.5 and 2.5)
- the strategy for school improvement (2.1 and 2.2), including the effectiveness of the challenge provided by the LEA to its schools to improve (2.5) and the identification of, and intervention in, under-performing schools (2.7)
- the effectiveness of the LEA's work to assure the quality and supply of teachers, including the provision secured for continuous professional development (2.8)
- the strategies for social inclusion (5.1) and special educational needs (4.1), including support for school managers in their work with children at risk (4.2 and 5.6) and, specifically, the support given to close the gap between the achievements of different groups of children and young people such as boys, the most able pupils, some minority ethnic groups, those who show behavioural difficulties or who do not attend school regularly, and children from vulnerable and at-risk groups (3.5, 5.2, 5.3, 5.4 and 5.6).

#### 4. How good is it?

##### a. Grade Criteria

There are a number of criteria for each judgement. In order for inspectors to decide that an LEA has achieved a **satisfactory** standard (grade 4) on a particular judgement, they must agree that **all** the criteria have been met. The criteria identified for 'satisfactory' together describe the minimum acceptable standard for the performance of that function.

However, judgements as to whether the LEA has reached a **good** standard (grade 2) or only a **poor** standard (grade 6) would be made by the team balancing the range of criteria, which represent the characteristics of good or poor performance. It will not be necessary to have met all the criteria in the appropriate box to gain a 'good' or 'poor' judgement. Indeed, it is likely that an authority meeting all the 'good' criteria for a particular numerical inspection judgement would have earned a 'very good' judgement because of the impact which that high degree of consistency would have had on performance overall. Conversely, where an authority has met all the criteria in a 'poor' box, that judgement should be 'very poor'.

### 3.1: Support to school leadership and management, including support to schools' approaches to achieving continuous improvement

| Grade 2   | Grade 4   | Grade 6  |
|---|---|--|
| <p><b>Self – evaluation</b></p> <ul style="list-style-type: none"> <li>The LEA provides or secures expert advice and differentiated training for headteachers, governors and middle managers for self-evaluation and the use of benchmarked financial and performance data. This advice and training is improving the capacity of schools for self-evaluation and for securing continuous improvement.</li> </ul>   | <ul style="list-style-type: none"> <li>The LEA provides or secures useful advice and generalised training for headteachers, middle managers and governors for self-evaluation and continuous improvement. Relevant financial performance data is provided to schools by the LEA, which also provides or secures some training and guidance on the use of this data.</li> </ul>  | <ul style="list-style-type: none"> <li>Support provided or secured for headteachers, middle managers and governors for self-evaluation is limited or piecemeal, with little consistent encouragement by the LEA for schools to seek continuous improvement. There is limited key information and benchmarked data available from the LEA to schools, or schools are overwhelmed by indiscriminate information, much of which is available from other sources.</li> </ul> |
| <p><b>Procurement</b></p> <ul style="list-style-type: none"> <li>A clear rationale is provided, and widely understood by headteachers and governors, for the LEA's provision of services and what is brokered or procured from external providers. The LEA routinely challenges the methods and sources of providing services. Effective arrangements are in place to monitor the delivery and quality of services of LEA-provided and -procured services, and to use the results to secure improvement.</li> </ul> | <ul style="list-style-type: none"> <li>Headteachers and governors are provided with impartial advice about sources and procurement of services, either from the LEA or from alternative providers. The planning and delivery of services uses expertise within and outside the LEA.</li> </ul>  | <ul style="list-style-type: none"> <li>Headteachers and governors receive limited advice about the procurement of services. There is a presumption on the part of schools or the LEA that the LEA will provide support or management support services.</li> </ul>  |
| <ul style="list-style-type: none"> <li>The commitment of the LEA to the self-management of schools is evident in clear and sharply focused support for continuous improvement. Schools apply consistently the principles of Best Value to procurement and demonstrate the skills of discriminating purchasers of a wide range of support and management services.</li> </ul>  | <ul style="list-style-type: none"> <li>Support for headteachers and governors promotes the development of school self-management. Schools are developing the skills of discriminating purchasers of a wide range of support and management services. Schools are applying the principles of Best Value to procurement. Support is available to schools making their own arrangements for the purchase of services.</li> </ul> | <ul style="list-style-type: none"> <li>The relations between the LEA and its headteachers and governors promote dependency. Schools are not developing the skills needed to be discriminating purchasers of support and management services. Schools making their own arrangements for procurement are not provided with support, even if they encounter difficulties.</li> </ul>  |

| Grade 2  | Grade 4   | Grade 6   |
|--|---|---|
| <p><b>Dissemination of best practice</b></p> <ul style="list-style-type: none"> <li>The LEA has comprehensive knowledge of best practice within and beyond the LEA which is drawn from wide sources of information, and routinely shared with schools through a variety of mechanisms. Local networks and collaborative work between schools are well established and there is evidence of sustained improvement. There are well-developed links with partners, including higher education and other education providers.</li> </ul>                                       | <ul style="list-style-type: none"> <li>The LEA has knowledge of best practice within its schools drawn from its monitoring programme. It uses a range of mechanisms to disseminate this knowledge to schools. The LEA is helping to establish networks of schools to share best practice and promote collaboration. There is some evidence at the level of individual schools that collaboration within and between schools is leading to improvement.</li> </ul> | <ul style="list-style-type: none"> <li>The LEA's knowledge of best practice, both within and beyond the LEA, is inadequate. Dissemination of best practice is not routinely shared between schools and any impact is ineffective. There is little evidence of collaboration within and between schools leading to improvement.</li> </ul>   |
| <p><b>Improvement and effectiveness</b></p> <ul style="list-style-type: none"> <li>The LEA identifies accurately all schools that need support or intervention for leadership and management. Ofsted evidence shows that the overall quality of leadership, management and governance in the LEA's schools is improving, or that levels of management, leadership and governance, previously judged "good" by Ofsted, are being maintained. There is evidence that improvement has resulted from effective, targeted support involving a range of LEA services.</li> </ul> | <ul style="list-style-type: none"> <li>The LEA identifies in a timely way the majority of schools that need targeted support or intervention for leadership and management. There is evidence of improvement in the effectiveness of leadership, management and governance in particular schools or in clusters of schools as a result of this targeted support.</li> </ul>   | <ul style="list-style-type: none"> <li>The LEA has not identified in a timely way schools where targeted support for leadership and management is required. Individual leadership and management needs are met, but often as a result of emergency support or intervention by the LEA. There is little evidence of improvement in the effectiveness of leadership, management and governance in the LEA's schools.</li> </ul> |
| <ul style="list-style-type: none"> <li>Weaknesses identified in school leadership and management result in timely and effective support that has a sustained and clear impact. The LEA co-ordinates support across different LEA services and uses its statutory powers when necessary.</li> </ul>   | <ul style="list-style-type: none"> <li>Weaknesses identified in school leadership and management result in support that has had some impact. There are clear procedures for the use of statutory powers, which are widely understood.</li> </ul>  | <ul style="list-style-type: none"> <li>Support provided for weak leadership and management is often tardy or ineffective. There is evidence that the LEA is reluctant to use its statutory powers.</li> </ul>   |
| <ul style="list-style-type: none"> <li>Elected members receive thorough and comprehensive reports regularly that include objective assessment of the quality of leadership, management and governance in schools, and these reports</li> </ul>   | <ul style="list-style-type: none"> <li>Elected members receive reports that include objective assessment of the quality of leadership, management and governance in schools and these reports contribute to the evaluation of the effectiveness of</li> </ul>   | <ul style="list-style-type: none"> <li>Elected members are not regularly informed about the quality of leadership, management and governance in schools.</li> </ul>   |

| Grade 2  | Grade 4  | Grade 6   |
|--|--|---|
| enable them to evaluate the effectiveness of the LEA's support.  | the LEA.   |   |
| <ul style="list-style-type: none"> <li>▪ Headteachers, middle managers and governing bodies are well supported in their leadership and management roles by the provision of clear, precise and prompt written reports provided following differentiated LEA visits to schools. These reports always specify the strengths and weaknesses identified and recommendations for sustained improvement. There is regular joint review between the LEA and the school of progress made.</li> </ul> | <ul style="list-style-type: none"> <li>▪ Headteachers, middle managers and governing bodies receive timely written reports as a result of differentiated LEA visits to schools. These reports identify strengths, weaknesses and recommendations for action. There is some review of progress made regularly both by the LEA and schools.</li> </ul> | <ul style="list-style-type: none"> <li>▪ Headteachers, middle managers and governing bodies receive written reports as a result of differentiated LEA visits to schools, but these reports provide insufficient or inadequate information to support improvement. There is inconsistent review of progress made both by the LEA and schools.</li> </ul> |

## b. Amplification of criteria

The criteria detailed above are illustrative and their primary purpose is to demonstrate the threshold between good, satisfactory and unsatisfactory performance. In coming to a judgement, however, the criteria are not necessarily weighed equally. Their significance will differ according to the local context and the local organisation of provision. In addition, the criteria are presented as linear when, in reality, they are mutually reinforcing and interrelated. An omission or weakness in one, when not compensated by strengths in others, may be sufficiently significant to depress a judgement, whereas in another authority, the same omission may be compensated by strengths so that it has much less impact on overall effectiveness.

In general, an LEA will be judged to be good if it meets the criteria for satisfactory but, in addition, demonstrates that its work has led to improvements in outcomes, its strategies show innovation and imagination, and it includes evidence, where appropriate, of effective joint working and partnership between the relevant agencies. Inspections will cover the extent to which the LEA prepares for and meets new requirements.

## 5. Improvements since the last inspection

The inspection will investigate the improvement the LEA has made since its last inspection. This will include evidence of progress in addressing the recommendations from the previous Ofsted inspection and the LEA's response to new developments. In addition, the list below provides examples of evidence that could be used by the LEA to illustrate improvement (and, therefore, the effectiveness of strategies and practice). The list is illustrative rather than exhaustive:

- improvement in the Ofsted school inspection grades (shown in LEA statistical profile) for:
  - management and efficiency
  - the leadership and management of the headteacher
  - the effectiveness of the governing body in fulfilling its responsibilities
- evidence provided by the LEA that demonstrates an increase in the proportion of schools that the LEA judges to be both self-managing and self-improving
- a reduction in the proportion of schools causing concern to the LEA, where weaknesses in leadership and management of senior or middle managers or governors has been identified, and where there is evidence to demonstrate improvement
- evidence of improvement in the performance of individual schools or groups of schools, where governors, senior and middle managers have received training on school self-evaluation and applied the results in their planning
- evidence of improvements in individual schools or groups of schools as a result of the sharing of best practice, including the use made of particularly successful schools, those with specialist and leading-edge (beacon) status, and advanced-skills teachers
- an increase in the number of schools responding positively to, and making substantial progress towards, the remodelling of the school workforce initiatives
- an increase in the numbers of schools achieving externally recognised awards such as Investors in People or Basic Skills Quality Mark
- high or rising levels of user satisfaction with the LEA's strategy for procurement of support and management services and the quality of those services.

For a grade 4, there is an expectation that the LEA will be able to provide illustrative evidence to demonstrate that they have brought about improvement in particular schools or clusters of schools. For a grade 2, the expectation is of evidence of more embedded practice across all schools, and of sustained progress over a period of time.

## **6. Capacity to improve**

A judgement will be made about the capacity to secure improvement in school leadership and management. This contributes to the inspection judgement (0.3) that relates to the LEA's capacity for further improvement and to addressing the recommendations within the report. When judging the capacity for improvement in support for leadership and management, the inspection team will look for:

- strategies and planned actions for supporting school leadership and management that are defined clearly and disseminated widely
- an LEA senior management team able to develop effective partnerships with schools which has the credibility to challenge schools effectively and provide good leadership of developments to support improvement in school leadership, management and governance
- the accuracy of the self-evaluation produced by the LEA of its own performance, and the clarity and sharpness of the evidence provided to support the judgements made

- proven ability of the senior management team to prioritise issues, target resources, manage change efficiently and effectively, and secure improvement
- a successful track record in supporting schools to develop the skills of school leaders and managers to be self-evaluative, autonomous and effective purchasers of services.

## **7. Background**

### **i) Description of statutory duties and powers**

- Legislation sets out the range of functions for which funds can be retained by the LEA. Each local authority is allocated a Formula Spending Share that is divided into an LEA budget and a Schools budget. Most of the Schools budget has to be delegated to schools but some elements can be retained under LEA control after consideration by the Schools Forum. Schools then make their own purchasing decisions from their budget share.
  - The LEA remains the employer of the teaching and non-teaching staff in community, community special, voluntary controlled schools and maintained nursery schools. Regulations provide for the appointment, dismissal and suspension of staff including those not on a contract of employment, such as supply agency staff or a visiting lecturer from a local further education college. (Sections 19 and 35 and schedule 2 part 1 of the Education Act 2002 replaces schedule 16 of the SSFA 1998). Greater flexibility was introduced from September 2003. For example:
    - headteachers to decide on staff appointments outside the leadership group except in circumstances where there is doubt over a head's ability
    - headteachers to decide staff dismissal except in circumstances where there is doubt about a head's ability, with appeals to be made to a committee of governors
    - advisory rights (attending interviews of headteachers and deputy headteachers and all proceedings relating to dismissal) on staff appointments and dismissals to be granted to the LEA rather than the Chief Education Officer.
- The LEA has the power to appoint, suspend and dismiss staff, as the authority thinks fit, in a school where delegation is suspended, subject to consultation with the governing body. Special arrangements apply to reserved teachers (teachers of religious education) in voluntary controlled schools. Where delegation is suspended in foundation, voluntary aided and foundation special schools, the LEA has to give consent to the appointment and dismissal of teachers. (Schedule 2 part 1 of the Education Act 2002)
- The LEA (and the Secretary of State) has powers to replace governing bodies in weak or failing schools with an Interim Executive Board. In order for the LEA to exercise this power, the school must require special measures, have serious weaknesses or be subject to a formal warning. The LEA must also seek the consent of the secretary of state. Once the school has been turned around, the Interim Executive Board is disbanded and a new governing body formed. (New Section 16A of the SSFA 1998)

- From September 2003, maintained schools that wish to do so will be able to federate under one governing body. (Initial regulations on the federation of governing bodies cover community schools, community special schools, voluntary controlled schools and maintained nursery schools only.) (Sections 24 and 25 Education Act 2002)
- From September 2003, schools will also be able to have increased collaborative arrangements with other maintained schools, including joint meetings of governing bodies and joint committees. (Section 26 Education Act 2002)
- Governing bodies have the power to run community services. Schools are able to provide integrated services such as health services or childcare, working in partnership with other providers as a resource for the whole community. (Sections 27 and 28 Education Act 2002)
- The statutory targets adopted by a school are set by its governing body. The governing body sets the broad strategy for the school's development and is responsible for the budget (Education (School Government). (Terms of Reference) (England) Regulations 2000)
- Schools are not covered directly by Best Value legislation. They do, however, spend directly a large amount of the financial resources used to educate young people. The statutory guidance on education authority schemes for financing schools, therefore, provides that schools should demonstrate that they are following Best Value principles in their expenditure. The guidance provides that authorities should require schools' governing bodies to submit, with their annual budget plans, a statement setting out the steps they will take to ensure that expenditure reflects the principles of Best Value.

## **ii) Government initiatives**

### **a. Government policy**

- The green paper, *Schools: Building on Success* (February 2001) outlined plans to build on good practice and to empower individual schools to achieve more. The white paper, *Schools: Achieving Success* (September 2001) made proposals to free the energies and professional creativity of heads, governors and teachers in order to allow schools freedom to innovate and the best schools to gain greater autonomy.
- The package *Time for Standards* outlines the case for the remodelling of the workforce and for developing the role of support staff. LEAs are identified as having a key role to play in helping schools consider the implications of remodelling for their budgets, management and personnel practices and development planning. New grants, paid through the Standards Fund, support the proposals. The grant for increasing the number of support staff is to be devolved fully to schools through mechanisms decided by individual LEAs. Funding is to be focused on providing for schools in most need of additional support staff and where additional resources are likely to have most impact on raising standards. Particular attention is to be paid to the needs of small schools. At least half the grant for training and developing support staff is to be devolved to schools. Sums held back by the LEA are for the co-ordination and delivery of activities to improve the training, development and effective deployment of school

staff. The progress that the LEA makes against success measures, such as schools getting practical guidance and support and the LEA disseminating best practice, is used to determine further allocations of grant funding. The package of documents can be found on [www.teachernet.gov.uk/remodelling](http://www.teachernet.gov.uk/remodelling). Consultation on the proposals in the papers ended in January 2002.

- The **Education Act 2002** promotes innovation and earned autonomy, and provides schools with a power to form companies. From April 2003, schools will be able to qualify for greater flexibility in certain areas of the National Curriculum and earn autonomy over school teachers' pay and conditions. Where flexibility has been granted, the LEA, even where it is the employer, has to give effect to the governors' arrangements. The 2002 act enables schools to make use of a wider range of expertise so that they can, for example, share staff with one another and make use of the expertise of staff from the further education sector. The 2002 act also introduces a framework to clarify the roles of those with Qualified Teacher Status and those without, especially ensuring that other staff can provide teachers with support, and providing schools with the flexibility to deploy staff in the way that will most effectively raise standards.
- Secondary schools in the most challenging areas will, from April 2003, have access to the new Leadership Incentive Grant. This is a grant intended for secondary schools in Excellence in Cities areas, Education Action Zones, Excellence Clusters and for secondary schools facing challenging circumstances outside these areas. It is expected that schools in receipt of the funding (in the region of £125,000 per school) will achieve sustained improvement in attainment and a tangible increase in the level of collaboration between schools, LEAs and partnerships. As a condition of funding, schools must agree a plan for expenditure of the grant with the LEA (further detail is contained in the guidance papers on 2.4-2.7).

#### **b. Code of Practice on LEA-school relationships**

- The revised Code of Practice states that a key role for LEAs is to support school self-improvement, which includes facilitating the sharing of best practice amongst schools. The LEA should have available to it a core of high-quality advisory and other professional staff, able to engage at a strategic level with senior school staff (and governors) on leadership and management issues, and providing monitoring, challenge and, where necessary, support to schools.
- The LEA will discuss school improvement and target-setting with every school. Beyond that, its role in improvement in successful schools should be limited to those activities that the schools themselves agree will add value.
- However, the LEA can support leadership and management in less successful schools through EDP activities, targeting aspects of overall relative weakness. It can trade services to its schools, so long as these meet Best Value criteria and there are clear and well-publicised terms and conditions. Services should be offered in the most flexible way possible, allowing schools freedom to decide which services to buy. The LEA can also help schools gain access to support from other sources (such as other schools, other LEAs or the private sector), but

schools may need help in becoming well-informed customers and may need to acquire appropriate information and skills. Schools should apply Best Value principles to the services bought.

- Governing bodies are legally responsible for setting their schools' strategic direction, securing accountability, and monitoring and evaluating the school's performance to promote high standards of educational achievement. If the LEA is concerned about a school, in most cases it will draw this to the attention of the governing body and the headteacher, seek their views, offer advice and support, and encourage them to take the lead in addressing the problem. This concern can be communicated through informal dialogue. However, when there is formal intervention, there must be a written explanation by the chief executive officer to the governing body. In general, the LEA, in its role of monitoring, challenge and intervention, should deploy high-quality officers who have the experience and expertise to work with headteachers and governors on leadership and management issues.

### **c. Other major initiatives**

- There are a number of national initiatives designed to aid schools and LEAs in furthering school self-evaluation. Reference to these can be found on the Department for Education and Skills (DfES) website ([www.DfES.gov.uk](http://www.DfES.gov.uk)) and the Ofsted website ([www.ofsted.gov.uk](http://www.ofsted.gov.uk))
- The Ofsted school self-evaluation training course for school managers builds on the guidelines within the Ofsted publication *School Evaluation Matters*. The course is based on the inspection criteria in the Ofsted inspection *Framework* and is designed to help headteachers and senior staff to acquire the same competencies as independent inspectors. Further information can be found on the Ofsted website – [www.ofsted.gov.uk/publications](http://www.ofsted.gov.uk/publications). A number of LEAs are accredited trainers (see the training provider list on the Ofsted web pages for the subject and quality division) and many other LEAs offer their own self-evaluation courses, which may be based on the Ofsted model.
- Investors in People (IiP) was launched in the late 1980s. It is the principal initiative to promote good practice by employers and investment in training and employees' development. From April 2001, the responsibility for IiP transferred to the Learning and Skills Councils working alongside the Department of Trade and Industry (DTI): (see [www.iipuk.co.uk](http://www.iipuk.co.uk)). LEAs can take a role in developing IiP by promoting it to schools and encouraging them to apply for the award.
- The EFQM Excellence Model<sup>®</sup>, formerly the Business Excellence Model, is a framework for self-assessment that can enable a school to identify its strengths and areas for improvement. Its aim is to link outcomes with organisational processes. The model uses nine criteria for assessment. Five of them are "enablers" (leadership, people management, policy and strategy, resources and processes) and four are "results" (employee satisfaction, user satisfaction, impact on society, results). Further details can be found at [www.efqm.org](http://www.efqm.org).
- The National College for School Leadership now undertakes the selection of candidates, funding decisions and arrangements for government-funded school leadership training and development, including the national headship training programmes. The LEA's role is to help market the courses and encourage

potential candidates to apply for training. This has implications for their work in monitoring and challenging schools.

## 8. Inspection toolkit

| <b>REQUIRED EVIDENCE FOR KEY JUDGEMENT</b>  |   |
|---|---|
| <b>3.1: SUPPORT FOR SCHOOL LEADERSHIP AND MANAGEMENT, INCLUDING SCHOOLS' APPROACHES TO CONTINUOUS IMPROVEMENT</b>   |   |
| <b>1. Main performance indicators</b>   | <b>2. Illustrative evidence</b>   |
| <p>LEA Statistical profile: Section 1, 1.2 ;<br/>           Section 2 &amp; 3 – Section 10 inspection judgements on quality of education and trends between inspections<br/>           Form 4: PIs 33-37<br/>           Audit Commission School Survey: A11,A12, B4, B5, B12, B14, C2, C11</p>  | <ul style="list-style-type: none"> <li>• details of LEA's support for school self-evaluation, including an initiative to promote it, identifying: the action taken, intended outcomes, improvements in the performance of schools, the effect of the support in building self-managing and improving schools, and how good practice is disseminated.</li> </ul>   |
| <p><b>3. Additional performance indicators:</b></p> <ul style="list-style-type: none"> <li>• the percentage of schools in special measures, with serious weaknesses or identified by the LEA as causing concern for management and leadership</li> <li>• any statistical trend analyses that indicate the effectiveness of measures to support the improvement of leadership and management</li> <li>• any benchmarked data obtained by the LEA on the quality of leadership and management.</li> </ul> | <p><b>4. Other evidence:</b></p> <ul style="list-style-type: none"> <li>• the LEA's analysis and evaluation of support for good leadership and management</li> <li>• the LEA's analysis of the performance of its schools, including its categorisation of school effectiveness (Cf.2.4)</li> <li>• details of the strategy to support school leadership and management, and evidence of its impact;</li> <li>• the council's procurement strategy and guidance to schools on Best Value</li> <li>• the council's marketing brochure</li> <li>• reports to elected members on the performance of services provided to schools, including the costs of central recharges</li> <li>• the LEA's support to governing bodies to measure attainment and set targets</li> <li>• samples of school files as determined by inspectors.</li> </ul> |
| <p><b>5. Interviews:</b></p> <ul style="list-style-type: none"> <li>• the assistant director (or equivalent) with responsibility for school improvement</li> <li>• the senior officer with responsibility for traded services to schools and/or the officer responsible for Best Value.</li> </ul>  | <p><b>6. Meetings:</b></p> <ul style="list-style-type: none"> <li>• focus group interviews with school effectiveness/improvement officers, governors, headteachers and other staff (e.g. special needs co-ordinators, subject leaders and administrators / bursars).</li> </ul>   |