



Good to Great Schools Policy

Appendix 4

Team Action Groups

September 2023

Working for every child



Good to Great Schools Policy

Appendix 4

1.1 Team Action Groups

For schools being supported at Focussed, Enhanced and Intensive levels of support, Team Action Groups (TAG) will be formed.

The tone for the relationship between schools and the LA should be a constructive one in which TAG meetings are valued by both parties and contribute directly to robust and rigorous in-school systems for monitoring and evaluating school improvement. These meetings should also support the evaluation of the support given by the LA and assist in an additional co-ordination of support that may be required.

It is expected that schools receiving Focussed or Enhanced support will revert to Core support within two years and schools receiving Intensive support within three years.

The progress, level and impact of support of each school will be reviewed, through TAG meetings. If a decision is made to change the support level of a school, the Headteacher and Chair of Governors will be informed in writing.

1.2 Membership

Headteacher; chair of governors; local authority link officer; senior local authority officer (chair) and others as required such as Governor Services, Human Resources, SEN/ or Finance.

1.3 Remit of the TAG

- To evaluate the progress that the school is making in the light of the evidence set out in monitoring reports.
- To communicate, through the TAG report, jointly agreed judgements on progress and what further action is required. It is expected that reports of the school's progress would be shared with relevant staff and be regularly discussed by the full governing body of the school.

1.4 Responsibilities:

Headteachers will have responsibility for:

- Providing key information for the TAG template
- Populating the Team Action Group template once the system is familiar.

The LaMA will have responsibility for:

- Identifying and assessing concerns and making these explicit with the Headteacher
- Assisting with the populating of the TAG template – jointly developing the impact statement with the Headteacher.

The Assistant Director for School Performance & Improvement alongside the LaMA is responsible for co-ordinating the support from other Hackney Education services and or system partners where a school is identified for additional support

1.5 TAG report templates are given on the following pages.

Different TAG templates will be used for schools in receipt of **focussed support** which track only the areas of focus. This will form the Hackney Education Hackney action planning for these areas, indicating aims, actions and success criteria.

For schools in receipt of focussed support (Team Around the School) where a school has good capacity to improve but has aspects of its work not directly linked to the quality of education which necessitate support, a separate template or meeting agenda format may be used to identify and track progress against areas of support.

Schools receiving **enhanced or intensive** support will complete a TAG report which outlines a more holistic view of the school. This will inform the aims and impact of actions taken to improve.

Schools in these categories will be expected to provide an action plan which outlines planning for each area of concern/development, indicating aims, actions and success criteria. An example action plan template can be provided by the LA if required by the school.

1.6 TAG Meeting Cycle

- Schools receiving additional support as part of the supported schools programme (SSP) will have 4 TAG meetings in an academic year: September initiation of process & target setting; Autumn term evaluation; Spring term evaluation; Summer term evaluation.
- Other interim meetings may be arranged where there is a particular focus or concern.
- An outline agenda for the TAG is below.
- At the first TAG meeting, the Chair will agree the end of year outcomes
- At the last meeting of the year, the Chair will confirm a recommendation to the Director of Education to decide whether the school continues to receive the same level of support or changes SSP category.
- At the end of each TAG meeting, the Chair will confirm 2 evaluation judgements:
 - o Progress since the previous TAG meeting
 - o Risk of not meeting end of year outcomes

Progress made by the school	
Good	Actions have noticeably accelerated progress, resulting in measurable improvements in most or all priorities. Achievement and the quality of teaching are notably better.
Satisfactory	Actions have led to improvement in pupils' learning, particularly their progress and in the quality of teaching.
Unsatisfactory	Leaders and managers have not eliminated weaknesses or secured improvement in learners' outcomes and in teaching

Risk of not meeting end of year outcomes	
Low	The school will meet or exceed end of year outcomes.
Medium	End of year outcomes are likely to be met if the school continues with its current rate of progress.
High	There is a significant risk that the end of year outcomes will not be met.

- Schools receiving focussed support (Team Around the School) will have a minimum of a termly TAS meeting to note risks, impact and actions. These meetings will be supported by a template or an agenda that outlines the current position. These schools will not receive evaluation judgements as above, but the outcomes from these meetings will guide the work of services to support the school and track and mitigate against the potential of risks to impact on the provision for pupils at the school.

Team Action Group: Focussed Support

????? Primary/Secondary School Date of TAG: dd-mmm-yy	Ofsted: How good is the school? Date: dd-mmm-yy Ofsted grade: ???	Timescale for Support		Level of additional support: Focused					
		Start dd-mmm-yy	Exit dd-mmm-yy						
Key Priorities (no more than three): • •		Key area(s) of focus Tracking and Year Group)				Expected Outcome	<i>Actual Dec</i>	<i>Actual Mar</i>	<i>Actual Jul</i>
		1.							
		2.							
Actions employed towards meeting end of year outcomes.		Interim assessment of impact of actions & impact of any brokered support				Next steps			
• ????? • ?????		•				•			
•		•				•			
•		•				•			
End of Year (EoY) outcomes 2023-24		Agreed actions				Date of next TAG:			
• ????? • ????? • ?????		Attendance: ?? (HT), ?? (CoG), ?? (SIP), ?? (Chair) 1) ????? 2) ?????							
Progress since previous TAG		Risk of not meeting all expected outcomes							
Good Satisfactory Unsatisfactory		Low Medium High							

Team Action Group Primary: Enhanced/Intensive Support

????? Primary School Date of TAG: dd-mmm-yy	Ofsted: How good is the school? Date: dd-mmm-yy Ofsted grade: ?	Timescale for Support Start dd-mmm-yy Exit dd-mmm-yy	Level of additional support Enhanced Intensive A Intensive B																																																																																																				
Progress Tracker at <Date>	Year 1 [cohort =??]	Year 2 [cohort =??]	Year 3 [cohort =??]	Year 4 [cohort =??]	Year 5 [cohort =??]	Year 6 [cohort =??]																																																																																																	
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% EoPY AE																																																																																																							
% <i>currently</i> on track to meet end of year outcomes*																																																																																																							
* To be completed Spring and Summer TAG only																																																																																																							
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Targets <table border="1" style="width:100%; border-collapse: collapse; font-size: x-small;"> <thead> <tr> <th>Year 6</th> <th>KS1 Outcomes</th> <th>Predicted expected</th> <th>Predicted above</th> <th>Actual Dec</th> <th>Actual Mar</th> <th>Actual Jul</th> <th>Commentary</th> </tr> </thead> <tbody> <tr><td>RWM</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr> <tr><td>R</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr> <tr><td>W</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr> <tr><td>M</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr> <tr><td>GPS</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr> </tbody> </table> Curriculum and Curriculum Development 												Year 6	KS1 Outcomes	Predicted expected	Predicted above	Actual Dec	Actual Mar	Actual Jul	Commentary	RWM								R								W								M								GPS								Implementation: Teaching Profile <table border="1" style="width:100%; border-collapse: collapse; font-size: x-small;"> <thead> <tr> <th>%</th> <th>Sep</th> <th>Dec</th> <th>Feb</th> <th>Apr</th> <th>Jul</th> </tr> </thead> <tbody> <tr><td>Outstanding</td><td></td><td></td><td></td><td></td><td></td></tr> <tr><td>Good</td><td></td><td></td><td></td><td></td><td></td></tr> <tr><td>RI</td><td></td><td></td><td></td><td></td><td></td></tr> <tr><td>Inadequate</td><td></td><td></td><td></td><td></td><td></td></tr> <tr><td>Number (class-based)</td><td></td><td></td><td></td><td></td><td></td></tr> </tbody> </table> <ul style="list-style-type: none"> ????? ????? 				%	Sep	Dec	Feb	Apr	Jul	Outstanding						Good						RI						Inadequate						Number (class-based)						<ul style="list-style-type: none"> ????? ?? Brokered support: Evaluation of Impact 			
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Outcomes last year		A8	P8	Strong pass, 5+		Standard Pass, 4+		Strong pass, 5+		Standard Pass, 4+		Progress 8	Disadv.	Other	E	M
				All	Disadv.	All	Disadv.	E	M	E	M					
% EoPY																
National (or Hackney)																
Quality of Education												Leadership and Management				
Targets/ambition						Implementation: Teaching Profile						<ul style="list-style-type: none"> • ????? • ????? 				
Year 11	EoPY	Actual Dec	Actual Mar	Actual Jul		%	Sep	Dec	Feb	Apr	Jul					
E: 5/+						Outstanding										
M: 5/+						Good										
E: 4/+						RI										
M: 4/+						Inadequate										
E FSM: 5/+						Number (class-based)										
M FSM: 5/+																
E FSM: 4/+																
M FSM: 4/+																
Performance in other subjects/by key groups						<ul style="list-style-type: none"> • ????? • ????? 						Brokered support: Evaluation of Impact				
Curriculum and Curriculum Development																
End of Year (EoY) outcomes 2023-24						Agreed actions						Date of next TAG:				
<ul style="list-style-type: none"> • ????? • ????? • ????? 						Attendance: ?? (HT), ?? (CoG), ?? (SIP), ?? (Chair) 1) 2) 3)										
Progress since previous TAG			Risk of not meeting all EoY outcomes													
Good	Satisfactory	Unsatisfactory	Low	Medium	High											

Termly All Schools Risk Assessment TAS reporting Template (Provides and overview of all TAS outcomes)

School Name	Date TAS Support Offered	Ofsted Grade and Date	Focus	Actions	Next Steps
			•	•	•
			•	•	•
			•	•	

Team Action Group (TAG) – meeting 1

School name

Date:	
	Time:
Venue:	
Chair:	SIP:

The purpose of the TAG is to look at impacts of actions and progress made against termly and end of year outcomes. Pupil tracking is an essential element of the evidence of impact.

No.	AGENDA ITEM	ACTIONS	ACTIONED BY/DUE
1.	Chair to define purpose of TAG meeting		
2.	Agree the end of year outcomes		
3.	Initial actions taken by senior and middle leaders		
4.	Initial actions taken by governors		
5.	Support from Hackney Education and other partners & plan for brokered support		
6.	Identify follow up actions		
7.	Dates of Future Meetings		

Team Action Group (TAG) – meeting 2, 3, 4, School name

Date:	Time:
Venue:	
Chair:	SIP:

The purpose of the TAG is to look at impacts of actions and progress made against termly and end of year outcomes. Pupil tracking is an essential element of the evidence of impact.

No.	AGENDA ITEM	ACTIONS	ACTIONED BY/DUE
1.	Chair to define purpose of TAG meeting		
2.	School to report on progress		
3.	Progress towards outcomes		
4.	Impact of support offered and any next steps/revision of support		
5.	Identify follow up actions		
6.	Dates of Future Meetings		

Progress made by the school	
Good	Actions have noticeably accelerated progress, resulting in measurable improvements in most or all priorities. Achievement and the quality of teaching are notably better.
Satisfactory	Actions have led to improvement in pupils' learning, particularly their progress and in the quality of teaching.
Unsatisfactory	Leaders and managers have not eliminated weaknesses or secured improvement in learners' outcomes and in teaching.

Risk of not meeting end of year outcomes	
Low	The school will meet or exceed end of year outcomes.
Medium	End of year outcomes are likely to be met if the school continues with its current rate of progress.
High	There is a significant risk that the end of year outcomes will not be met.

Team Around The School Meetings

School name

Date:	Time:
Venue:	
Chair:	SIP:

The purpose of the TAS is to look at current risks and mitigations and to coordinate support and services to minimise impact on the provision.

No.	AGENDA ITEM	ACTIONS	ACTIONED BY/DUE
1.	Chair to define purpose of the meeting		
2.	Agree/Review the current risks and mitigations		
3.	Report of current context in relation to risks		
4.	Support from Hackney Education and other partners & plan for any brokered support		
5.	Identify follow up actions		
6.	Dates of Future Meetings		