

Targeted Intervention and Support Programme (TISP)

Guidance Handbook

for schools, governing bodies,
Devon County Council services
and elected members



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Appendices

Schools participating in TISP receive appendices which are appropriate to the relevant TISP category. These include:

- Timetable for implementing TISP
- TISP register
- TISP management group
- Letter – entry to TISP category
- Support for action planning
- Devon County Council statement of action, and guidance for the governing body appropriate to the TISP category
- Protocol governing visit notes and reports
- Visit note example
- Reporting progress
- Letter – exit from TISP



Consultation process

Summer term 2008

- Legislative changes announced by Department for Children, Schools and Families (DCSF).
- Consideration of feedback arising from Department of Education and Skills (DES) Quality Assurance visits to schools.
- Her Majesty's Inspector (HMI) monitoring visits to schools in categories, and comments from schools to the Director for Learning and Schools.
- Meetings with lead officers: **Judith Johnson** Devon County Council (DCC), **David Blower, David Chaplin** Learning and Development Partnership (LDP).
- Initial draft of TISP written.

September 2008

- Outline proposals presented to Devon County Council Children and Young People's Services (CYPS) Senior Leadership Group.

October 2008

- Awareness of TISP raised at Head Teacher Liaison Group and Head Teacher Regional Briefings.

November 2008

- Next draft of TISP.
- Outline of TISP and changes discussed with Devon Association of Governors (DAG) and Learning and Development Partnership (LDP) school improvement team.

December 2008

- Consultation version of guidance handbook to schools and Dioceses.
- Outline of TISP and changes discussed with Head Teacher Liaison Group.

January 2009

- Report to CYPS Senior Leadership Group on progress to date.
- Outline of TISP and changes discussed with Joint Consultative Committee (JCC) and Forum for Learning and Achievement.

February 2009

- Outline of TISP and changes discussed at Devon Association of Primary Heads (DAPH) briefings.
- Further work done on guidance handbook based on feedback and consultation.

April 2009

- Implementation of revised TISP.
- Existing schools causing concern transferred to appropriate category in TISP (category A or B)
- Analysis of National Strategies Priority Schools list and discussion with schools to determine appropriate category in TISP (category C.1 or C.2).
- Existing Watching Brief schools transferred to TISP category D.

Foreword

This guidance handbook has relevance for all schools as we collectively seek to improve outcomes for all our learners. It contains our strategy for supporting schools that, for whatever reason, find themselves unable to maximise their potential at a particular point in time.

There is a variety of issues which can lead to a school dipping below optimal performance across any or all of the five outcomes for children and young people. These can be triggered by demographics, staffing turnover, budget deficits, ill health and challenging contexts.

Devon County Council appreciates that no leader of a school sets out to underachieve but there are occasionally circumstances which reduce the impact of leadership and in the interests of children and young people, Devon County Council's Children and Young People's Services will need to intervene supportively to make sure schools move through this temporary period in their life.



Judith Johnson

Director for Learning and Schools
Children and Young People's Services



“The support we have had has really helped to develop the internal capacity across the school. We now have class teachers and subject leaders who are confident to identify ways forward in children’s learning and lead school improvement. The support of consultants has really helped to change the culture in our school. As a newly appointed head teacher coming into the school, the support and knowledge of the consultants has been invaluable.”

Introduction

Schools and learners in Devon have a positive record of improvement. The number of schools judged to be good or outstanding as a result of Ofsted inspection has increased. Outcomes for pupils across all five **Every Child Matters** outcomes have improved. Schools celebrate success across a wide range of achievement, including personal development and emotional well-being, for children and young people.

While the majority of schools in Devon are successful and effective, some schools need additional support and intervention to make sure they have the capacity to improve. Devon has a good track record of providing support and intervention to schools, and over time, this high quality support and intervention has been recognised by Ofsted, the National Strategies, school leaders and governing bodies. With the introduction of new initiatives, such as [The National Challenge](#) and [National Priority Schools](#), there is a need to broaden our established support and intervention programme.

Devon provides commissioned universal support and challenge to all schools through, for example, the [School Improvement Partner \(SIP\)](#) programme and aspects of the [Primary and Secondary National Strategies](#). We also have a statutory duty to identify schools needing intervention and support to secure improvement as quickly as possible. The **Targeted Intervention and Support Programme (TISP)** is designed to set a standard for all schools and to focus on the minority of schools which may need:

- intervention and support following identification by Devon County Council to make sure they achieve their very best
- intervention and support following identification by Ofsted as requiring Special Measures or a Notice to Improve
- intervention and support following identification as a National Priority School.

This guidance handbook outlines our procedures for intervention and support through TISP. It provides information to schools and DCC officers to ensure consistency and quality. The purpose of TISP is to achieve the best outcomes for children and young people by helping secure schools' capacity to improve. The focus is support for:

- improving learning and teaching
- developing leadership and management
- embedding effective school self-evaluation.

The TISP is underpinned by the principle of intervention in inverse proportion to success.

The programme also recognises that successful school improvement relies on effective multi-agency working, with expertise and support provided by a range of services. For church schools, this includes communication and partnership with the relevant diocese.

We want all children and young people to be:

- successful learners, who enjoy learning, make progress and achieve their potential
- confident individuals who are able to lead safe and healthy lives
- responsible citizens who make a positive contribution to society.

*Devon Children and Young People's Plan
2008-2011*

Section 1

Legislative context

Schools are ultimately responsible for their own development and must develop their own capacity for improvement. Local authorities are statutorily required to provide challenge and support to schools in line with their current progress and circumstances, and for most schools the School Improvement Partner programmed visits will be adequate.

However for those identified by:

- Devon County Council as needing additional significant support
- by Ofsted as requiring Special Measures or a Notice to Improve
- nationally as priority schools there will be participation in the TISP.

Devon expects that schools needing additional support and intervention through TISP will seek to work systematically with DCC in addressing their school improvement challenges to meet an appropriate target date for removal from the programme.

Our local authority exercise of legal powers in relation to intervention is rare, however we are required to take action in the few schools that fail to improve, make inadequate progress, or do not recognise the seriousness of their situation. **The 2006 Education and Inspections Act** provides legal powers, when a school has been categorised by Ofsted, for a local authority to:

- appoint additional governors
- create Interim Executive Boards (IEB) to replace poor governing bodies
- require a weak school to federate with a willing strong partner
- remove the delegation of the school's budget
- close the school.

The Secretary of State in exceptional circumstances, when he believes that a local authority is not fulfilling its responsibilities for these schools may:

- appoint additional governors
- appoint an IEB
- close a school - only in cases of Special Measures.

For schools not categorised by Ofsted as needing Special Measures or needing significant improvement, but not engaging constructively with the challenge provided by the SIP, or the support commissioned by the local authority, the 2006 Act requires local authorities to issue a warning notice to the governing body. The Act also gives schools the balancing right to make representations to Ofsted against the issue of such a notice.

A valid warning notice enables a local authority to use the full range of its intervention powers, if necessary. Currently warning notices may be triggered by:

- **the standards of performance, including the progress pupils are making, at the school, being unacceptably low** and are likely to remain so unless the local authority exercises its statutory intervention powers
- **a serious breakdown in management or governance** which is prejudicing, or likely to prejudice, standards of performance
- the **safety of pupils or staff at the school being threatened** - whether by a breakdown in discipline or otherwise.

More details and statutory guidance for this legislation is available at

www.standards.dfes.gov.uk/sie/si/SCC

Section 2

Working with schools

Devon is committed to working with schools jointly to meet our objectives as set out in the **Children and Young People's Plan 2008-2011** and to provide a rich and diverse education and learning experience for all children and young people.

Schools improve best through their own efforts; this means that we must have a sound basis for identifying highly effective schools and schools which would benefit from additional support. We work with schools through the **MICS** model:

- **Monitoring**
- **Intervention**
- **Challenge**
- **Support**

This lies at the heart of our statutory role in school improvement.

This table outlines how these processes apply to all schools and how the School Improvement Partner (SIP) programme aligns with these processes. You can get more information about support levels and the work of School Improvement Partners can be found in **Raising Achievement and Standards in Devon Schools** DCC July 2007

MICS for all schools

Monitoring	Intervention
<p>On behalf of elected members, Devon County Council is required to monitor all schools through the systematic and routine collection of information relating to school and pupil performance and statutory compliance. This includes:</p> <ul style="list-style-type: none"> • quantitative data such as pupil performance, attendance and exclusions • qualitative data such as parental, pupil and governing body comments and field knowledge and visit reports written by DCC officers • key documents school improvement partner reports, audit reports and Ofsted reports. <p>The monitoring process informs the School Improvement Partners' dialogue with schools and the agreement of levels of support in the SIP programme.</p>	<p>If the school is not in TISP, then DCC's practice is consistent with the principles of the single conversation as set out in the New Relationship with Schools Guidance (DCSF).</p>
Support	Challenge
<p>DCC recognises that, as part of their normal improvement work, access to high quality support, other than that provided through core commissioned services, is required by all schools from time to time. Schools use their delegated resources to purchase support from Devon County Council and other providers.</p>	<p>Challenge is provided through a regular professional dialogue, between schools, their governing bodies, School Improvement Partners and other DCC services - to promote continuous school improvement.</p>

For TISP schools, MICS may include:

Monitoring	Intervention
<ul style="list-style-type: none"> • Sharing school self-evaluation outcomes with Devon County Council. • Head teacher's reports of progress. • Governing body minutes. • Ofsted and HMI monitoring reports. • Termly evaluations of progress by the school and Devon County Council. • Desk top monitoring. • Reports to the TISP Management Group. • Reports on progress to CYPS Senior Leadership Group. 	<ul style="list-style-type: none"> • Appointment of additional governors. • Issuing a Warning Notice. • Removal of delegation. • Creation of Interim Executive Board (IEB). • School reorganisation, for example federation or closure.
Support	Challenge
<ul style="list-style-type: none"> • Funding to support the agreed action plan. • Co-ordinated support from a range of integrated services. • Tailored support from other DCC support services, such as human resources, finance and the counselling service. • Brokering partnerships with other schools and in Local Learning Communities where there is recognised good practice, such as assigned head teachers, teachers and governors. • Lead, Advanced Skills and Excellent Teachers. • Professional associations. • Alternative portfolio services. 	<ul style="list-style-type: none"> • Professional dialogue between schools and integrated services staff, including advisers, school improvement officers and School Improvement Partners. • Individual progress meetings with people such as the head teacher and chairs of governor, with the School Improvement Officer or Director for Learning and Schools.

TISP provides targeted support and intervention for a small percentage of Devon schools. Our intention is that ideally this should be 10 per cent at any time. The aim of TISP is to support schools in taking the lead in tackling areas for improvement and assuming full responsibility for sustained improvement.

To achieve this, TISP focuses on:

- **supporting** schools to develop their own capacity to improve, through effective leadership and management and school self-evaluation
- **developing** a partnership between the governing body, head teacher, senior staff, staff, parents, diocese and Devon County Council external services
- **improving** learning and teaching and outcomes for pupils.

Wherever possible, we want to broker support for leadership, including head teachers and governing bodies, and staff from schools with recognised effective practice to work alongside schools in TISP as part of the school's agreed action plan.

A TISP register is maintained. This is confidential to the DCC and individual schools included on the register. In the case of Voluntary Aided and Voluntary Controlled schools, this information is shared with the relevant Diocesan Director.

“Being identified by Devon County Council as a school causing concern facilitated a sharper and more urgent response to school improvement by the entire school staff. It necessitated a collegiate approach which effectively shared the load.”

Devon County Council’s TISP Register

Category A

School provision, including that for social care where relevant, externally evaluated by Ofsted as requiring improvement.

- Schools identified as a result of an Ofsted inspection as requiring Special Measures.
- Schools identified as a result of an Ofsted inspection as requiring a Notice to Improve.

Category B

Schools identified by DCC monitoring, or agreement by DCC following a request from the school, as requiring improvement to prevent potential identification as a category A school. A holistic judgement is made considering:

- attainment is persistently low across a range of national indicators and schools have been unable to respond effectively
- contextual value added and progress data is persistently low across a range of national indicators and schools have been unable to respond effectively
- self-evaluation processes are insufficient or inaccurate, as demonstrated through the School Evaluation Form (SEF)
- the school has not responded effectively to significant DCC external challenge
- there is a current lack of capacity to secure necessary rapid improvement
- the school faces, and is unable to resolve, a critical issue such as a breakdown of relationships affecting the quality of education.

Category C.1 National Priority Schools

These are schools which have been identified by the National Strategies to receive additional support because they trigger indicators for national scrutiny, for example National Challenge, Gaining Ground, schools below Floor Targets, Hard to Shift schools and Persistent Absence schools. **C.1** schools are judged, through discussion with the school leadership team, to need additional support.

All category A, B and C.1 schools are included on the DCC TISP register. In the TISP arena, but not included on the register are:

Category C.2 National Priority Schools

Schools which have been identified by the National Strategies as schools to trigger indicators for national scrutiny as in C.1. However, the information available to DCC, for example from School Improvement Partner reports or Ofsted inspection, indicates these schools - in line with Ofsted criteria - have a good capacity to improve, through effective leadership and management and school self-evaluation. These schools might choose to purchase additional support.

Category D

A small number of schools where DCC is supporting by maintaining a **Watching Brief** and, for some, to ensure a duty of care. This includes schools which are:

- supported as the part of an agreed exit strategy from the TISP
- receiving some additional support from any DCC service, sometimes for a temporary period, for example significant unavoidable absence of the head teacher or loss of expertise through significant change in the composition of the governing body or staff
- receiving support for an acting head teacher.

Section 3

Order of the TISP process

Accountability

School specific

- DCC statements of action for Ofsted category schools are evaluated by Ofsted, with the impact of DCC support evaluated termly.

Monthly

- TISP register and RAG progress rating updated and circulated confidentially in DCC and to Diocese as appropriate

Termly

- TISP, including HMI monitoring reports and letters for Ofsted category schools, reported to CYPS Senior Leadership Group

- Progress meetings in schools with reports to the governing bodies.

- Director for Learning and Schools meets to discuss generic TISP issues with:
 - Head Teacher Liaison Group
 - Professional associations
 - DAG.

- Liaison with Diocesan Directors of Education to co-ordinate support.

Twice a year

- DCC managers report to National Strategies' regional advisers and receive termly evaluation reports with RAG rating contributing to DCC annual performance assessment.

Alerting of school, governing body and DCC to any issues through:

- school self-evaluation
- data analysis
- field knowledge and visit notes from DCC staff
- professional associations
- complaints.



Initial action

- SIP and SIO discuss issues with head teacher and chair of governors.
- TISP group agrees school requires additional support and intervention.

yes

no

School continues to receive core and universal programmes of support.



Entry to TISP

- Presentation to head teacher and chair, and rationale for school to participate in TISP.
- School supported to identify key priorities for improvement.
- Key officers, advisers and consultants identified to co-ordinate TISP for school.



Action planning

- School is supported to draft a costed action plan making appropriate links with the school's own self-evaluation, improvement planning and available funding.



Implementation and monitoring of school's agreed action plan

- Support from DCC or elsewhere secured by school as detailed in action plan.
- DCC supports school leaders and governors to monitor and evaluate impact of TISP.



Exit from TISP

- Success criteria in school's action plan are met including embedded sustained capacity to maintain progress.
- TISP group determine removal from register and Exit Strategy is agreed with school.

Section 4

Quality Assurance

We believe in the importance of continuous improvement as we strive to modify our practice in the light of feedback and emerging national guidance.

A number of activities contribute to the quality assurance of the TISP.

- 1 All visit notes being subject to the agreed protocol and procedures.** In summary, this includes sharing the content of the visit note with the school, providing copies as detailed on the circulation list and making sure the visit note remains confidential to the school and DCC. Head teachers are invited to make comments on the visit note and return these to the author.
- 2 Planned School Improvement Partner visits,** where improvement partners work with the school to evaluate the impact of the support provided during and after TISP.
- 3 Through the TISP management group,** a termly sampling of visit notes and reports to ensure adherence to quality standards and to develop good practice.
- 4 An annual external sampling** of schools to ensure TISP is implemented consistently and effectively by DCC with a report of findings to CYPs Senior Leadership Group.
- 5 In Category A and B schools,** the head teacher, chair of governors and school improvement officer meet at least **termly to review the impact of all support and intervention.**
- 6 Half-termly updates and accountability for trends** to the Director for Learning and Schools.

- 7 Fortnightly metrics reports** on schools on the programme to the CYPs Senior Leadership Group.
- 8 Lead officers report termly** to the CYPs Senior Leadership Group.
- 9 Ofsted and HMI feedback** about the quality of DCC's statement of action and support for schools in category A.
- 10 Feedback from the National Strategies** about the impact of DCC intervention and support through **twice yearly RAG reports.**



“The attitude of the local authority has been very encouraging throughout the process; it has allowed school leaders to be responsive to the changeable context of our school, whilst still providing a critical eye, helpful advice and exacting standards.”

Section 5

Roles in TISP

Devon County Council

Elected members have ultimate accountability for the quality of Devon schools and discharge this through the work of their officer group. We adhere to the policy of intervening in inverse proportion to success. Our desire is to work in partnership with governing bodies, school leaders, staff, parents, Diocese and external agencies and secure commitment to sustained improvement measured in terms of a range of pupil outcomes - quantitative and qualitative. As a result our services are geared towards building schools' capacity for sustainable improvement.

We will maintain confidentiality in relation to which schools are on the TISP register and sensitive issues about the schools. However, school leaders should make staff and governors aware of concerns in broad terms so they are to be able to contribute fully to securing agreed improvements.

All schools in TISP will receive the universal School Improvement Partner programme of visits which will be informed by the challenges facing the school. For schools identified at Category A and B the TISP Management Group will assign an adviser, a school improvement officer and an unattached adviser.

TISP Management Group

This group represents a holistic approach to school improvement. Its purpose is to implement TISP through receiving key monitoring data. The membership includes school improvement officers, phase advisers and heads of services including Education Welfare Service, Education Other Than At School and Educational Psychology Service.

Assigned Adviser

is accountable to the TISP Management Group. The adviser will support the head teacher in drafting an appropriate costed action plan to address the agreed key priorities and co-ordinate professional support for the plan, including the programmed support and challenge of the School Improvement Partner. The adviser will provide ongoing advice and coaching support to the head teacher, leadership team and governing body monitoring committee, as agreed in the action plan.

School Improvement Officer (SIO)

is accountable to the TISP Management Group. The SIO will meet with the head teacher and chair and oversee the school's entry to TISP. The SIO will maintain a monitoring overview and co-ordinate support from across CYPS for the action plan. For Category A schools, the SIO will collate and draft the statutory DCC Statement of Action for Ofsted. Termly, the SIO will chair a meeting with the head teacher, representatives of the governing body, assigned adviser or School Improvement Partner to address any blocks to progress revealed by the school's own evaluation of the action plan or the termly report of the unattached adviser or both.

School Improvement Partner (SIP)

will undertake the prescribed universal SIP role to all schools. In TISP they will perform a key role in evaluating the impact of support and working with the leadership of the school to sustain capacity to improve beyond TISP.

Unattached Adviser

is accountable to the TISP Management Group for schools in Categories A and B. The adviser will visit termly to evaluate progress with the school specifically against the action plan success criteria. A report with a RAG rating of progress and impact will be written and provided to the school, assigned adviser, SIO, SIP, and for the TISP Management Group to consider at its monthly meeting.

For schools identified by the National Strategies and in Category C.1, there will be a blend of National Strategy and DCC support co-ordinated by an assigned adviser. Planned School Improvement Partner visits will work with the school on a termly basis to evaluate the impact of the support provided. An overview of progress will be maintained by the lead officers for the National Strategies

The Head Teacher

is responsible, with other senior staff, for the leadership, direction and management of the school in the strategic framework set by the governing body. The head teacher has a statutory and moral obligation to make sure that the school, in partnership with others, ensures that all children have maximum opportunity to achieve their potential academically and develop personally. Engagement in TISP is designed to support the head teacher in leading school improvement that fulfils this obligation to all learners in the school.

The Staff

take responsibility for their individual professional development under the leadership of the head teacher. They need to work with informed policy and guidance which enables them to deliver high quality learning experiences for all children. Support available through TISP will seek to work sensitively alongside staff to address identified learning needs that prevent or are likely to prevent the achievement of high quality learning for children.

The Governing Body

sets the broad strategy for its school's improvement through the school's aims, planning and self-evaluation cycle. It has a clear monitoring role and a responsibility to focus on raising standards and achievement in the school. The crucial role of the governing body as a critical friend to the head teacher and in evaluating progress and impact is one that TISP highlights and supports.

Professional Associations

advise and give support to their members in a school receiving targeted intervention and support. This might mean making sure that when targeted support is being planned in a school the workload implications are carefully considered. The overall aim of the professional associations is to work with their members, individually and collectively, the head teacher and Devon County Council to achieve a successful outcome for the support programme.

Local Learning Communities (LLC)

LLCs are based on co-operation and partnership between all schools. An extension to this is support for other schools in the LLC and the sharing of cross-phase expertise. However, it is for the school participating in TISP to request support from LLC colleagues.

Section 6

Frequently asked questions

Q Who knows which schools are on the TISP register?

A To safeguard the reputation of schools and to manage potential sensitive issues appropriately the TISP register is kept confidential to those officers working with schools, senior officers of DCC or the Diocese with a monitoring and reporting role and the local elected member. Individual schools will know that they are on the TISP register but DCC will not reveal names of other schools on the register unless partnership working is agreed with the TISP school. Schools in Category A are in the public domain through Ofsted.

Q Do parents or carers and the full governing body need to know the school is on the TISP register?

A The full governing body has a clear role as critical friend to the head teacher and leadership of the school so it is important that it is made aware of areas for improvement, and strategies such as TISP, to address them. Parents and pupils have both a right and a responsibility to be part of the school improvement process. However the school will need to exercise its judgement in relation to identifying itself as being on the TISP register - it is not always appropriate to share widely all the factors causing concern.

Q Will I lose my job if my school is on the TISP register?

A The prime focus of TISP is to support and challenge schools to develop sustainable capacity to improve. The vast majority of schools are able to use this support well and rise to the challenge in an acceptable time frame whether dictated by Ofsted or agreed

with DCC. As a last resort it may be necessary for the governing body to institute agreed disciplinary procedures.

Q Is TISP just a ruse for getting more resources for schools?

A In our experience schools do request to be on the TISP register for genuine reasons related to school performance and capacity to improve. Entry to TISP and receipt of funding entails very clear accountability by both the school and DCC over the period of the programme. This prevents spurious resource requests being made or accepted.

Q Do I have to use school budget to deliver the school action plan?

A Yes. The school action plan will address clear agreed priorities for the school. TISP funding can be sought once the school has demonstrated, as part of its commitment to addressing its priorities, that it has reprioritised its budget towards the action plan but is unable to deliver it without further funding.

Q Do I have to use Devon support to help the school recover?

A No. However, Devon will need to agree the school's action plan, and monitor and evaluate its implementation and impact with the school at least termly. This will also include evaluating support for the action plan. In TISP there is a clear understanding that schools are self-managing and accountable for their own improvement. DCC's expectation is that appropriate action is taken by the school to quality assure any external source of support.

Q What happens if the school does not improve in the Ofsted dictated or DCC agreed timescale?

A All evidence to date shows that the vast majority of schools do meet their target date for removal from TISP having used support and challenge well. This is the explicit aim and intention underpinning TISP, so the use of DCC legal powers to ensure improvement is an action of last resort for:

- for schools in an Ofsted category unable to show appropriate improvement to Ofsted or DCC. DCC is expected to use the legal powers outlined in section 1. In exceptional circumstances, where the school or DCC have not been effective, the Secretary of State may intervene with similar powers
- for schools identified by DCC where evaluation reveals that there is little or no capacity being developed which will make sure that they will meet the agreed target date. DCC is expected to serve a warning notice which enables it to use the full range of its legal powers.

Q Does the school's status make a difference?

A We have a duty to provide challenge and support to **all** maintained schools. In Devon this is through the universal School Improvement Programme and when necessary through participation in TISP.

“When the head teacher asked for support from Devon County Council to help improve outcomes for the children in our school we did not know how effective it would be. The excellent support we received throughout the whole process has been invaluable, particularly in helping us to identify areas for improvement.”



“I truly believe that without the support of Devon County Council to me as Chair of Governors and the Governing Body as a whole, the process of improvement would not be achieved with confidence; their guidance and input has been invaluable.”

Glossary

CYPS	Children and Young People's Service
DAG	Devon Association of Governors
DAPH	Devon Association of Primary Head Teachers
DASH	Devon Association of Secondary Head Teachers
DCC	Devon County Council
DCSF	Department for Children, Schools and Families
EOTAS	Education Other than at School
EPS	Educational Psychology Service
EWS	Education Welfare Service
HMI	Her Majesty's Inspector
IEB	Interim Executive Board
JCC	Joint Consultative Committee
LA	Local Authority
LDP	Learning and Development Partnership
MICS	Monitoring, Intervention, Challenge and Support
Ofsted	Office for Standards of Education
RAG	Red, Amber, Green (ratings)
SHAD	Special Head Teachers Association Devon
SIO	School Improvement Officer
SIP	School Improvement Partner
TCC	Teachers Consultative Committee
TISP	Targeted Intervention and Support Programme



“The assigned and unattached advisers, along with the lead consultants and school improvement officer have all played a critical role in supporting practitioners throughout the school (governors, leaders, teachers and non-teaching staff) in developing their practice, whilst maintaining a clear sense of accountability.”