

WINDSOR ACADEMY TRUST

POLICY FOR INTERVENTION IN SCHOOLS CAUSING CONCERN

Windsor Academy Trust (WAT) is clear about its responsibilities and accountabilities for securing high and improving educational outcomes for pupils in its schools. It has a clear scheme of delegation that shows the roles and duties for all involved whilst enabling autonomy and flexibility to enable the needs of each school's pupils to be met to best effect.

The Trust's Scheme of Delegation sets out how the Trust expects decision and actions to be made to ensure the highest possible standards of education. This applies consistently to all strongly performing academy with no weaknesses in governance or finances.

There is however scope for variation of the scheme of delegation in relation to individual academies, subject to their performance, as indicated below.

ACADEMY PERFORMANCE	SCHEME ARRANGEMENT
Good or Outstanding Ofsted category	Full or varied (reduced) scheme of delegation
Requires Improvement Ofsted category	May be varied (reduced) scheme of delegation
Inadequate Ofsted category	Varied (reduced) scheme of delegation
Sponsored (irrespective of Ofsted grade) school initial arrangement	Varied (reduced) scheme of delegation
Low and/or declining pupil outcomes	May be varied (reduced) scheme of delegation
Weaknesses in finances or governance	May be varied (reduced) scheme of delegation

This paper sets out how decisions are made about the need to intervention in an academy, and the options open to the trust to address concerns.

Deciding to Intervene

A decision to intervene in one of the Trust's academies must be taken by the Board of Directors.

The Board will consider intervening in any academy where any of the following circumstances apply:

- Pupils' outcomes or progress in one or more subjects decline significantly from one year to the next
- Pupils' outcomes or progress in one or more subjects decline gradually over more than one year
- Pupils' outcomes or progress in one or more subjects are not on a clear and sustainable upward trajectory
- Ofsted judges the school to Require Improvement or Special Measures
- Ofsted judges the school to be providing a lower standard of education than at its previous inspection
- The Academy is not complying with the policies of the Trust
- The Local Advisory Board does not appear to be providing the level of scrutiny or challenge required
- The school is not adhering to its budget.

The Board needs to review the situation of its academies at the appropriate times in order to identify without delay where intervention may be required. The Board will always intervene in an academy which is judged to require special measures, or where results drop below the floor standard. It will generally be expected that the Board will intervene in any of the other circumstances set out above, but it will be for the Board to decide whether and how to intervene, following consideration of all relevant information about the circumstances and prospects for the school.

How to intervene

There is a wide range of intervention options open to the Board including:

1. withdrawing delegated powers from a Local Advisory Board,
2. removing and/or appointing new members to a Local Advisory Board,
3. disbanding a Local Advisory Board and reverting its roles and duties to the Trust Board
4. closer scrutiny of the school's performance by the Board at each meeting
5. requiring the CEO to demonstrate that the Head of the Academy is being properly held to account
6. requiring the Head of the Academy to demonstrate that its staff are being properly held to account
7. requiring the CEO and/or Head to prepare a plan with appropriate performance targets and progress measures to address the identified weakness(es)
8. transferring the management of the school's budget to the Executive Team.

The Board will decide on any intervention after full and careful consideration of the school's circumstances and, in particular, its capacity to effect the improvements needed within an appropriate timescale.

Summary of Intervention process and decisions

Reason for Considering Intervention	When considered by Board	Evidence considered	Likely decision	Appropriate intervention(s)
Pupils' outcomes or progress in one or more subjects decline significantly from one year to the next	As soon as the provisional and final results are available	Analyses of results	ALWAYS intervention	1, 2 or 3 4 5 6 7
Pupils' outcomes or progress in one or more subjects decline gradually over more than one year	As soon as the provisional and final results are available	Analyses of results	Intervention	1, 2 or 3 4 5 6 7
Pupils' outcomes or progress in one or more subjects are not on a clear and sustainable upward trajectory	As soon as the provisional and final results are available	Analyses of results	Intervention	1, 2 or 3 4 5 6 7
Ofsted judges the school to Require Special Measures	Immediately after the inspection	Inspection findings and judgment	ALWAYS intervention	1, 2 or 3 4 5 6 7
Ofsted judges the school to Require Improvement	Immediately after the inspection	Inspection findings and judgment	Intervention	1, 2 or 3 4 5 6 7
Ofsted judges the school to be providing a lower standard of education than at its previous inspection	Immediately after the inspection	Inspection findings and judgment	Intervention	1, 2 or 3 4 5 6 7
The Academy is not complying with the policies of the Trust	As soon as the Board becomes aware	Advice from Executive Team or LAB	Intervention	4 5 6 7

The Local Advisory Board does not appear to be providing the level of scrutiny or challenge required	As soon as the Board becomes aware	Advice from Executive Team Minutes and other papers from LAB meetings	Intervention	1, 2 or 3 4 5 6 7
The school is not adhering to its budget	As soon as the Board becomes aware	Advice from Executive Team or LAB	Intervention	4 5 6 7 8

Restoring Delegation

It will be for the Board to decide whether, and when, to restore the full level of delegation based on evidence of progress in addressing weaknesses and the academy's capacity to make sustained improvement. In making these decisions, the Board will always be mindful of its responsibilities and accountabilities for standards of education.