

SCHOOL IMPROVEMENT CHALLENGE BOARD (SICB)

SICB Roles & Responsibilities

- To act as focal point for schools requiring support for educational, financial, personnel, governance reasons
- To manage the schools in financial difficulty de-delegation budget on behalf of the Schools Forum

SICB Membership

- Head of School Improvement Service (Chair)
- School Improvement Service – Monitoring & Intervention (MIT) Team
- School Improvement Service – phase lead
- Schools HR lead
- Schools Financial Services lead
- Governor Services lead

SICB in Practice

SICB meet on a fortnightly basis to consider the support needs of schools identified as requiring support. This multi discipline approach including school improvement, HR, finance and governance allows the board to identify common issues and a joined up solution to support overall school improvement.

School Improvement

Lancashire's school improvement strategy is based upon the following principles:

- Raising the achievement for all children and young people through supporting the development of effective self-managing schools
- Working in partnership with schools in Lancashire
- Promoting and developing school to school support
- Offering a traded school improvement service to all schools to support effective self-evaluation, innovation and development
- Providing intensive support and intervention where there is low attainment and/or underachievement

The Local Authority will use its statutory powers in the 2006 Education Act to intervene where pupil progress is below expectations and where leadership and management is unable to move the school forward.

The criteria for intervention will be:

1. Standards of performance at the school are unacceptably low and are likely to remain so unless the local authority exercises its statutory intervention powers.
2. There has been a serious breakdown in leadership and management which is prejudicing, or likely to prejudice, standards of performance.
3. There has been a serious breakdown in governance which is prejudicing, or likely to prejudice, standards of performance.

The LA closely monitors the impact of school improvement support. Our Strategic Challenge Board monitor the progress of all Schools Causing Concern on a termly basis, where they receive detailed action plans and indications of pupil progress. For all schools below floor standards, in an Ofsted or LA category of concern, our Strategic Challenge Board receive an evaluation report and then discuss the progress on a termly basis.