



Academy of Concern and Sponsored Academy Intervention Policy

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“Learning together, to be the best we can be”

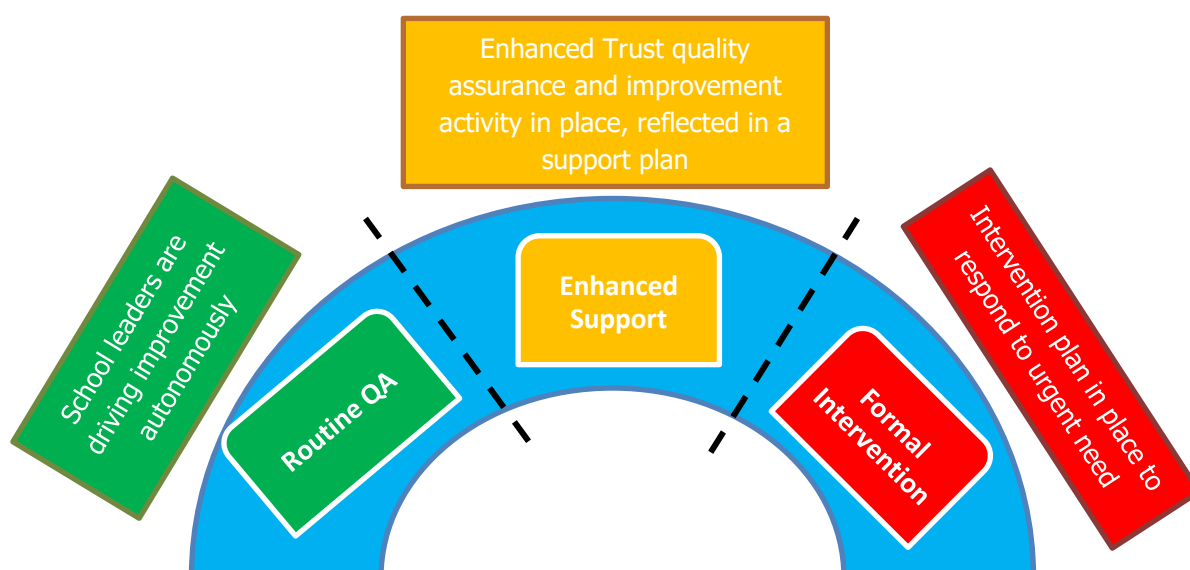
1. Context

- 1.1. Nexus Multi Academy Trust has an ethos of empowerment across all its schools, with the Scheme of Delegation providing the legal framework for the distribution of power and responsibility from the Trust Board of Directors.
- 1.2. Our minimum standard is for all schools/settings to be judged as at least "Good" by Ofsted, though the Trust Board recognises that in exceptional cases and for a variety of reasons some schools may fall below that standard, and will require specific support and intervention to turn around weakened performance. This may be irrespective of the most recent inspection grade.
- 1.3. As a recognised sponsor Trust, Nexus MAT is also required to take on failing schools and incorporate them into the Trust's structures to facilitate rapid and sustainable improvement.
- 1.4. This policy outlines how the Trust Board will exercise its statutory duties to ensure all children are receiving the best education possible and how the Chief Executive Officer will ensure that each school they are statutorily responsible for is being effectively managed to demonstrate probity, regularity and value for money at all times.
- 1.5. Nexus Multi Academy Trust has developed a MAT Collaborative School Improvement Framework (CSIF), with a performance dashboard that outlines the key performance indicators for our schools and settings. This operationalises the expectations of Directors on the central Trust team, as per the Quality Assurance & Improvement Policy.
- 1.6. Flowing from the CSIF is a programme of school improvement activity, the focus of which is to ensure that all schools (and the Trust as a whole) are in a perpetual state of improvement, building on existing strengths.
- 1.7. The Trust makes the commitment to invest as much resource as possible to enable rapid school improvement that is outward looking in its design, linked to other "Good" and "Outstanding" settings across the country and beyond.
- 1.8. The Trust Board has a Standards Committee which scrutinises the effectiveness of the MAT CSIF.

2. Overarching model

2.1. The Trust has an overarching model of defining a school's position in terms of being at least "Good" (Appendix C). This acknowledges the essential work undertaken by school leadership teams and the wider school communities every single day to deliver world class education, whilst also providing a framework for the Trust to respond to the judgements of those officers undertaking quality assurance, as well as any unexpected outcomes from an Ofsted inspection.

2.2. Nexus MAT Intervention Model



3. Routine Quality Assurance

- 3.1.** Schools subject to routine quality assurance (as defined by the Trust's QA & Improvement Policy) are those schools that are at least securely good, there is a shared confidence in performance and increase innovation in delivery. This is the desired state for all Nexus MAT schools.
- 3.2.** A Partnership Improvement Plan (PIP) will record the Areas for Improvement as identified by Ofsted and progress made towards these will be monitored every half term via the PIP Meeting.

4. Enhanced Support

- 4.1. Within the schools dashboard, where [a] performance indicator[s] is/are in a trend of decline/stagnation **OR** where there are concerns presenting, enhanced quality assurance activity and improvement activity will be undertaken by the Trust **with** the Headteacher, to provide enhanced assurance that the school is moving in the right direction, under the leadership and management of the Headteacher. This would not typically necessitate a revision to the delegated powers as per the Scheme of Delegation.
- 4.2. Where a school has been through other changes that could hold the school back from securing at least "Good" as the outcome of the next Ofsted inspection, it will qualify for this tier of support.
- 4.3. SMART action planning in response to any weakened indicator[s] will provide the necessary grip of issues and reflect what enhanced support is being provided.
- 4.4. A **Partnership Improvement Plan (PIP) for Enhanced Support** will be co-produced by the Executive Regional Director, Headteacher and Executive Assurance Partner overseen by Assistant CEO – Quality Assurance & Improvement and monitored **every half term** via the PIP Meeting. The decision to step a school out of enhanced support will typically be taken by the School's Performance Scrutiny Board.

5. Formal intervention

- 5.1. If it is not possible to respond to concerns about a school through the "enhanced support" tier, or if this does not secure sufficient improvement at a reasonable pace, then formal intervention will take place.
- 5.2. SMART action planning in response to any weakened indicator[s] will provide the necessary grip of issues and increase transparency to all for how problems are being addressed.
- 5.3. A **School Intervention & Improvement Plan** will be developed by the Assistant CEO – Quality Assurance & Improvement in partnership with the responsible executive manager for the school and monitored **at least monthly** (though this may be more frequent, dependent on need) via an

Intervention & Improvement Review Meeting. The decision to step a school out of formal intervention will typically be taken by the School's Performance Scrutiny Board.

- 5.4. Changes could include additional oversight of the Headteacher and/or changes to local governance.
- 5.5. Any changes to the established model of leadership and governance will typically be for the duration of the action plan, with those measures taken reviewed once the school is in a position to evidence sustained improvement.
- 5.6. Any decision to formally intervene in a school must be communicated with the school leadership and local governors as soon as is reasonably possible. The Chief Executive Officer is responsible for ensuring this happens, via the Trust's line management and corporate governance structures.
- 5.7. Formal intervention may require an amendment to the Scheme of Delegation between the Trust Board and local governance, with a revised scheme of delegation specifically applicable to that school agreed by the Trust Board following the advice of the Chief Executive Officer.
- 5.8. The standard Nexus Terms of Reference for the local governance may be suspended/not applicable. The replacement body – typically an Intervention or Transition Board - will be issued with its own Terms of Reference as per the appendices to this policy.
- 5.9. There are 3 means of intervention used by Nexus MAT with local governors:
 - 5.9.1. **Enhanced capacity:** Additional governors are appointed by the Chief Executive Officer to increase capacity and expertise, with some powers retained but not all. This approach may be applied to an existing school within Nexus MAT or one in the process of being incorporated into the Trust;
 - 5.9.2. **Transition Board:** Where An Trust Board appointing a "Transition Board" (appendix A) to oversee improvements. This model would only be applicable to a school in the process of being sponsored by Nexus and incorporated into the Trust;
 - 5.9.3. **Intervention Board:** Normal local governance is removed with the Trust appointing an "Intervention Board" (appendix B). This approach

may be applied to an existing school within Nexus MAT or one in the process of being incorporated into the Trust.

- 5.10. Extraordinary changes to the established model of leadership and governance will be for the duration of the intervention period, with the measures taken then reviewed once the school is in a position to evidence sustained improvement. A return to a normal local governance model and use of the Trust-wide Scheme of Delegation must be agreed by the Trust Board before being returned to.

6. Sponsorship or re-brokerage of other schools

- 6.1. Local Authority maintained schools or re-brokered academies in special measures/categories of concern may be sponsored by Nexus MAT as part of the government's strategy for responding to "inadequate" or "coasting" schools. Sponsorship is agreed by the Regional Director's Office.
- 6.2. Sponsorship or re-brokerage may necessitate a change being made to the school leadership, such as the removal of individuals and/or the appointment of a consultant or executive Headteacher or other senior leader. These changes must be affected by those accountable for the school, and therefore Nexus MAT can advise on - but cannot enforce – a change, prior to conversion.
- 6.3. Informed by due diligence and an individualised assessment of the school context, the Chief Executive Officer will recommend the correct governance structure to the Trust Board to ensure there is optimal confidence in effective local oversight and scrutiny, post-conversion.

TERMS OF REFERENCE FOR A TRANSITION BOARD (“the Transition Board”)

[NAME OF ACADEMY] (the “Academy”)

EFFECTIVE DATE [] REVIEW DATE []

PURPOSE

The Transition Board’s primary role is to support the transition of the School from a maintained school to becoming an academy within Nexus MAT and to facilitate the establishment of a local governance forum to whom delegated responsibility can be given. The Transition Board will have been established by Nexus and may have been appointed before the School formally joined Nexus in order to support the conversion of the School to become an academy. The Transition Board shall meet at least twice a term, more if necessary.

The Transition Board will ensure that the Strategic Plan for the school is being implemented and will advise on the development and review of the Plan.

The Transition Board’s primary focus is achieving continuing school improvement and, if appropriate, the rapid turnaround of the Academy. The Transition Board will report to the Nexus MAT Board and to the Nexus MAT Chief Executive Officer on progress, recommending further action as necessary. The Transition Board is accountable to the Nexus Multi Academy Trust Board for the progress of the Academy.

MEMBERSHIP

Members of the Transition Board are appointed by Nexus MAT, who will ensure the members have both the capacity and skills to work intensively with the Academy senior leadership team, providing support and challenge to the Academy’s staff and building on existing links with the community.

Board members must be able to demonstrate an understanding of the ethos and values of Nexus and a commitment to fulfilling Nexus’s mission and objectives for the Academy, drawing on specialist skills where required. Whilst there is no limit on the numbers expected to serve on the Board, in most cases it is not anticipated that there will be more than 3 initially, one of whom will be the Chief Executive Officer or a nominated deputy. The Nexus Chief Executive Officer will appoint the Chair of the Transition Board.

TERMS OF REFERENCE FOR AN INTERVENTION BOARD

TERMS OF REFERENCE FOR AN INTERVENTION BOARD ("the Intervention Board")

[NAME OF ACADEMY] (the "Academy")

EFFECTIVE DATE [] REVIEW DATE []

PURPOSE

The Intervention Board has been established by Nexus Multi Academy Trust Board to secure the rapid turnaround of the Academy. Whilst the Intervention Board is in place, the Scheme of Delegation shall be suspended.

The Intervention Board shall meet at least twice a term, more if necessary and shall report directly to the Nexus Multi Academy Trust Board, who will be supported by the Nexus Executive Team. Additional reporting may also be necessary to the Department for Education if any warning notices have been served under the Supplemental Funding Agreement.

The Intervention Board will ensure that the Action Plan for the Academy is being implemented and will advise on the development and review of the Plan.

MEMBERSHIP

Members of the Intervention Board will have been appointed by the Nexus Multi Academy Trust Board on the recommendation of Nexus Chief Executive Officer, who will ensure the members have both the capacity and skills to work intensively within the Academy, providing support and challenge to the Academy's staff and building on existing links with the community.

Board members must be able to demonstrate an understanding of the ethos and values of Nexus and a commitment to fulfilling Nexus's mission and objectives for the Academy, drawing on specialist skills where required. Whilst there is no limit on the size of the Intervention Board, it is not anticipated that there will be more than 3 members, one of whom will be appointed by the Chief Executive Officer to chair all meetings. Others, such as the Headteacher or Headteacher Designate, may be asked to sit on the Intervention Board in an advisory capacity.

Operating with an Intervention Board is not intended to be a long-term arrangement and a target date has been identified for the review of the arrangement. Any initial period is not intended to be greater than 12 months.

Tiers of Intervention

Tier	Target Group	Characteristics	Support Expectations	Review
Tier 1 RQA: Self-Sustaining Schools	At least securely good (Dashboard and Ofsted), there is a shared confidence in performance, increased innovation in delivery.	Clear, ambitious vision rooted in inclusive practice Strong leadership Evidence of impact in pupil outcomes Capacity to support others (outreach, SLEs, system leadership) Strong internal QA.	Access to MAT-wide CPD and networking. Central support by request. Support other schools through coaching, moderation, or staff deployment 6 days a year. Innovation encouraged (research projects, pilot schemes)	Light-touch central oversight via review, school visits, QA. PIP identifies the AFI's which are addressed via school improvement activity in-house. Termly PIP review conducted via email / Teams
Tier 2: Enhanced support / Strengthening schools	Schools judged 'Good' but with variable performance e.g. is/are in a trend of decline/stagnation AND / OR those undergoing change (e.g., significant leadership turnover). AND/OR the school is within the Inspection window.	Some strengths in SEND practice and outcomes Inconsistent quality of teaching, behaviour, or safeguarding Emerging leadership or new headteacher Capacity for improvement exists	Attendance at targeted CPD (e.g. tip, behaviour support) Development of middle leadership. 10 hours of direct school improvement support by EAP.	PIP identifies AFI's plus the main school improvement priority / driver along with actions and timeline. Half termly PIP meeting conducted via Teams.
Tier 3: Intervention / Intensive Support Schools	Schools at risk, with RI/Inadequate Ofsted OR the Dashboard identifies serious concerns in safeguarding, leadership, or QoFE provision OR the school is not securing sufficient improvement at a reasonable pace.	Concerns about pupil progress/outcomes Concerns about leadership Concerns about compliance or safeguarding Limited capacity for self-improvement	Additional oversight/support for the Headteacher AND/OR changes to local governance. Enhanced support and oversight from central trust including 25 hours of direct support. Non-negotiables and direction if required Targeted CPD and QA (e.g., lesson study, behaviour audits, SEND audit)	Intensive oversight via review, school visits, QA. Monthly face to face review of progress towards the School Intervention & Improvement Plan.

Cross-Tier Elements (All Schools)

Central Support Offer

- Trust-wide CPD on SEND, therapeutic approaches, trauma-informed practice
- Leadership development pipeline
- Professional Learning Communities and Networks (in-house and external)
- Standardised QA frameworks and data dashboards

- Curriculum resources accessible via intranet

Quality Assurance Framework

- Triangulated QA: data, school visits, pupil voice
- Evidence informed Dashboard self-evaluation each term
- Centralised audit cycle
- Executive Assurance Partner

Movement Between Tiers

- Reviewed termly based on performance data, QA outcomes, and capacity via the Schools Performance and Scrutiny Board
- Schools can be 'stepped up' or 'down' in response to changes
- Tier status used to tailor support and development

Monitoring Impact

- PIP review meetings
- Termly reports to Trust Board
- Stakeholder feedback (staff, pupils, parents)
- Ofsted outcomes and external validation