



Department  
for Education

# **School Improvement support for the 2019 to 2020 academic year**

**Guidance for National Leaders of  
Education**

**January 2020  
Version 2**

# Contents

1. Overview of the 2019/20 Offer .....	3
2. The NLE role .....	4
3. Delivery of the offer.....	6
4. The SI Portal.....	7
5. Completing the Tier 1 Return.....	7
6. Completing the Recommended Actions Form (RAF) for schools in Tiers 2 and 3 .....	7
7. Monitoring delivery (Tier 2 and 3 only) .....	13
Tier 3 schools: .....	13
8. Funding Guidance .....	14
Annex A: Contacts for Subject Specific Programmes .....	16
Annex C – Example of NLG Support.....	19
<b>Change log</b> .....	20

# 1. Overview of the 2019/20 Offer

## Introduction

1. Once again, NLEs will be playing a critical role in the department's optional offer of support to schools. From September 2019, the department will be contacting Trusts and Local Authorities with eligible schools to inform them about the 2019/20 offer, before the Teaching Schools Council (TSC) contact the schools directly.

## Eligibility

2. This year, we will be offering support to schools that:
  - enter the 2019/20 academic year with a 'requires improvement' (RI) judgement for overall effectiveness, or
  - receive a 'requires improvement' judgement during the 2019/20 academic year.
3. Schools already receiving support under the 2018/19 academic year offer will not normally be eligible for the 2019/20 offer. However, where a school has taken up the 2018/19 offer and subsequently receives a RI judgement that results in it meeting the eligibility criteria for another tier, it will become eligible for that additional support.

## Support available to schools

4. We use tiers to determine the amount of support an eligible school can receive and, for the 2019/20 offer, the tier of support a school receives will depend on its Ofsted inspection history:

Tier 1	Tier 2	Tier 3
<ul style="list-style-type: none"><li>• Schools with a single RI judgement</li></ul>	<ul style="list-style-type: none"><li>• Schools with two consecutive RI judgements.</li><li>• Schools that receive an RI judgement on their first inspection (where they have no previous published Ofsted rating). For schools converting to an academy, the previous Ofsted judgement will still be counted for eligibility purposes.</li></ul>	<ul style="list-style-type: none"><li>• Schools that currently have a RI judgment and have not been rated above RI since 2005, across a minimum of 4 inspections</li></ul>

Schools will receive: up to 3 days' support and advice from a National Leader of Education (NLE) or equivalent to help their leadership team identify and implement improvements within its school.	Schools will receive: up to 3 days' support from an NLE (or equivalent) to help their leadership team to identify and implement improvements within its school and up to £16,000 to address the needs identified by the NLE.	Schools will receive: up to 3 days' support from an NLE (or equivalent) to help their leadership team to identify and implement improvements within its school and up to £24,000 to address the needs identified by the NLE.
--	---	---

5. NLEs will work with senior school or trust leaders to identify improvement areas and actions to address these. These actions will be delivered through evidence-based support programmes and high-quality system leader support and should be framed by the following principles:

- Support should focus on addressing leadership, governance and financial management, alongside the curriculum and pedagogy
- Support and recommended improvements should link to findings within the latest Ofsted report.
- Recommended actions should be accompanied by a rationale which makes clear how they are appropriate to the needs and context of the school, are likely to have impact and the outcomes that each activity is intended to achieve.

## 2. The NLE role

### DfE initial contact

1. Before you are matched to a Tier 2 or 3 school, there will be a discussion between DfE's regional staff and the LA or trust about the school's position and the actions they are taking to support the school. The purpose of this conversation is to ensure that the support provided through the offer aligns with the school's longer-term plans and any improvement activity already underway.
2. The outcomes of this conversation will be shared with TSC to inform effective matching of NLEs and shared with you, where appropriate, to help inform your support to the school.

### NLE matching

3. The regional Teaching Schools Council (TSC) representatives will be responsible for matching NLEs to schools that wish to take up the offer.
4. TSC will make a judgement about the most appropriate NLE, taking capacity, experience and expertise into account. TSC will not routinely offer a choice of NLE. TSC will use the information

provided in the capacity survey to inform the matching process and will contact you to agree the match is suitable before making an offer to schools.

5. You will only be deployed within your own trust where it is clear that this would be the most effective form of support.

Following your agreement that the match is suitable, TSC will make contact with the supported school to confirm the match and to gain confirmation that the school wants to access the support offer. TSC will then formally record this match within the School Improvement (SI) Portal.

## **The Support Offer**

6. You will initially deliver up to 3 days' of support aimed at helping the school to identify its improvement needs and develop effective school improvement plans. These plans should address findings from the most recent Ofsted report and relevant school performance and attainment data.
7. For those schools only eligible for tier 1 support, you have greater flexibility in determining the nature of the support provided, for example, where appropriate, supporting the implementation of existing plans rather than creating new ones. You should assess the strength of the school's current improvement plans, taking into account Ofsted's judgement on leadership and management and the school's performance data. From this assessment, you should decide whether to spend more time on developing new plans or providing support to implement existing plans, including whether the school needs all 3 days of support.
8. You should complete the activity that results in a tier 1 return, being submitted within a term of being matched to the school. Any remaining days from your 3 day allocation that are being used to support the school with implementing its plans should be completed in the following term.
9. For Tier 2 or 3 schools, up to £16,000 or £24,000 respectively is available to support the implementation of the agreed school improvement actions. If you are overseeing the delivery of the Recommended Action Form (RAF), the agreed funding will be paid to your school.
10. You will be accountable for this funding and ensuring that it is spent in line with agreed actions. You will also be expected to provide ongoing support to the school to ensure that identified actions are implemented effectively and are having the intended impact. This activity should be costed into the RAF (at up to £2,000 for Tier 2 schools and £4,000 for new Tier 3 schools. Schools that have moved from tier 2 in 18/19 to tier 3 in 19/20 will have a bespoke RAF and monitoring/implementation support should be proportionate).

## 3. Delivery of the offer

### Making contact with supported schools

1. Once the TSC has confirmed that you have been matched to a school, you should make contact with the school to schedule a date for the support to start. This should take place within 2 weeks of confirmation of the match (not including school holidays). Within 4 weeks, you must have an agreed date for the support to start. Schools will also be advised that they need to agree a date within 4 weeks of you making contact. (NB – this start date must be *scheduled* within 4 weeks; it doesn't need to take place within this timeframe.)

### The 3 day deployment

2. The aims of the deployment are to:
  - a. Identify improvement priorities, ensuring that the school is focussed on the right issues, through evidence gathering
  - b. Identify appropriate and evidenced-based approaches to address these issues
  - c. Agree how these approaches can be effectively implemented and monitored.
3. As a first step, you should assess relevant information about the strength of the school's leadership, including the latest Ofsted judgement for leadership and management, the school's current improvement plan and latest performance data (including EBacc and phonics scores), in order to determine the nature of support required. This data will be made available to you, for each school you are supporting, through a new online portal (see section 4).
4. For those schools that are only eligible for tier 1 support, you are not required to complete a RAF, and have the flexibility to determine the nature and amount of support provided, up to a maximum of 3 days. Having reviewed relevant information, you should make a judgement as to where you focus in relation to the three aims of the deployment. For example, where a school already has strong leadership and good improvement plans, you may choose to focus on supporting the school with the implementation of their plans. Where schools do not have strong existing plans, you may choose to focus on developing effective plans, following the RAF format if appropriate.
5. For schools eligible for tier 2 or 3 support, you will be required to produce a RAF and we anticipate that this process will take the full 3 days. Any support required beyond this should be costed into the RAF.
6. Further guidance and materials on how to deliver a deployment, including EEF guidance on applying evidence-based practice, is included in the NLE briefing slides. You should refer to this guidance when identifying the improvement area needs and recommended actions for each supported school.

## 4. The SI Portal

1. The support you deliver within the SI offer for 2019/20 will be reported through a new web portal [here](#), including:
  - recording your deployments
  - completing a short return for Tier 1 schools (see section 5)
2. You will also be able to access key contextual and performance information about each school you have been matched to through this portal, including Ofsted judgements, progress and attainment data and financial information.
3. You will start to interact with the portal once you have been matched to a school. A separate guide for using the portal will be shared with NLEs, covering how to access and interact with the portal; online tutorials will also be available so that you can familiarise yourself with the portal. We recommend updating the portal in real time, to avoid long data input sessions and to allow DfE to monitor delivery of the offer effectively.
4. The portal still contains the option to complete an online RAF. Please do not do this and instead use the Excel template issued in January 2020.

## 5. Completing the Tier 1 Return

1. For schools receiving Tier 1 support only, you must submit a short return once you are assured that effective school improvement plans are in place and before you move onto supporting the school with the implementation of those plans. (i.e. This might mean submitting the tier 1 return after one day of the deployment, before spending the remaining days supporting implementation.) This return will be made through the online portal and will summarise:
  - the identified improvement areas (e.g. leadership, governance, SEND)
  - the activities completed and the recommendations for change that have been agreed with the school.

## 6. Completing the Recommended Actions Form (RAF) for schools in Tiers 2 and 3

### **Purpose of the form**

1. The RAF should be used for all schools eligible for Tier 2 or 3 support and completed within 1 term of the initial meeting. It should set out the actions that you judge are necessary to address

the supported school's weaknesses, linked to the findings in its most recent Ofsted inspection report and any observations you have made during your deployment.

#### **'Guidance' tab**

2. This contains basic guidance on how to use the template. (Further reminders are included within the excel document itself.)

#### **'Summary' tab**

3. Fill in your name in the "NLE Name" box and the URN of the supported school in the "Supported School URN" box. School details and performance data will be autopopulated based on the entered URN.
4. The "Improvement Areas Summary" table will be populated based on information you enter in the other sheets - one for each improvement area covered. (You do not need to fill them all if there are fewer than four identified improvement areas.) If you haven't covered governance and/or financial management, this will be flagged and the box below should be filled in to explain the rationale. (See guidance on 'Area' tabs below.)
5. The "NLE coordination and monitoring time" section should be used to record time and funding you are allocating for co-ordinating and supporting implementation of the plan and monitoring. **(NB – this is a change from the portal RAF – where you were asked to include this activity under 'leadership'.)** This activity must be proportionate to the value of funding requested. For Tier 2 schools you can use up to £2,000 and for Tier 3 schools you can use up to £4,000 for co-ordinating and supporting implementation of the plan and monitoring.
6. The "Confirmed approvals" section should be used to record all relevant approvals once these have been received following completion of the RAF. See 'Requirements relating to specific improvement areas' below.

#### **'Area' tabs**

7. Improvement areas are key themes such as leadership, governance, financial management, the curriculum and pedagogy. We recommend that you select up to four improvement areas. For each improvement area selected, you will be asked to recommend specific actions and provide a brief rationale for the suite of actions recommended in each improvement area.
8. The improvement areas are in two groups: group 1 includes leadership, governance and financial management; group 2 includes whole school (curriculum or pedagogy), subject specific (curriculum or pedagogy), SEND, assessment, behaviour and workload.
9. All forms **must** address Ofsted's findings in relation to the school's leadership, so that other actions in the form are supported by strong leadership. If appropriate, the governance or financial management areas may be replaced with a different improvement area. However, where doing so, you must provide a rationale (in the 'summary' tab) as to why the school's governance or financial management is already secure or what actions are already in place to



address it. You should make reference to any resource management review undertaken by the school or any SRMA support received by the school

10. **‘Ofsted findings/descriptions of issues’**: Summarise Ofsted’s findings related to this improvement area, supported by your own observations where appropriate.
11. **‘Rationale for proposed activities’**: Provide a summary setting out how the proposed suite of activities recommended will address the issues identified for this improvement area. DfE-approved programmes (see Annex B) should be selected where available and appropriate to meeting the school’s needs. Where not available or appropriate, well-evidenced programmes from other providers with a proven track-record may be recommended.
  - You should provide your rationale for selecting each action.
  - You should provide your rationale for selecting specific providers or system leaders.
  - Where the proposed provision is from within the supported school’s own trust, you should explain why this is additional to any support that the school is, or should be, already receiving from its trust (i.e. does not constitute double funding).
12. **Recommended actions** need not only relate to funded activity. It may be that other actions are necessary to address the weaknesses identified by Ofsted or complement funded activity and you should detail these in the same way.
13. **National programmes**: DfE-approved programmes should be selected where available and appropriate to meeting the school’s needs. The key contacts for these programmes are listed in **Annex A**, with the full list of national programmes and eligibility criteria in **Annex B** (which is a separate document). Where not available or appropriate, well-evidenced programmes from other providers with a proven track-record may be recommended.
14. We have included ‘NLE/SLE support’ in the drop-down list of national programmes in the RAF as we recognise that this is likely to be a key element of many support packages, across different improvement areas, and want to capture where this is being provided and the outcomes achieved.
15. **Provider**: The name of the provider (including specific system leaders) proposed to deliver each action should be clearly stated. You should provide your rationale for selecting specific providers or system leaders (either in the box provided against each action, or in the overall rationale for the improvement area). If you have not yet identified a named system leader to deliver a particular action, please explain the skills/knowledge/experience you will be looking for. If support from a designated system leader (NLE, SLE or LLE) or NLG is recommended, funding associated with this should be within the agreed daily rates:

NLG/ NLE - £500 per day (or £600 where travelling for over an hour or over 45 miles to the school) NB: NLGs must use their contractual 5 free days first as outlined in the NLG handbook. The NLG Related Party can be used to claim expenses, this only applies where no School Improvement Grant payment is being received.

LLE - £400-£500 per day

SLE - £350-£400 per day

Included at Annex C is a table illustrating the type of activity that an NLG might be able to support with as part of the 19/20 offer.

16. **Start and end dates:** Proposed actions must be time-bound and include a specific start and end date. Funded activity must be completed within three school terms after the term in which the RAF is signed off. Wherever possible, activity should be sequenced effectively over the three terms, so that priority issues are addressed first before moving onto others. Any activity beyond the third term must be funded by the school. An exception to this would be where you recommend a course which may last 12-18 months i.e. an NPQ. Providing the course begins and the funding is spent within the grant period then it is acceptable for the course dates to extend beyond the funded period.
17. **Expected outcomes:** Expected outcomes must be set out for each proposed action. It is anticipated that term 1 expected outcomes will comprise delivery milestones only. Term 2 expected outcomes will then comprise delivery milestones and expected *emerging* impacts (and how you will identify that they're happening); and term 3 expected outcomes will comprise delivery milestones and expected impacts (and how you will identify that they've happened). The EEF provides guidance on a range of possible indicators of a successful intervention.
18. **Funding:** A breakdown of the estimated cost for each of the proposed activities for each term should be included for each identified improvement area. The total cost of all recommended activities must be no more than £16,000 for Tier 2 schools; and £24,000 for Tier 3 schools. Funding is available for 3 full terms following approval of the RAF. If activity will commence *during* the term in which the RAF is approved (i.e. before the first 'full' term) then please count this as term 1 activity in terms of funding and expected outcomes.
19. Where schools with an 18/19 tier 2 RAF have now accepted tier 3 support, they will be eligible for an additional £8,000. All 18/19 funded activity will be complete by the end of the Spring term 2020. Where 19/20 deployments occur before 18/19 activity has finished, the school and 19/20 NLE should review progress of 18/19 RAF activities, outstanding actions and current improvement priorities, in order to determine whether:
  - To continue the 18/19 activity as planned (making minor adjustments if appropriate) and agree a new 19/20 RAF (for up to £8k) with activity commencing in the summer term 2020;
  - To 'stop' the 18/19 RAF at the point of 19/20 deployment, and roll any unspent 18/19 funding (up to the full £16k – even if not previously requested) into the new 19/20 RAF – commencing immediately.In both cases, activity will be reported against under the terms of the relevant RAF. E.g. all activity carried out under the 18/19 RAF will be reported through the 18/19 end of project report in April 2020. Activity carried out under the 19/20 RAF (including using funding rolled over from 18/19) will be reported on a termly basis via an excel template.
20. Further details about specific funding restrictions and criteria are included in section 8.

## Requirements relevant to specific improvement areas

21. **Subjects/phases where hub endorsement is required:** For certain subjects or phases, proposed activities need to be signed off by the relevant hub (or, in the case of maths, NCETM regional lead). If you are recommending support from the hub (as a national programme), you also need to confirm eligibility and availability of appropriate programmes/support. In all cases, you should make early contact with the relevant hub/NCETM regional lead to make sure that their endorsement of the proposed activity, and confirmation of capacity to deliver where appropriate, can be obtained before the RAF is submitted (within 5 days of the final deployment date).

**Maths:** The NCETM regional lead should endorse all maths activity relating to below post-16, including when the proposed activity is not being delivered by a Maths hub. There is no requirement to obtain NCETM/hub endorsement for activity aimed at post-16. Where maths activity below post-16 is recommended, you should engage the NCETM regional lead as early as possible– i.e. not waiting until the 3 day deployment has finished. Once activity is endorsed by the NCETM regional lead they will send a confirmatory email to the NLE and the relevant hub if applicable. The hub will liaise with the school over details of when the activity can take place and how the school secures a place on the programme.

**English:** An English hub should endorse all English activity relating to Reception and Year 1, including when the proposed activity is not being delivered by a hub. There is no requirement to obtain hub endorsement for activity aimed at Year 2 upwards. Please contact your nearest English hub to establish the most suitable hub for the school. Once this confirmation has been received, you should refer the school to the relevant hub via an email to the English hub lead using an email titled '*[Tier 1, 2 or 3] school [school name] - 19/20 school improvement offer*'.

**Science:** A Science Learning Partnership should endorse all Science activity, including when the proposed activity is not being delivered by a Science Learning Partnership. Please contact your local Science Learning Partnership.

**Computing:** A Computing hub should endorse all Computing activity, including when the proposed activity is not being delivered by a Computing hub. Please contact your local Computing Hub.

Details of the hub(s) providing endorsement(s) should be provided on the summary tab of the RAF.

22. **Financial management:** where the supported school has already received advice from a School Resource Management Adviser (SRMA), any outstanding actions identified by the SRMA should be detailed in the RAF. You should not make separate recommendations.
23. Where the school is not already in receipt of SRMA support, the school should undertake a review of their resource management using DfE's online tools before the end of the initial action planning stage of support, and you should use this to inform the RAF. Schools that have undertaken a review in the last 12 months do not need to repeat this exercise. Please refer to the information and guidance at the following links when planning financial management support:

- <https://www.gov.uk/guidance/get-financial-advice-for-schools>
- <https://www.gov.uk/guidance/integrated-curriculum-and-financial-planning-icfp>

24. **Behaviour:** where a RAF identifies behaviour as a priority, any proposed activity should be well evidenced and align with the principles and strategies of Tom Bennett's review of behaviour in schools, as well as Charlie Taylor's behaviour checklists and the recently published Respectful Schools Tool and advice on mental health and behaviour.
25. The Department is investing in a £10m Behaviour Hubs Programme to support schools in improving their behaviour management culture, policy and systems. Schools with a track record of effectively managing pupils' behaviour will share what works with schools that need it. More information about the referral process and eligibility criteria will be disseminated by the Department in due course.
26. **SEND:** in cases where you identify SEND provision as a priority you should recommend that the school commission a review of SEND provision.

### RAF Sign-off for Tier 2 and 3 schools

27. You should ensure that the CEO of the trust or headteacher, and the Chair of the Governing Board has agreed to the plan. They will also be sent a copy of the plan once agreed by DfE.

### TSC Review and DfE Approval

28. Once you have submitted the completed RAF via email, the TSC will review it, including to confirm that the recommended funded activity provides good value for money. Please provide enough detail in the description of each of the activities to inform the TSC's judgement, for example by explaining costs clearly and including the volume of activity (e.g. number of system leader days, number of teachers to be supported etc).
29. Once the TSC approve the RAF, they will submit it to DfE for final review and release of funding. DfE will issue a grant offer letter to your school, copying in the relevant TSC and departmental approver of the plan. You will receive funding each term, in line with the termly profile you have submitted on the RAF. The first term's payment will be made upfront, with subsequent terms paid in arrears once activity is complete.

30. The timeframes for completing these steps are below:

Activity	Timeframe
Tier 2 / 3 RAF submitted by NLE to TSC	Within 5 days of school visit
Tier 2 / 3 RAF submitted by TSC to DfE	With 10 days of receipt from NLE
Tier 2 / 3 RAF signed off by DfE	Within 10 days of submission from TSC
Tier 2 / 3 payment made by DfE	Within 10 days of sign off

## 7. Monitoring delivery (Tier 2 and 3 only)

1. You will need to provide termly updates to the department on progress against the actions in the RAF, to ensure that they are being delivered in line with the plan and having the intended impact. The department will only release funding for activities delivered through terms 2 and 3 of the plan if there is satisfactory progress against the actions in the previous term.
2. Updates on progress will be expected (via an excel template – sent to you in advance each term) approximately one month before the end of term to capture:
  - Whether individual activities have happened as planned
  - Whether spending, across each improvement area, is on track
  - (In terms 2 and 3 only), whether the activities are delivering, or are on track to deliver, then intended outcomes
  - (In terms 1 and 2 only), whether any adjustments to activities or spending are recommended in subsequent term(s)
3. Where activities are not on track, the department will work with you to intervene, to ensure priority actions – whether funded or unfunded – are delivered and achieving the intended outcome. This may involve developing mitigations for activities that are not on track or stopping some activities until others are delivered.
4. You should allocate time (approximately 1 day per term – as part of the 'NLE coordination and monitoring time, captured in the 'summary' tab of the RAF) throughout the course of the plan to:
  - Monitor whether the activity agreed has taken place in that term and whether mitigations are in place for those activities that are off track. If activities have not taken place you will be able to recommend to DfE that further funding is withheld until they have.
  - Assess whether the actions are on course to achieve, or have achieved the outcomes described at the outset of the plan.
  - Support the school to ensure the recommendations are implemented effectively and that the planned actions remain appropriate and achievable.

### **Tier 3 schools:**

When monitoring progress in a tier 3 school, you should:

- as part of the termly review, gain feedback from the chair of the Governing Board, and, for trusts, the CEO.
- review the RAF following any Ofsted inspection or monitoring visit during the course of plan, adjusting plans in consultation with DfE where necessary
- with the school, consider how the school will sustain the activities beyond the funded period.

## **18/19 monitoring**

5. If you carried out SI offer deployments in 18/19, you will be commissioned towards the end of the spring term 2020 to provide a short end-of-project report for tier 2 schools only.
6. If you identify in the meantime that a change has happened to activity defined within an 18/19 RAF you should notify the TSC in the first instance, who will confirm whether a grant variation is required. Where this is the case, TSC will work with you to agree the amended RAF. TSC will then liaise with DfE to arrange issue of a revised grant offer letter via the school.improvement mailbox for signature and return by the NLE.

# **8. Funding Guidance**

## **Tier 1 Deployments**

1. You are required to prioritise supporting schools eligible for the 2019/20 School Improvement Offer. You will be paid £500 per day (or £600 per day where you are required to travel longer than 1 hour or over 45 miles) for each day you have been deployed, up to a maximum of 3 days, per supported school. Funding will be paid termly in arrears using data recorded within the portal.
2. You should complete the activity that results in a tier 1 return, or RAF, being submitted within a term of being matched to the school. Any remaining days, from your initial 3 day allocation, that are being used to support the school with implementing its plans should be completed by the end of the following term.

## **Tier 2 and 3 Funding**

3. Funding will be awarded to your school to support the delivery of the agreed actions within the RAF. This funding will be paid to your school and you will be accountable for this funding and ensuring that it is spent in line with agreed actions. Following approval of the RAF by DfE, a grant offer letter will be sent to your school outlining the terms and conditions of funding. You will receive funding each term, in line with the termly profile you have submitted on the RAF. The first term's payment will be made upfront, with subsequent terms paid in arrears once activity is complete.
4. Funding is available for 3 full terms following approval of the RAF. If activity will commence during the term in which the RAF is approved (i.e. before the first 'full' term) then please count this as additional term 1 activity in terms of funding and expected outcomes. (I.e. if your RAF is approved in February, all activities and spending between February and July will count as 'term 1').
5. You will be responsible for commissioning, procurement and other funding arrangements entered into (to deliver actions within the RAF) using the funding received under this grant.

All underspend must be returned to the Department. You will be required to return a grant evaluation and assurance reports to the DfE as requested annually.

6. **Funding restrictions:** Grant funding cannot be used to fund actions that have already been planned and budgeted for by the trust or school prior to you starting work with the school, for example as already detailed in any existing school development plan or action plan. Nor can it be used to plan or deliver activities that would duplicate support that is or could otherwise be accessed free of charge during the grant period from existing available funded programmes.
7. The grant may not be used to fund mandatory qualifications for specialist teachers or classes of pupils with Sensory Impairment or the National Award in SEN Coordination as these should be funded from core school budgets.
8. Funding cannot be used to provide cover for staff release time unless exceptionally agreed with DfE.
9. You are responsible for the legality of any commissioning, procurement or other funding arrangements entered into using the funding received under this grant.
10. Where you recommend funding to be awarded to system leaders (NLE / SLE / NLG / Teaching Schools) within your own MAT / Teaching School Alliance you should be specific in your rationale as to why this is the most appropriate support. Where a substantive proportion of the total funding is going to schools within your own trust or Teaching School Alliance, TSC and the department will apply additional scrutiny to be assured that this is the most appropriate support for the school to address the improvement area in question.
11. Where you recommend funding to be awarded to system leaders within the supported school's own MAT (including where this is your own), you should explain why this is additional to any support that the school is, or should be, already receiving from its trust (i.e. does not constitute double funding).
12. Where you are recommending support from within your own trust, this is likely to constitute a 'Related Party Transaction' (RPT) which needs to be declared to the ESFA. A suite of [guidance materials](#) on the RPT system is available on GOV.UK. This includes a guide on accessing and [using the online form](#) to declare or seek approval for an RPT.
13. The CEO / Headteacher and Chair of Governors of the supported school will be required to sign off the RAF for Tier 2 and 3 schools, and agree to the implementation of the recommendations within it (both funded and unfunded), before funding is released.
14. All funding is subject to the standard DfE terms and conditions at:  
<https://www.gov.uk/government/publications/grant-funding-agreement-terms-and-conditions>

# Annex A: Contacts for Subject Specific Programmes

## Key contacts for Maths recommended actions

Region	NCETM Regional Lead	Email
East of England and North East London	Chris Dale	<a href="mailto:chris.dale@ncetm.org.uk">chris.dale@ncetm.org.uk</a>
North	Paul Treversh	<a href="mailto:paul.treversh@ncetm.org.uk">paul.treversh@ncetm.org.uk</a>
South West	Annabelle Grose	<a href="mailto:annabelle.grose@ncetm.org.uk">annabelle.grose@ncetm.org.uk</a>
South East England and South London	Heidi Whitney	<a href="mailto:heidi.whitney@ncetm.org.uk">heidi.whitney@ncetm.org.uk</a>
East Midlands and Humber	Margaret Young	<a href="mailto:margaret.young@ncetm.org.uk">margaret.young@ncetm.org.uk</a>
West Midlands	Barbara Rodgers	<a href="mailto:barbara.rodgers@ncetm.org.uk">barbara.rodgers@ncetm.org.uk</a>
Lancashire and West Yorkshire	Gaynor Bahan	<a href="mailto:gaynor.bahan@ncetm.org.uk">gaynor.bahan@ncetm.org.uk</a>
South Central and North West London	Matt Lewis	<a href="mailto:matt.lewis@ncetm.org.uk">matt.lewis@ncetm.org.uk</a>

## Key contacts for English recommended actions

Region	School name	Hub email address
East Midlands and Humber	St Wilfrid's Primary School, a Catholic Voluntary Academy	<a href="mailto:info@stwenglishhub.co.uk">info@stwenglishhub.co.uk</a>
	Whiston Worrygoose J&I School	<a href="mailto:teachingschool@learnersfirst.org">teachingschool@learnersfirst.org</a>
	Witham St Hughs Academy	<a href="mailto:enquiries@equatetsa.co.uk">enquiries@equatetsa.co.uk</a>
	Horsendale Primary	<a href="mailto:head@horsendale.nott.sch.uk">head@horsendale.nott.sch.uk</a>
East of England and North East London	Elmhurst Primary School	<a href="mailto:newvision.englishhub@elmhurst.newham.sch.uk">newvision.englishhub@elmhurst.newham.sch.uk</a>
	Grazebrook School	<a href="mailto:englishhub@newwavefederation.co.uk">englishhub@newwavefederation.co.uk</a>



	Myland Community Primary School	<a href="mailto:admin@myland.essex.sch.uk">admin@myland.essex.sch.uk</a>
	Heather Avenue Infant School	<a href="mailto:head@heatheravenue.norfolk.sch.uk">head@heatheravenue.norfolk.sch.uk</a>
Lancashire and West Yorkshire	All Souls CE Primary School	<a href="mailto:office@allsoulsce.rochdale.sch.uk">office@allsoulsce.rochdale.sch.uk</a>
	Burley and Woodhead CofE Primary School	<a href="mailto:office@burleywoodhead.com">office@burleywoodhead.com</a>
	Jerry Clay Academy	<a href="mailto:EnglishHub@jerryclayacademy.wakefield.sch.uk">EnglishHub@jerryclayacademy.wakefield.sch.uk</a>
	Outwood Primary Academy Lofthouse Gate	<a href="mailto:pie@outwood.com">pie@outwood.com</a>
	St John Vianney Catholic Primary School	<a href="mailto:englishhub@st-john-vianney.blackpool.sch.uk">englishhub@st-john-vianney.blackpool.sch.uk</a>
	The Greetland Academy	<a href="mailto:englishhub@greetlandacademy.org.uk">englishhub@greetlandacademy.org.uk</a>
North	Lealholm Primary School	<a href="mailto:lponter@yeat.co.uk">lponter@yeat.co.uk</a>
	Orgill Primary School	<a href="mailto:headteacher@orgill.cumbria.sch.uk">headteacher@orgill.cumbria.sch.uk</a>
	St Michael's C of E Primary School	<a href="mailto:bishopmiddleham@durhamlearning.net">bishopmiddleham@durhamlearning.net</a>
	Westgarth Primary School	<a href="mailto:westgarthoffice@westgarth.rac.sch.uk">westgarthoffice@westgarth.rac.sch.uk</a>
South central and North West London	Roade Primary School	<a href="mailto:englishhub@roadeprimary.org">englishhub@roadeprimary.org</a>
	West London Free School Primary	<a href="mailto:Hub@ks-t.org">Hub@ks-t.org</a>
	Whiteknights Primary School	<a href="mailto:admin@whiteknights.wokingham.sch.uk">admin@whiteknights.wokingham.sch.uk</a>
South East and South London	Chesterton Primary School	<a href="mailto:office@chesterton.wandsworth.sch.uk">office@chesterton.wandsworth.sch.uk</a>
	Kingsnorth CEP	<a href="mailto:office@kingsnorth.kent.sch.uk">office@kingsnorth.kent.sch.uk</a>
	Springhill Catholic Primary School	<a href="mailto:englishhub@springhillcatholic.net">englishhub@springhillcatholic.net</a>
South West	Broadclyst Community Primary School	<a href="mailto:nrothery@tcts.education">nrothery@tcts.education</a>
	Ilsham C of E Academy	<a href="mailto:partners@lapsw.org">partners@lapsw.org</a>
	Mangotsfield CE Primary School	<a href="mailto:English.Hub@mangoschool.org">English.Hub@mangoschool.org</a>
	Ramsbury Primary School	<a href="mailto:admin@ramsbury.wilts.sch.uk">admin@ramsbury.wilts.sch.uk</a>

	St Peter's Church of England Primary School	<a href="mailto:enquiries@sppschoo.uk">enquiries@sppschoo.uk</a>
	Trenance Learning Academy	<a href="mailto:Kernow.EnglishHub@TLAT.org.uk">Kernow.EnglishHub@TLAT.org.uk</a>
West Midlands	Childer Thornton Primary	<a href="mailto:englishhub@childerthornton.cheshire.sch.uk">englishhub@childerthornton.cheshire.sch.uk</a>
	Lacey Green Primary Academy	<a href="mailto:englishhub@laceygreen.cheshire.sch.uk">englishhub@laceygreen.cheshire.sch.uk</a>
	Little Sutton Primary School	<a href="mailto:englishhub@littlesu.bham.sch.uk">englishhub@littlesu.bham.sch.uk</a>
	St John Bosco Catholic Primary School	<a href="mailto:headteacher@st-johnbosco.sandwell.sch.uk">headteacher@st-johnbosco.sandwell.sch.uk</a>

### **Key contacts for Science recommended actions**

Available here: <https://www.stem.org.uk/science-learning-partnerships>

### **Key contacts for Computing recommended actions**

Available here: <https://blog.teachcomputing.org/the-national-centre-for-computing-education-announces-seven-new-computing-hubs/>

# Annex C – Example of NLG Support

	Support	Estimated time	Purpose	Output
1	<b>Document Review</b> <ul style="list-style-type: none"> <li>All Governance Board (GB) strategic documents</li> <li>School Improvement and/or Recovery Plan</li> <li>GB constitution or equivalent</li> <li>Agendas and Minutes from last three GB meetings</li> <li>Last three Headteacher routine reports to GB</li> <li>Documents that give a feel for governance policy, such as Induction, code of conduct, visits to school</li> <li>Training records for last 2 years</li> <li>Completed skills audit</li> <li>If part of a MAT - Scheme of Delegation</li> <li>Documents relating to any significant background issues likely to emerge</li> </ul>	1 day	High level evaluation of governance practices	Confirmation of practice, and to develop recommendations to strengthen governance, support that may be required or further evaluation
2	<b>Governance in action</b> <p>With a document review will provide a 'light touch' evaluation of governance. Could be completed without full document review</p> <ul style="list-style-type: none"> <li>Short discussions with Chair and Headteacher just prior to GB meeting</li> <li>Attend GB meeting and observe</li> <li>Provide immediate feedback at the close of the meeting (if required)</li> <li>Produce a short assessment of what went well at the meeting, any issues worth considering as improvements, and a view on impact and interactions</li> <li>Outline possible next steps.</li> </ul>	1 day	Evaluation of governance practices	NLG to provide recommendations to strengthen governance, support that may be required.

3	<b>External Review of Governance (including connections to MAT)</b> <p>Through a facilitated self-review process</p> <ul style="list-style-type: none"> <li>Document review (see above).</li> <li>Structured 1:1 interview session with Headteacher, Chair, key governors (including any committee chairs or those with 'portfolio roles', the Clerk and if applicable MAT rep for MAT academy.</li> <li>A facilitated whole Governing Body/board self-assessment session</li> <li>Submission of a written report providing a summary, key findings and recommendations (the "better if..." part)</li> <li>Support to develop an action plan.</li> </ul>	3 days for school possibly more if part of MAT review	Full self-evaluation of the effectiveness of governance to inform and develop an action plan	NLG will provide a report which includes recommendations to strengthen governance, support the development of an action plan and identify further support and development that may be required.
4	<b>Mentoring and coaching support</b> <ul style="list-style-type: none"> <li>Provide two term ongoing ad-hoc support to the chair, as required.</li> <li>Hold two termly discussions with the chair and Headteacher on progress, impact and outcomes.</li> </ul>	1 day	Provide support and guidance for the Chair as appropriate. Building confidence and skills.	Strengthen GB leadership
5	<b>Team Coaching</b> <p>Facilitated session where major change is essential and the chair needs to participate not lead it. EG Academising, federating or restructuring</p>	½ day	Provide support and guidance for a GB as appropriate.	Aid strategic thinking and planning when making significant decision
6	<b>Supporting development of a GB - new Governor recruitment</b> <p>Advice, guidance and support to structure a process for reconstitution or when recruit new governors</p>	½ day	Provide support and guidance for a GB as appropriate	Help ensure that the GB has the full complement of governors with the right skills for the school

With thanks to Ruth Murton and Ken Lloyd, NLG, for preparing this material.

## Change log

Version	Published date	Changes made
2	15 Jan 2020	<b>Completing the RAF:</b> – updated to align to Excel RAF. Of note: “NLE coordination and monitoring time” - to record time and funding you are allocating for co-ordinating and supporting implementation of the plan and monitoring, should now be included on the ‘summary’ tab of the excel RAF. (NB – this is a change from the portal RAF – where you were asked to include this activity under ‘leadership’.)
		<b>Delivery of the Offer:</b> clarification that courses lasting 12 months + can be recommended, as long as funding is spent within grant funding period
		<b>Completing the RAF:</b> clarification that NLE/SLE support has been added to the drop-down list of national programmes
		<b>Completing the RAF:</b> confirmation of NLE/LLE/SLE and NLG day rates
		<b>Completing the RAF:</b> clarification that funding can be spent in the three terms after the term in which the RAF is signed off, and that activity commencing before official ‘term 1’ should be counted as term 1 for costing and reporting purposes.
		<b>Completing the RAF:</b> expanded requirement on behaviour – to confirm alignment with the recently published ‘Respectful Schools’ Tool
		<b>Funding Guidance:</b> 18/19 grant offer variations
		<b>Funding Guidance:</b> clarification that ‘Related Party Transaction’ regulations apply when commissioning within your own trust
		<b>Annex B</b> (separate document): changes to detailed list of national programmes – including leadership and behaviour. Confirmation that NPQ scholarship funding is not available after Dec 19 (they can continued to be funded via the SI offer for Tier 2 and 3 schools).
		<b>Annex C:</b> new Annex with example NLG activities