

# Aiming to be outstanding

**A School Improvement Framework to improve ECM outcomes  
for all children and young people in Milton Keynes**

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## Our vision for children and young people in Milton Keynes

**All our children and young people are happy, safe, healthy and successful and achieve their full potential in the aspirational community of Milton Keynes**

We will ensure that:

- All children are given the best possible start in life.
- Parents and carers are supported to nurture and develop their children within safe and secure families.
- High quality schools and services enable children and young people to learn well and to gain knowledge and skills to fulfil their ambitions.
- Children and young people play an active part in their community and feel safe and valued, living in stable homes, neighbourhoods and communities.

### Ways of working - 10 Standards

We believe that for successful learning to take place and be an effective tool in eradicating poverty, children and young people need aspirational and supportive families, prosperous communities and effective schools. To achieve our goals, in working with children, young people and their families, we aspire to the following 10 standards:

- Comprehensive consultation and involvement in decision making which is flexible, honest and inclusive;
- Being accessible and actively promoting equality, mutual respect and community cohesion
- Putting the educational and well-being needs of all children and young people, including particularly the disadvantaged and vulnerable, at the centre of all that we do
- Promoting personalised approaches to learning which inspire all children and young people to aim high and equip them with the knowledge and skills for life
- Preventing issues from arising and intervening at the earliest appropriate moment
- Planning activities in response to local need and keeping them under regular review
- Providing high quality information, advice and guidance to children, young people and families that help them to make informed choices
- Making every penny count to improve outcomes for children and young people
- Using open and transparent processes that build confident partnership
- Developing a confident, well-motivated and effective workforce which works together, determined to improve the life chances and opportunities of all children and young people.

### Outcomes for children and young people

ECM outcomes				
<p><b>Be Healthy</b></p> <ul style="list-style-type: none"> <li>• All children and young people whatever their backgrounds and needs, however complex, are at their optimal level of fitness and health and knowledgeable about how to keep themselves that way.</li> <li>• All children and young people are able to access a wide range of quality services, opportunities and leisure activities to ensure their emotional and physical well-being.</li> </ul>	<p><b>Stay Safe</b></p> <ul style="list-style-type: none"> <li>• All children and young people and their families feel and are safe and secure, living in stable homes, neighbourhoods and communities.</li> </ul>	<p><b>Enjoy and Achieve</b></p> <ul style="list-style-type: none"> <li>• All children and young people are highly motivated and achieve their full potential.</li> <li>• There is no gap in attainment between vulnerable children and young people and their peers.</li> <li>• Schools and settings provide inspirational, broad and personalised experiences and opportunities so that all children attend regularly, enjoying and gaining maximum benefit from their learning.</li> </ul>	<p><b>Make a Positive Contribution</b></p> <ul style="list-style-type: none"> <li>• Milton Keynes will be a recognised centre of excellence, where the voices of children and young people and their families are paramount in determining their support and improving all aspects of their well-being and learning.</li> </ul>	<p><b>Achieving Economic Wellbeing</b></p> <ul style="list-style-type: none"> <li>• Child poverty is not a barrier to success.</li> <li>• All children and young people have the appropriate skills and knowledge to access further education, training, or work.</li> <li>• Children and young people are able to access the full 14-19 entitlement via different pathways.</li> </ul>

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### **Keeping the Framework under review**

To ensure our approach to school improvement reflects national and local priorities and is securing ongoing improvement for children and young people, the school improvement framework will be kept under review through consultation with headteachers and governors.

## **Improving Learning for Children, Young and People in Milton Keynes**

Milton Keynes is unique in that it is still growing at a relatively fast rate and as a young community has higher than average percentages of children and young people. Its geographical location, being easily accessible both by road and rail to most of the country, offers opportunities for its future development even in a time of economic downturn. The borough includes pockets of deprivation akin to inner city areas as well as relatively affluent rural communities. We are still engaged in a programme of developing our school provision including opening new schools. We are committed to providing school places conveniently located to new homes, to avoid as much as possible the carbon footprint and impact on the quality of life on learners and their families and the community which would arise from significant travel time between home and school. Some existing schools are in the process of growing and have not yet reached full capacity. This contributes to relatively high levels of mobility in schools as newly built and equipped schools are attractive to parents. This means that we need a school improvement framework which takes account of those special circumstances and acknowledges the range and complexity of the challenges our schools face.

Together with our partners, we aim to develop a learning community, built and developed by a skilled and well-educated population. The inside cover of this framework reproduces the Milton Keynes Children Trust's vision for improving the outcomes of children and young people in the borough. In order to realise that vision, we need a range of appropriately resourced and well-planned schools. Learning in our schools needs to be challenging and stimulating, meeting the needs of all our learners, ensuring they make as much progress as they can. The Local Authority is a champion of children and young people and schools are key partners in realising our aspirations. As a listening Local Authority (LA), we will work with schools, families and children to ensure services are tailored according to need. The Local Authority will support schools by brokering effective partnerships and offering coherent services which can contribute to improved support for children and young people. Together we are determined to make a significant difference to the lives of all children and young people, involving them in shaping their learning and enabling them to make the most of future opportunities and be productive citizens of Milton Keynes.

### **1. Putting the 10 Standards into practice**

#### **Comprehensive consultation and involvement in decision making which is flexible, honest and inclusive**

This means that we (all children services, schools and settings):

- regard schools/settings as autonomous self-managing institutions with the responsibility for continuous improvement
- will involve all stakeholders, particularly children and young people, fully in decisions that affect them using high-quality information
- will support self-improvement and self-evaluation in the LA, partners, schools and settings

#### **Being accessible and actively promoting equality, respect and community cohesion**

This means that we:

- provide good practice guidelines which promote whole-school engagement with identity and diversity in local, national and international communities

- work across Children and Young Peoples' Services (CYPS) to ensure the quality of place enhances the learning of all our children and young people
- promote, through our extended services provision, a range of initiatives to develop a coherent and sustainable package of integrated services for children and young people.

**Putting the educational and well-being needs of all children and young people, including particularly the disadvantaged and vulnerable, at the centre of all that we do;**

This means that everything we do is aimed at improving outcomes for all children and young people, particularly 'narrowing the gap'. We will:

- use high quality data to identify where children and young people are underperforming to ensure that we intervene early
- promote National Strategies intervention programmes such as healthy schools, *The World Class Primary Programme* and (in the future) the *Building Schools for the Future* programmes to address underperformance and to secure success for all
- work across CYPS to address the needs of learners with learning difficulties and / or disabilities (LDD) and the challenges of behaviour, attendance and truancy
- use the Virtual Learning Environment and other new technologies to engage all learners and to help schools cater for the special needs of some children and young people

**Promoting personalised approaches to learning which inspire all children and young people to aim high and equip them with the knowledge and skills for life**

This means that we:

- challenge schools to set high aspirations for their children and young people through the targets they set and by providing a curriculum contextualised in children and young people's own experiences which meets their needs and interests to ensure good progress by all pupils
- support schools/settings to identify underperforming groups of children and young people and to close the gaps between them and their peers and to track their progress
- develop the school/setting workforce so that children and young people acquire the skills, qualities, competencies and capabilities needed for the 21<sup>st</sup> century society and economy.

**Preventing issues from arising and intervening at the earliest appropriate moment**

This means that we:

- agree a categorisation for every school with the headteacher and Chair of Governors, representing the Governing Body
- intervene where necessary in a timely and proportionate manner applying the five school categories, to ensure speedy response and arrest in decline
- use the available national programmes such as the National Challenge, to support and challenge schools to improve

**Planning activities in response to local need and keeping them under regular review**

This means that we:

- base our support and intervention activities on robust and rigorous analysis of need

- target our support in inverse proportion to success, using multi-agency services
- monitor and evaluate the impact of our activities on delivering improved outcomes for children and young people

**Providing high quality information, advice and guidance (IAG) to children, young people and families that help them to make informed choices**

This means that we:

- promote the national quality standards for Information, Advice and Guidance (IAG) across secondary and special schools
- provide high quality guidance and support for parenting
- work across CYPS to ensure that transitions for all children and young people are smooth and information is shared as they move from one phase or school/setting to another, including those who move at times other than the norm, and learners with LDD up to the age of 25.

**Making every penny count to improve outcomes for children and young people**

This means that we:

- promote sustainable behaviours among schools and their communities and create opportunities for education about sustainable development
- aim to make the work we carry out sustainable in the future by building capacity in schools/setting for further improvement
- promote Extended Services out-of-hours provision capacity in schools/settings for further improvement
- ensure effective and efficient services at all levels offering value for money

**Using open and transparent processes that build confident partnership**

This means that we:

- consult with and share with schools/settings our criteria for allocating resources, support and determining intervention
- ensure robust governance arrangements are in place for partnership working

**Developing a confident, well-motivated and effective workforce which work together, determined to improve the life chances and opportunities of all children and young people.**

This means that we:

- will develop a *One Children's Workforce* strategy for all agencies working with children
- develop sustainable high-quality leadership at all levels across schools and settings
- provide opportunities for Milton Keynes teachers and schools to be at the forefront of good practice nationally through continuing professional development provision in schools and our conferences with headteachers, deputy headteachers, subject leaders, etc
- promote better learning through our Building Learning Power programme and our work with the Centre for Real World Learning
- make available to teachers, schools and LA staff other opportunities (regional work on Gifted and Talented etc)
- use the skills and strengths of teachers and schools/settings to best effect through our Advanced Skills Teachers, Leading Teachers schemes and brokered support from subject leads for other schools.
- Promote integrated working within Children Services and between our partners to secure outstanding ECM outcomes for our children and young people

## 2. Our framework for school improvement

### Introduction

*The Education and School Inspection Act (EIA) 2006* expects successful schools/settings to self-improve with 'light touch' monitoring and reinforces the duty on the local authority to intervene in those schools/settings where the needs of children and young people are not being fully met. The Act spells out a local authority's duty to work with its schools/settings to promote high standards for all. A key role for all Local Authorities is to work in partnership with schools to establish an environment which balances the autonomy schools need to innovate and succeed with robust challenge and early support when schools are not doing well enough. In order to do that, we recognise that children's needs should be addressed in 'the round' as described in *The Children's Plan (2007)*. This Framework, in line with the Children and Young People's Plan, outlines the role of CYPS to improve the 5 ECM outcomes for all children working in partnership with schools and settings and other agencies. In planning for improvement schools are required to have due regard to the Children and Young People's Plan. In addition, the Local Authority's Inclusion Strategy sets out its ambitions for meeting the needs of all children and young people how ever complex their need or vulnerability.

Partners in improving outcomes include all those who work with children and young people, in particular headteachers, governors, the Diocesan Boards, the Learning and Skills Council, the NHS, the wider educational community and officers and Elected Members of Milton Keynes Council as well as multi-agency teams. This framework sets out procedures for identifying, working with and monitoring schools requiring support or intervention so that schools are clear about the LA's role.

A core aim of the framework is that all schools and settings will be supported to develop innovative and transformational practices resulting in good and, in many cases, outstanding quality of provision enabling every young person to realise their full potential.

### The National Context

The Framework takes into account the national context of the New Relationship with Schools (NRwS), the National Challenge programme, the revised Ofsted framework for inspecting Children's Services (including schools), the Apprenticeships, Skills and Learning Act (2009) together with the local context:

- short notice Ofsted inspections, targeted and predicated on the school's self evaluation;
- a nationally accredited School Improvement Partner holds a "single conversation" with the school about how well it is performing and its plans for future improvement of children and young people's outcomes. National Challenge Advisers in secondary have an expanded role;
- the availability of more streamlined data, including detailed information about the progress of individual pupils and different groups, contextualised value added measures which give a more balanced view of a school's achievements;
- schools enabled to set their targets based on their knowledge of the potential of their pupils; and,
- a national funding regime which allows schools to plan over three academic years with far fewer distinct funding streams.

## Milton Keynes Context

A key priority area for Children and Young People's Services is to support and challenge schools and settings to improve educational outcomes for all our children and young people particularly those who are vulnerable and/or underperforming. The Children and Young People's Plan includes activities recognising that all aspects of wellbeing need to be addressed 'in the round' in order to maximise a child or young person's capacity to achieve academic success. Two key priorities are the development and implementation of an Inclusion Strategy and the implementation of the 14-19 learner entitlement.

Priority groups of **vulnerable** children and young people for Milton Keynes who are underperforming when compared to their peers nationally currently include:

- children in care
- learners with learning difficulties and disabilities /SEN
- young offenders
- children in need (including Young Carers) <sup>1</sup>
- children with high mobility including Travellers<sup>2</sup>

**Underperforming** groups are categorised by a range of characteristics which include gender, key stage, entitlement to free school meals, stage of language acquisition/development and ethnicity. Key groups which underperform in Milton Keynes when compared to their peers nationally include children and young people entitled to free school meals across all groups and key stages. In addition, outcomes of young people achieving 5+A\*-C GCSE including English and mathematics at the end of Key Stage 4, although improving, still remain below the national average. Results at the age of 19 in the higher grades A and B at Advanced Level are also low when compared to national averages.

The Local Authority keeps its underperforming and vulnerable groups under review targeting support in schools with higher proportions of these groups.

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<sup>1</sup> the definition of Children in need from the Children Act 1989 is:

A child is defined as being a child in need if:

- They are unlikely to achieve or maintain, or have the opportunity of achieving, or maintaining, a reasonable standard of health or development without the provision for them of services by a Local Authority
- or
- Their health or development is likely to be significantly impaired or further impaired, without the provision of such services
- or
- They are disabled. (Sec. 17/10) Children Act 1989)

<sup>2</sup> Pupil mobility: 'stable' pupils are defined as those who entered their school during YR or the autumn term of Y7 and attended the same school for the whole of the seven / five years of compulsory primary/secondary schooling, through to and including public examinations at the end of Y6/Y11. For pupils other than these, the academic year in which they joined is recorded (Y1-Y6/Y7-Y11). As a summary measure, all those pupils that joined school after YR/ the autumn term of Y7 are deemed mobile pupils.

### 3. Choice, Diversity and Access (including Admissions/ our School Organisation Strategy)

Milton Keynes Council is committed to listening to parents and young people and to support them in articulating their needs for current and future school place provision. This means that we will not wait until there are specific proposals for schools before consulting with the community, but instead will ensure that the community's views form an ongoing and integral part of the planning process with schools. We are committed to seeking direct feedback on parental satisfaction from a full range of local residents, including the hard to reach, and to acting upon any evidence of parental dissatisfaction. When planning, this means that we will be thinking creatively about the current and future patterns of demand to increase choice and access to school places. When commissioning, it means that we will be looking critically at the range of current and potential partners who can work with us, to provide improved services and increase diversity. In this way, we will ensure that we create a more diverse and dynamic school system, which is responsive to the local community and offers choice to parents. We are currently engaged on developing our School Organisation Framework.

Milton Keynes has a wide diversity of schools including foundation, community and faith schools. Eleven out of twelve of our secondary schools and two out of six special schools have specialist status. Our first Academy opened in 2009:

<b>Secondary Schools</b>	<b>Specialism(s)</b>	<b>Status</b>
Denbigh School	Technology College	Foundation
Leon School and Sports College	Sports College	Trust
Lord Grey School	Language College Humanities College	Foundation
Oakgrove School	Humanities College	Foundation
Ousedale School	Technology College	Foundation
St Paul's Catholic School	Science College Language College	Voluntary Aided
Shenley Brook End	Mathematics/Computing College	Foundation
Stantonbury Campus	Arts College with further specialisms in Applied Learning and Mathematics / Computing	Foundation
The Hazeley School	Science College	Foundation
Walton High	Business and Enterprise College Training School	Foundation
<b>Special Schools</b>		
The Gatehouse	SEN behavioural, emotional and social development	Community
The Walnuts	SEN communication and interaction	Community
<b>The Academy</b>		
Milton Keynes Academy	Business and Enterprise College	Academy

In developing our 14-19 provision, we are working with schools to align diploma lines with schools' specialisms. There is a range of specialised provision for children and young people with LDD. Some mainstream schools also have enhanced provision in attached departments. Provision for children and young people with LDD is currently under review as part of the consultation on the revised Inclusion Strategy.

## 4. Roles and responsibilities of partners in school improvement

### Schools and settings

**The Local Authority:** The Local Authority's overriding purpose is in partnership with other agencies, including schools, to improve outcomes for children and young people across the five ECM outcome areas. It aims to raise the educational aspirations and achievement of individuals, groups and whole communities. The LA is unequivocal in its determination to raise educational achievement and counter disadvantage of all its learners irrespective of ability, age, gender or ethnicity. It recognises and values the diversity and distinctiveness of individual learners, groups and institutions. It actively promotes the concept of schools and centres as being self-regulating institutions within a professional, supportive and collegiate framework which sustains a climate of continuous educational improvement.

The role of the Children Services is to champion the child - to ensure the needs of children and young people are met. It does this through monitoring provision and outcomes, challenging, providing support to address any weaknesses of provision and where necessary intervening when a school is failing to provide a satisfactory standard of education. A key priority for the LA is to develop its commissioning role working with partners to develop a more targeted approach to delivering better outcomes for children and young people as well as integrated approaches within Children's Services.

**Schools:** Schools are expected to be self-regulating and self-evaluating, monitoring performance and planning for continuous improvement. More effective schools share their own good practice, work well in partnership and are actively looking to learn from best practice elsewhere.

**Governors:** The Governing Body has responsibility for the overall strategic direction of the school and for the standards achieved. A key role of the governing body and supervisory boards is to challenge and support leaders and managers, holding them to account for tackling weaknesses and further improving outcomes for all pupils. Governors and supervisory boards also have their statutory responsibilities to promote community cohesion and inclusive practice relating to special educational needs, race equality, disability and gender equality and to ensure the health, safety and well-being of staff and pupils. The governing bodies of voluntary-aided, trust and foundation schools undertake many of the duties of the employer.

**School Leadership teams:** Leaders and managers are charged with realising an ambitious vision for the school, having high expectations of pupils and securing appropriate support from partners including the LA. They should use challenging targets to raise standards and secure the well-being for all pupils, eliminating any low attainment among particular groups.

**The School Improvement Partner (SIP):** *The New Relationship with Schools* (NRwS) (DfES 2004) emphasised the importance of school self-evaluation, reduced bureaucracy, and the introduction of school improvement partners. Every primary, secondary, special school and PEC is allocated a school improvement partner and the work of the SIPs is fully integrated into the work of the LA and quality assured through the School Improvement Service. The allocation of a SIP is agreed through discussion with a headteacher and changed every three years in accordance with DCSF guidance.

The role of the SIP is to act as a critical professional friend to the allocated school, helping its leaders to evaluate its performance, identify priorities for improvement and plan effective change. The purpose is to build the school's capacity to improve the attainment and achievement of children and young people.

*The New Relationship with Schools* contains an outline of the SIP's work with schools, including the responsibility of all involved. This is the basis of the school improvement programme in Milton Keynes and we have aligned our framework for monitoring, challenge and intervention to it.

SIPs are accountable to the LA for their work and their responsibilities include:

- to carry out the Local Authority's termly agenda for visits with named schools, providing reports to the headteacher, Chair of Governors and the Local Authority on school self-evaluation, priorities and targets, action and support;
- to act as a representative of the LA, championing the children and young people served by the school by supporting the school in agreeing robust and challenging targets; and
- to give advice to the governing body on the headteacher's performance management and the school's performance management systems.

We believe it is important that a simple set of principles guides the work of SIPs, remembering at all times that it is the responsibility of the governors and the headteacher to secure high standards in any given school. These principles include:

- **Focus on pupil achievement** by monitoring standards, achievement, and pupil well-being;
- **Evidence-based assessment** of a school's performance and its strategies to improve learning and teaching;
- **Professional challenge and support**, so that the Headteacher feels that practice is improved by interaction with the SIP;
- **Respect for the school's autonomy** to plan its development starting from the school's self-evaluation and the needs of the community, especially the pupils;
- **Intervention in inverse** proportion to **success**, reporting on any causes for concern, and agreeing an external support package as appropriate;
- **Coherence** so that partners consistently support the school's normal cycle of evaluation, planning and action; and
- **Strict adherence to confidentiality** within the context of the Freedom of Information Act and the Code of Practice on Local Authority-School Relations.

### **Secondary National Challenge Advisers**

The National Challenge will support schools with the lowest GCSE results so that by 2011 in every secondary school at least 30% of students will achieve 5 GCSEs at A\*-C including English and mathematics. The National Challenge will focus greater attention, help and resources on schools that are currently below this benchmark. Each National Challenge School will be supported by a National Challenge Adviser who will take on and extend the role of the School Improvement Partner, offering up to 20 days' time per annum. Schools, their Advisers and Local Authorities, working with the DCSF, identify the appropriate package of support that will most effectively improve results for each school.

## **5. Securing outstanding ECM outcomes - Enjoy and Achieve**

- *All children and young people are highly motivated and achieve their full potential.*
- *There is no gap in attainment between vulnerable children and young people and their peers.*
- *Schools and settings provide inspirational, broad and personalised experiences and opportunities so that all children attend regularly, enjoying and gaining maximum benefit from their learning.*

### **Promoting a learning culture – improving provision/personalisation:**

To maximise a child's potential, a child's development must be approached holistically. The LA and schools see personalisation of provision as a key driver towards securing that goal. No one institution can meet the needs of every child on its own. We are ambitious for our children and young people to make good progress and enjoy their learning. We work hard to provide access for all our children, however complex their needs, to an excellent curriculum including the Early Years Foundation Stage (EYFS) and a broad 14-19 offer. We promote the development of innovative pedagogy to focus on meeting the needs of individual children. Learning will be personalised to meet their needs and firmly rooted in an understanding and development of social emotional aspects of learning (SEAL).

To ensure the quality and the breadth of experiences that our learners can expect to receive as a curriculum offer, we seek to achieve learning cultures which:

- promote life long and life wide learning
- offer opportunities for learners to determine the direction of their own learning in both play and more formal contexts
- cultivate dispositions which help learners to thrive in a world of change
- positively embrace a growing, diverse and mobile population of learners
- build on learners' interests and prior experiences
- invite having a go, making mistakes and taking risks
- respect and respond to learners' unique capabilities and needs
- recognise that every individual is a learner
- inspire learners to be active, independent and creative
- have the well-being of learners at its heart
- seek to support learning through families and communities.

We value learning, see it as an empowering activity and actively collaborate in the learning process. Headteachers in Milton Keynes have agreed the following features of effective provision of learning:

- Building on partnerships with parents, carers and other members of the community
- Children and young people taking responsibility for their own learning;
- A curriculum which demands the use of a complex range of thinking skills including: problem solving, decision making, critical thinking, logical reasoning and creative thinking;
- Homework used to extend the curriculum and involve parents/carers and others in the learning journey;
- Development of skills which will contribute to lifelong learning and develop positive attitudes to the learning process;
- A positive learning environment where there are a range of strategies to help;
- Enterprise education where elements such as team working; taking responsibility for learning; decision-making; risk taking;

innovation; community involvement and business involvement are offered;

- Use of new technologies such as interactive whiteboards and the internet or video conferencing;
- Modular courses designed to suit individual students' situations and preferences;
- Classroom activities where children and young people can interact with and learn from each other as well as the teacher and the world around them, e.g. through informal learning groups, formal learning groups, study teams, collaborative learning, learning communities, peer teaching and peer learning;
- Effective feedback and marking that promotes dialogue and reflective self-assessment;
- A range of teaching and learning styles in relation to the individual context and needs of the learner;
- Planned and unplanned opportunities for children and young people in the context of curriculum personalised to them;
- Activities which make use of the outside environment;
- Challenge and enjoyment to learn through motivation, feeling valued and seeing the relevance of what is being taught;
- Celebration of achievement;
- A secure and safe environment in which risks can be taken and honest errors are seen as part of the formative stage in the learning process;
- Systematic programmes to improve self esteem and create a positive ethos;
- Diagnostic and summative assessment strategies to ensure that teaching is adapted to the needs and interests of the children and young people;
- Activities which are differentiated to challenge and support all learners whatever their need;
- Helping children and young people to set clearly understood targets that ensure progress alongside a knowledge of how to improve;
- Activities which take place outside the school day promoting enjoyment, complement and extending the curriculum.

## **Working with schools to improve the quality of learning**

### We work to improve recruitment of high quality teachers including NQTs by:

- Visiting six targeted university teaching fairs each year to promote Milton Keynes' schools
- Operating a primary 'pool' in collaboration with schools.
- Promoting the Education Improvement Partnership initiative with the University of Bedford to train students in working in schools in challenging circumstances.
- Working in collaboration with one primary and two secondary training schools to promote Graduate Training Programmes.
- Showing our recently-produced a DVD *A great place to teach, a great place to live* on the Milton Keynes web-site and at teaching fairs, where it has been well-received
- Organising a weekly programme of CPD sessions for primary Newly Qualified Teachers (NQTs) and work with secondary schools

- to ensure they provide good induction and support programmes for their NQTs, including a termly borough-wide NQT event
- Ensuring that all NQTs completing their induction meet the Core Standards
- Promoting a bursary scheme to help recruit secondary maths teachers.

We work to improve the quality of teaching in classrooms by:

- Providing National Strategy core training and subject leader development workshops which include a strong focus on improving teaching
- Rolling out Assessing Pupil Progress (APP) across the majority of schools in core subjects to improve the quality of teachers' planning in intervention. We supplement this with support from leading assessment schools
- Running specific National Strategy programmes (e.g. Every Child a Writer) that are designed to improve the quality of teaching in particular aspects
- Ensuring that all intervention schools have a priority in their action plans on improving learning and teaching, with a key entitlement for pupils to receive teaching and learning which enable them to reach national expectations or beyond
- Providing support in targeted schools: to improve the quality of teaching and learning
- Consulting learners on what helps them to learn
- Providing one-to-one tuition that is impacting positively on the quality of teaching and learning as tutors are often teachers in the schools where they are tutoring.

We work to improve teachers' subject knowledge by:

- Ensuring that core training and subject leader meetings have a continuing focus on improving teacher's subject knowledge, particularly in mathematics.
- Ensuring that intervention schools have a priority in their intervention plans on improving learning and teaching which will improve teachers' subject knowledge. Many also include initiatives to improve the subject knowledge of Teaching Assistants.
- Encouraging secondary non-specialist mathematics teachers to enrol on to a retraining course as a whole group and promoting inclusion of LA teachers in Every Child Counts and provision of Masters Level training for primary mathematics teachers.

Improving the quality of School Leadership:

i) Governing Bodies

Governor Services provides governing bodies with high quality information, advice, training and support on all governing body matters to enable them to contribute effectively to school improvement.

Support includes:

- advice to governing bodies in the appointment of new headteachers and senior staff
- a Governor Development Programme which offers a wide range of training and development opportunities designed to help governors to improve their knowledge and individual skills

## ii) Headteachers

- Coherent induction and development programmes for new headteachers
- Coaching and mentoring for headteachers through the National Strategy Leadership Programmes
- Engagement in the National College for Leadership in Schools and Children Services Leadership Development Programme

**In addition, the Local Authority is mindful of its duty of care to headteachers and undertakes to respond promptly to any contact from a headteacher.**

## ii) Senior Leadership Teams (SLT):

All schools have access to a range of support which includes:

- Induction for deputies, senior leadership teams and subject leaders linked to the National College for Leadership in Schools and Children Services
- The school's SIP who works with the school to carry out the statutory functions and also to be the first point of contact with between the school and the LA (see SIP handbook published annually)
- Consultative groups half-termly meetings with the Director of Children Services and senior officers of CYPS
- Support for each liaison group of schools from a named School Improvement Adviser
- Access to National Strategy training provide by the LA National Strategy consultant teams
- Access to subject leader meetings each term run by LA consultants and advisers
- Support for the Deputy/Assistant headteacher groups and the Heads of Sixth Form group from a named School Improvement Adviser
- Support for the New to Headship group from a designated School Improvement Adviser
- Information and briefings through regular e-newsletters: educ@te and the 14-19 e-news.
- Encouraging the SIP/NCAs to extend their key contacts to other members of SLT than the headteacher: in most schools other members of the SLT will work with the SIP/NCA during the year – with deputy heads often taking the lead role in particular aspects of improvement.
- Using the categorisation of every school to provide the baseline for how much support will be provided from LA resources and agreeing with each school the type of support it will receive. The main source of support is from the National Strategy consultant teams and their work is channelled through the school's SLT (primary) and strategy manager (secondary) who is always a member of the SLT: this ensures the school's SLT is fully engaged in the improvement programmes.

## iii) Middle leaders

All schools have access to a range of support:

- Offering regular training to all middle leaders in primary and secondary schools, either through subject leadership meetings for core subjects or through subject networks for foundation subjects. National Strategies provide termly updates for each core subject

which are distributed to schools and are available through the national website.

- Coaching by consultants in all intervention schools for subject leaders to improve their leadership and management
- Providing further support for middle leadership through inter-school partnerships where strong schools are paired with weaker ones.
- Encouraging liaison groups to hold their own network meetings for foundation subjects.
- Using the National Strategy programme *Stronger Management Systems* in several intervention schools and rolling it out to others.

We work to intervene early with schools at risk of declining standards (see section 15):

- Applying categorisation criteria and identifying schools at risk.  
Processes include:
  - Analysis of performance data for the end of each key stage as soon as it is available in unvalidated form
  - Analysis of other data such as attendance which might impact adversely on standards
  - Monitoring by SIPs of the in-year progress made by schools towards their agreed targets
- Inviting representatives from all services working with schools to meet regularly during the year with the SIP and senior LA officers to share the ‘intelligence’ about each school – this ensures that on-the-ground information is collected about every school. The frequency of this is determined by the school’s category
- Agreeing a programme of support with schools and monitoring the impact of support through LA and schools action plans

Improving outcomes for children in care:

As the corporate parent of children in care, the Local Authority gives this group of children the highest priority. The Children’s Act 2008 requires schools to pay particular attention to the needs of Children in Care. They should receive the highest priority in admissions and schools should provide the support which those children need to make progress. Children in Care have particular emotional needs which are likely to hinder good progress unless strategies are in place to support the child in overcoming those needs.

The Education Support Team based within Specialist Services, CYPS is tasked and resourced to ensure that every child in care has the learning opportunity to achieve their potential and overcome some of these difficulties. The team consists of a team manager, who has a senior educational background and is a qualified teacher, and 4 educational support assistants. There is also a SIP attached to this “virtual school” to ensure that each child’s learning opportunities are maximised.

Each child in care will have a Personal Education Plan developed jointly by the school and the child’s Social Worker which identifies the support which the child will need in order to make progress and meet identified targets. A named member of the Education Support Team will monitor the PEP and progress of each child in care and work with schools to identify any additional learning needs of the young person. Once a child is taken in to care, the school will be contacted by that member of the Education Support Team to explain the PEP process and organise the first PEP meeting which allows a clear plan to be drawn up to ensure that each child in care makes progress.

The Education Support Team can also offer additional support and supplementary programmes for children for whom life experiences prior to being in care have disadvantaged them. This is always done in close liaison with the child's school through direct work with an educational support assistant, or additional tuition support commissioned utilising the personal education allowance for that child. Financial support is also available for the purchase of specialist equipment or funding extra-curricular activities where appropriate.

The role of Designated Teacher for Children in Care became statutory in all schools in September 2009. The Designated Teacher must be either a qualified teacher or be working towards becoming a qualified teacher by 2012. Detailed guidance on this role was published by DCSF in November 2009.

Schools can access non-chargeable training at any time from the Education Support Team which may be targeted at staff working with a particular child or more generally on the emotional needs of Children in Care. A network for Designated Teachers for Children in Care will be established early in 2010.

The Education Support Team can also provide advice and information to schools on any aspect of working with Children in Care and act as a vital link between schools and social workers. The flow of information to and from schools regarding the needs and progress of Children in Care is vital to achieving positive outcomes and the Education Support Team is the conduit to ensure this happens.

### **Working with schools to improve behaviour and attendance**

To support and improve outcomes for children and young people, enabling them to enjoy and achieve, the LA is committed to the principle that engaging and challenging curricula rooted in learners' experiences inspire children and young people promoting high levels of attendance and behaviour conducive to learning. The LA works with every school to achieve an Ofsted judgement of good or better for behaviour and will work and support them to achieve this ambition by planning and use of materials such as the 'Securing Good Framework'.

The Secondary Behaviour Partnership is an example of good practice. With funds delegated to the partnership from the LA, secondary permanent exclusions have fell from 44 to 10 over the period 2007 - 2009. Working together to reshape provision applying clear referral criteria and educational plans, young people are receiving a personalised education with access to accreditation and personal development opportunities. Schools are able to develop support strategies that are appropriate to their own cohorts and commission provision for predicted need by use of partnership funding. The partnership has promoted confidence and capacity in providing appropriate alternative provision and behaviour support.

The primary pupil referral unit is linked with the Behaviour Support Team and Romans Field Special School so that the partnership arrangements can be developed to support collaborative working and early intervention. Clusters of schools working together can tailor provision and expertise to groups of pupils.

The LA is committed to reduce persistent absence and increase overall attendance in our schools. With the support and guidance offered to schools by the Education Welfare Service (EWS) and by working together with SIPs and pupil support services, we will continue to work towards improving regular attendance.

## 6. Securing outstanding ECM outcomes - Economic Well-being

- *Child poverty is not a barrier to success.*
- *All children and young people have the appropriate skills and knowledge to access further education, training, or work.*
- *Children and young people are able to access the full 14-19 entitlement via different pathways.*

### Implementation of 14-19 Entitlement

The Milton Keynes 14-19 Partnership consists of a range of partners, including schools, employers, third sector, LA, Milton Keynes College, and, currently, the Learning and Skills Council, which provide learning opportunities for young people in Milton Keynes or have an influence on learning. The Partnership's Strategy, the *Milton Keynes 14-19 Strategy 2008-13*, sets the collective vision for young people aged 14-19:

*... our aim is for confident young people who are socially adept and can take their place in the local, national and global society. We aspire to develop capable, successful young people who thrive and prosper and can choose to study or work in Milton Keynes or beyond and can contribute positively to the city as residents.*

The critical tasks are to raise levels of participation, retention and achievement, and offer a curriculum which meets the needs of all learners, in this important phase of education. This will be achieved through delivering high quality education and training that provides a personalised entitlement for each young person. Supporting young people to achieve economic well-being is central to the Partnership's Strategy.

### Curriculum Policy

Every young person aged 14-16 will receive a core curriculum including National Curriculum subjects, work-related learning, enterprise and careers education, religious education, sex education and drugs/tobacco education, and at least one course in arts, design and technology, humanities and modern foreign languages.

In addition every young person by 2013 will be entitled to choose from one or more curriculum pathways which meets their aspirations and learning needs, covering;

- Updated GCSEs and A levels
- Vocational Courses
- Seventeen Diploma lines of learning
- Apprenticeships
- Foundation Learning

Employment with learning will become an option for those not in full-time education or training.

## Diplomas

The table below shows how we are moving towards making all the diplomas available by 2013.

Available from	Diploma lines
2008	Construction and the Built Environment
2009	Creative and Media; Hair and Beauty Studies; Information Technology
2010	Engineering; Business, Administration and Finance; Retail Business
2011	Society, Health and Development; Public Services; Sport and Active Leisure; Environmental and Land-based Studies; Hospitality; Travel and Tourism; Manufacturing and Product Design
2012	Humanities and Social Sciences; Languages and International Communication; Science

The aims of the Strategy transform Milton Keynes' 14-19 offer so that all young people continue in learning until the age of 17 by 2013 and 18 by 2015 and:

- extend themselves to reach high standards of achievement
- secure the functional and employability skills they need for work and future learning or training
- develop the social skills and resilience needed to become independent, confident learners and employees.

The Partnership will achieve its vision by focusing on the following seven priorities in the years leading up to 2013:

- **Participation, attainment and success:** raising standards for all young people - a key aspect being to raise the aspirations of all in the community.
- **Social and cultural development:** developing the social skills and resilience that our young people need to become independent, confident learners, employees and global citizens.
- **Employers:** working closely with employers, work-based learning providers and others to actively involve them in young people's learning and in supporting high achievement.
- **Curriculum:** promoting a broader, personalised curriculum which includes the full entitlement pre- and post-16.
- **Capacity:** reviewing capacity across and within the borough to ensure facilities and resources - including the workforce - meet the needs of the growing population.
- **Progression:** contributing to Higher Education developments in Milton Keynes, and helping all young people to achieve higher levels of qualification and to access the most appropriate pathway.
- **Guidance:** ensuring that all young people are provided with high-quality, impartial information, advice and guidance.

From 2010, the Partnership will work together to ensure that the Local Authority commissions the right balance of provision to enable all young people to access their full entitlement. For 2013 the Partnership has set aspirational targets for young people of Milton Keynes that will contribute to the achievement of national targets:

		<b>2013 Target</b>
1	Percentage of 16-18 year olds in education, training or employment with training	93.6%
2	Percentage of 17 year olds in education and training – entire post 16 sector.	100%
3	Progression to HE: proportion of MK residents aged 18 and 19 commencing first year in HE	50%
4	Percentage of 16-18 year olds NEET	0%
5	The proportion of 16 to 18 year olds with LDD in EET	90%
6	Percentage of leavers successfully completing Apprenticeship framework	85%
7	Percentage of 19 year olds reaching Level 2 Threshold	85%
8	Percentage of 19 year olds reaching Level 3 Threshold	54%
9	Percentage of learners achieving 5+ A*-C at GCSE (or equivalent) including English and Maths by age 16	National figure
10	Average A Level (or equivalent) point score per post 16 entry	785

### **Working with schools to deliver high quality and impartial, information, advice, and guidance.**

High quality information, advice and guidance (IAG) helps young people to make informed choices about the learning pathway that is right for them and the career opportunities they might pursue. It also supports vulnerable young people to overcome any barriers they may face to help them fulfil their potential.

Since April 2007, Milton Keynes Council has commissioned Information, Advice and Guidance services (badged as Connexions) to deliver impartial IAG services to young people and support the careers education programmes in schools. Currently services are provided primarily by Connexions Personal Advisers who work in schools to provide careers information, advice and guidance as well as the more targeted and intensive support that some young people need. The services provided in each school are agreed on an annual basis and documented in the Connexions Partnership Agreement.

Changes made by the Education and Skills Act 2008 require schools to ensure that information about learning options and careers is presented impartially and that advice promotes the best interest of the learners. In addition, to the work already detailed in the Connexions Partnership Agreement, Connexions will support schools to fulfil their statutory requirement by helping them to work towards a Milton Keynes Quality Award Scheme based on the National Quality Standards for Young People's IAG and facilitate a practitioner forum in order to establish consistency of practice across the area.

**We also work with schools and settings to secure the following ECM outcomes for all children and young people by:**

### **7. Securing outstanding ECM outcomes - Staying Safe**

*All children and young people and their families feel and are safe and secure, living in stable homes, neighbourhoods and communities:*

- providing guidance through the provision of a model Child Protection and Safeguarding Policy (available on the MK Safeguarding Children's Board website)
- issuing a council Health and Safety manual to all schools which provides guidance on risk assessments, accident procedures etc.
- making multi-agency safeguarding training available to all school staff

In addition, a Local Authority Designated Officer has responsibility for managing allegations and complaints against staff who work with children and young people.

### **8. Securing outstanding ECM outcomes - Being Healthy**

*All children and young people whatever their backgrounds and needs, however complex, are at their optimal level of fitness and health and knowledgeable about how to keep themselves that way.*

*All children and young people are able to access a wide range of quality services, opportunities and leisure activities to ensure their emotional and physical well-being:*

- promoting the physical and emotional health of children and young people through the Healthy Schools and SEAL initiatives
- seeking to increase the number of children and young people who eat school meals
- improving the frequency and quality of physical education and school sport each week through extended services and Youth Services
- supporting delivery of high quality PSHE curricula and
- providing high quality sex and substance and alcohol abuse education

### **9. Securing outstanding ECM outcomes - Making a Positive Contribution**

*Milton Keynes will be a recognised centre of excellence, where the voices of children and young people and their families are paramount in determining their support and improving all aspects of their well-being and learning:.*

- providing guidance on the development of School Councils
- contributing to cross-council regeneration initiatives
- supporting schools to work more effectively with parents and families
- developing a coherent and comprehensive children and young people participation strategy

## 10. Integrated working to secure outstanding ECM outcomes

The personal development of the whole child and young person is equally as important as educational attainment. We promote the wellbeing of all children and young people through a policy of equity and inclusion. Alongside the introduction of a more robust school improvement framework, the Local Authority is reviewing its provision and support for vulnerable children and young people, particularly learners with learning difficulties and/or disabilities. Accordingly, this framework should be read in conjunction with the Inclusion Strategy.

To ensure that the needs of the whole child are appropriately addressed, we have adopted a shared framework and conceptual model for all work with children and young people. The conceptual model is a way of developing a shared understanding and explaining the Milton Keynes approach across all our services, to all practitioners and managers working with children and to children and families themselves. The model illustrates how we will respond to children and young people across four levels of need – Universal; Additional; Additional Plus; and Intensive. The indicators of possible need that follow, are intended to help practitioners to identify the level of need that a child or young person may have and to help the family get the right support:

At **Level One - Universal**, the child and their family have core needs that are best met through the provision of universal services - primarily health, school and community/ leisure services.

At **Level Two – Additional**, the child and family's needs can usually be met by the provision of extra help from one or two universal or targeted services. Discussion of the issues in an age appropriate way with the child and their family should take place and then a plan agreed. Where this involves two services, the discussion and the plan agreed are best recorded through the completion of a Common Assessment (CAF). The plan will identify the extra support to meet the additional needs. A Lead Professional (LP) or Team around the Child (TAC) meeting is not usually needed. The plan can be reviewed by the workers, child and family. Opportunities for disabled children; housing issues; behaviour problems at school; these are all indicators of where the CAF might be beneficially used at Level 2.

At **Level Three – Additional Plus (Considerable)**, the child and family's needs are more complex and a multi-agency/disciplinary approach will meet them best. Again, discussion with the child and family is the first step, followed by completion of a CAF. A Team around the Child (TAC) meeting may well be the best way to organise support and services and a Lead Professional may be needed to co-ordinate services. Risk of exclusion; concerns about child development; persistent non-school attendance; danger of offending; these may all be indicators of where the targeted approach using TAC and LP is best used.

At **Level Four – Intensive**, the child is likely to be at risk of significant harm or their development will be seriously impaired if services are not provided. Referral should be made to services with the power to undertake statutory non-voluntary intervention and services with specialist skills, such as Children's Social Care, Specialist Child & Adolescent Mental Health Service (SpCAMHS), and Youth Offending.

See *Effective Support for Children and Families in Milton Keynes* for comprehensive guidance.

## **11. Challenge and support for all schools**

### **Supporting school self evaluation and self-improvement**

In Milton Keynes, the process of supporting school review and self evaluation contributing to continuous improvement comprises the following processes set out below.

1. Validate a school's self-evaluation and supporting self-improvement
2. Commissioning support
3. Promoting collaboration and partnership working and sharing best practice
4. School categorisation – an open and transparent process which ensures that support and intervention are appropriately targeted;
5. Intervention

This section describes the types of activity, beyond the work set out in the CYPP that will be undertaken by SIPs and consultants with schools in the five categories. The national allocation to all schools is 5.5 days, including preparation, on-site and reporting activities. Schools will be allocated additional days accordingly based on their agreed category.

Schools are expected to evaluate their provision and outcomes and record their evaluations and plans to address areas for improvement. This is usually done through maintaining the non-statutory Ofsted Self-Evaluation Form (SEF). Schools should use RAISEonline as a key tool to support self-evaluation and training can be provided as required in the use of RAISEonline and Fischer Family Trust data. High priority is given to supporting schools in developing electronic tracking systems to track the in year progress of groups and individual children and young people.

Schools in all categories receive a SIP visit at least once a term. School improvement remains the responsibility of the headteacher and governors of a school. Local Authority support for school improvement will be co-ordinated by the SIP for the school (or National Challenge Adviser in the case of National Challenge schools), supported by the Primary or Secondary Strategy Manager.

The work of the SIP is the main process for assessing the robustness of the school self-evaluation and for validating the judgements of the school. One of the guiding principles of the SIP's work is respect for the school's autonomy to plan its development, starting from the school's self-evaluation and the needs of the pupils and of other members of the school community (further details can be found in the SIP Handbook). The LA provides a calendar of SIP activities which is communicated annually to schools.

SIPs will commission work in schools 'at risk' or which have been evaluated as being inadequate (categories 4a or 4b) rather than undertaking it themselves. Support may include partnering the school with another in the LA for which protocols will be clarified. Typically, resources are allocated at the start of the year to support planning both in school and within the LA. The category of schools causing concern is reviewed half- termly and so a rapid response to need can be made if needs change over the year.

SIPs provide written records of their work with schools. These include visit reports to an agreed and common format, reporting to the Governing Body on the performance of the school and advice to the Governing Body on the headteacher's performance

management objectives. Quality assurance is provided by LA and the National Strategies.

## **12. Commissioning support**

The SIP also evaluates the suitability of priorities and targets in the school development plan and progress towards these. School Improvement Advisers and consultants can provide additional support for self evaluation at senior leadership level or subject leadership level through the SLA or in schools which require additional support.

Occasionally the Children and Young People's Service commissions school improvement audits. Such audits may sometimes be led by quality assured external specialists. However, the exact form of audit and its funding will always be discussed with the headteacher and Chair of Governors. Audits will take place for a variety of reasons to:

- clarify the types of intervention and support which need to be undertaken in schools or secondary departments causing concern;
- evaluate progress that has been made following a period of intervention by the Local Authority or by commissioned consultants;
- provide a baseline for targeting improvement and development in a subject, or phase for a number of schools; or
- respond to a request from the Headteacher or Chair of Governors for a review.

### National Strategy Consultants and further support for schools

The Local Authority has a team of National Strategy consultants to support schools in implementing and embedding developments within subject specific areas and also across the school. All consultants have been specifically trained for their roles and are up to date with the most recent developments and initiatives from the National Strategy.

**Primary** Strategy, Early Years, SENDIS, EMASS and Behaviour Support consultants have specific specialisms and all provide advice and guidance to middle and senior leaders as required. Primary National Strategy Consultants are allocated by Senior Primary Advisers according to school need in liaison with SIPs in order to support schools in raising standards. Some schools will have intensive support and others light touch. All schools will receive some support by working directly with subject and phase leaders to help schools develop the capacity of middle and senior leaders. The need for additional support can be instigated by the school or the Local Authority through the SIP. This support will be negotiated and agreed by the Primary Strategy Manager before allocations are made. At the beginning of the academic year the Local Authority Primary Strategy Manager and consultant team will write a support schedule which indicates time allocations to all schools based on a school's category. This provision is reviewed termly and amended as required.

**Secondary** schools will designate a member of the senior leadership team who will liaise with the Secondary Adviser and attend the half-termly Strategy Manager meetings. Typically, this appointment will be at deputy headteacher level. The School Strategy Manager will also liaise with the SIP or NCA. All secondary consultants can offer support and guidance at Key Stage 3 and 4 and also with specific whole-school

initiatives for improving teaching and learning. The team is supplemented by external consultants commissioned to provide support for specific projects.

#### Universal Offer to all schools

All schools are entitled to Strategy consultant support. The amount of support will vary according to the identified needs and the categorisation of the school or departments and the capacity of the teams to offer support. Factors taken into account include:

- standards achieved
- value-added outcomes and progress indicators
- needs of specific groups of pupils
- quality of planning in place, including schemes of work and intervention plans
- expertise and experience of subject leadership
- staffing issues – quality of teaching and learning, staff turnover, retention
- capacity of school staff to work in partnership with consultant staff
- specific issues/challenges in schools requiring support

Secondary schools are also entitled to funding from the Standards Fund for targeted intervention plans both at Key Stage 3 and 4. This funding is allocated according to pupil need, as measured by the number of pupils below the expected levels in Year 7 and Year 10 (based on prior attainment at the end of Key Stages 2 and 3 respectively). These resources are allocated on receipt of an appropriate Raising Achievement Plan produced by the school.

An annual support programme is published for secondary, primary and special schools. The 2009/10 programme is included in the appendices.

### **13. Promoting collaboration and sharing best practice**

The LA is committed to promoting the effective use of the expertise that exists within our schools and settings across the borough to ensure the greatest benefit for all children and young people. No one educational provider can provide independently for the diverse needs of our young people and the development of collaboration is essential to ensure that the needs of all can be met. This includes arrangements through the 14-19 Strategy to providing a common Learner Entitlement across the borough. To this end, the LA supports a number of initiatives including:

- high performing schools work alongside lower performing schools, e.g. the recently created a partnership of secondary school mathematics departments, in which subject leaders work collaboratively to improve leadership and management, teaching and learning, and curriculum development in mathematics;
- national Grid for Learning as a vehicle for sharing best practice and resource materials between schools;
- the networking of Specialist, Leading Edge and Training Schools;
- work with a range of collaboratives and consortiums including the EIP, to develop and disseminate good practice;
- networking of schools including Primary Strategy Learning Networks with a focus on developing capacity for leading teachers and collaborative learning;
- our AST Strategy aims to raise standards of learning and teaching in targeted subjects in each phase through modelling, coaching and mentoring from ASTs. We add AST expertise to the consultant pool to support key raising attainment priorities in the Primary and Secondary phases. This helps us to ensure value for money in the use of AST funding.

By September 2010, the LA proposes to work with schools in developing:

- a framework for school improvement support agreed with schools
- better integrated services
- widespread use of the CAF leading to swifter and more integrated intervention for individual children and young people
- brokerage of good practice across schools

## 14. Monitoring – Categorisation of schools

**NB: LA categorisation draws on Ofsted criteria used for evaluating the overall effectiveness but is not designed to as an equivalent judgement. It is used to determine the level of support a school is entitled to receive from the LA and to prevent any decline. It is our that all our schools provide as a very minimum a good standard of education for all out children and yong people.**

The criteria for categorisation of schools are based on a number of inter-related factors predicated on the SIP validation of the school's self evaluation:

- the capacity of the school leadership at all levels to secure further improvement, sustain improvement, and to utilise any support provided;
- the attainment, progress and achievement within and at the end of key stages and throughout the school, together with the progress made by all learners and specific groups of learners over time
- the current progress of groups of learners in the school at the time of categorisation
- the outcomes of the latest Ofsted report;
- evidence of the five ECM outcomes.

A regular cycle of termly visits from a SIP will result in the Local Authority forming a judgement about the school. This will be based on learners' performance against targets, the school's own self-evaluation, information provided by schools from services that work with the school and other contributing evidence. Key indicators are the progress that learners have made over time and are currently making. Ofsted guidance states that the 'first of the seven prime judgements is *pupils' achievement and the extent to which they enjoy their learning*'. For ease of reference it is often called the 'achievement grade'. It has two elements. One, *attainment*, judges the pupils' academic standards when they leave the school against a range of national benchmarks derived from test and examination results, together with other evidence. The other, *learning and progress*, takes account of the pupils' starting points and how well they develop as learners and enjoy gaining skills, knowledge and understanding. The grade descriptors for 'achievement' come into effect after the separate judgements for *attainment* and for *learning and progress* have been made'.

In making a judgement on attainment Raiseonline offers a guide over the previous 3 years for the last cohort within a key stage (KS1, KS2 and KS4). Schools' own data will provide evidence for judging attainment of current learners and other year groups. Learners' work will also provide evidence of standards and progress.

In making a judgment about learning and progress the SIP and school will review the evidence which demonstrates how well learners make progress relative to their starting points using contextual value added (CVA) and other value added measures. Any variation between groups, subjects and key stages will be taken into account. A first indication will be a review of past progress over 3 years as indicated in Raiseonline, the Foundation Stage Profile, post-16 information, school data and school analysis of progress towards challenging targets. Crucial will be a review of current progress to include a review of learners' records and any analysis of progress carried out by the school, including the progress made by different groups, particularly learners with special educational needs and/or disabilities; looked after children; particular minority ethnic groups, including Gypsy, Roma and Travellers of Irish heritage; those who join the school other than at the normal date of admission and those who are socially or economically disadvantaged. Judgment of the progress

of current groups of learners will be based on the progress achieved relative to their starting points (Attainment on Entry into each key stage and year group). Learners rarely make even progress across periods of time. Plateauing over an extended period (e.g. 2 terms) provides an alert to explore whether provision is adequately matched to learners' needs or an individual child or young person has an additional need not yet identified by the school.

Attainment on Entry (AOE) into a key stage is determined by a child or young person's assessment at the end of a previous key stage. In the case of entry into Reception the school deprivation indicator measure in Raiseonline together with the percentage of free school meals provides national comparators of context. This combined with a school's assessment of children's development against the Foundation Stage Profile during the first term of Reception contributes to securing a judgment of AOE into Reception.

A category will be agreed each autumn term which will then be used to determine the level of support from the LA. A judgement will also be made about capacity to improve. The category will be recorded in writing in the SIP report. If there is a difference of opinion between the SIP and the school, the SIP's judgement will stand but the school's view will be recorded along with the evidence to support it. The categorisation will be reviewed annually or in exceptional circumstances termly in the light of a dip in results or sustained improvement or following an Ofsted inspection.

The criteria for determining the five categories are rigorous as the purpose of the categorisation is to ensure that schools are supported and challenged to sustain improvement, offer the very best provision for all children and young people and to avoid any risk of being placed in an Ofsted category of concern. The grades draw on the criteria used to determine the grades in the Ofsted summary SEF and the Ofsted framework for the inspection of schools. A school would be expected, with support, to demonstrate significant improvement and to move out of a category of concern (4a/b) within a year.

The Local Authority uses the categorisation of schools to help it respond swiftly and effectively to needs in the school, recognising that these can change suddenly: for example, as a consequence of promotion from the leadership team or because of particular environmental stresses for a school. Schools are categorised using the Ofsted scale with the exception of category 4 which has two elements.

The five categories are:

#### Category LA1: Outstanding Schools

These are excellent schools that are consistently successful in securing very good outcomes for learners and offer many examples of good and excellent practice. Attainment is consistently above national averages. All groups of pupils make good progress. All ECM outcomes are at least good and the school can demonstrate very good links with its partners. Community cohesion is good at all levels. Such schools have the capacity to work with other schools to help raise standards and improve educational provision.

### Category LA2: Good Schools

These are schools where performance is good overall; ECM outcomes throughout the school are good and capacity for sustained improvement at least satisfactory. Progress is consistently good for all significant groups. Attainment is likely to be above national averages. An exception occurs when progress is accelerated so that learners who enter the school with standards below expectations attain nearly average standards by the time they leave. Where there are any minor aspects that may need further improvement, leadership is quick to deal with them effectively.

### Category LA3: Satisfactory Schools

These are schools identified by the Local Authority or themselves as providing a satisfactory standard of provision. Current groups of learners make at least expected progress in all year groups and key stages. Achievement is satisfactory and learners mostly attain average or just below average standards. Results may vary from year to year but outcomes will be on an upward trajectory and the school will have some good aspects. There is evident scope for improvement in some key areas such as attainment, attendance, teaching, behaviour or leadership and management. The degree of support and range of needs for schools in this category is wide and Local Authority support will vary accordingly. The Local Authority will discuss and agree the areas requiring support with the school through the SIP.

### Category LA4a: Schools at risk and requiring additional support

These are schools identified by the Local Authority or schools themselves as providing a satisfactory standard of provision and where most pupils achieve satisfactory standards although results or CVA show a downward trend and/or are below national averages. Attainment is likely to be below national and /or local floor targets. Schools where any group of children and young people are failing to make expected progress would fall into this category. Some schools may be vulnerable due to problems with recruitment or other difficulties which impact negatively on standards and quality of teaching. This category also includes schools removed from an Ofsted category of concern within the previous year, 'gaining ground' schools and schools where the absolute level of attainment is apparently satisfactory but persistently below levels expected when pupils' prior attainment and the school's context are taken into account. A school which has been part of the National Challenge prior to 2011 would also fall into this category.

The degree of support and range of needs for schools in this category are wide and Local Authority support will vary accordingly. The Local Authority will discuss and agree the areas requiring support with the school and a Targeted Intervention Board may be set up and a LA action plan drawn up and agreed/discussed with the school through the SIP. SIPs will maintain regular contact with such schools in order to avert early signs of decline.

### Category LA4b: Schools evaluated as inadequate in significant aspects of provision (School Causing Concern)

These schools have been identified by the Local Authority, the school, Ofsted, or governors as causing concern or experiencing significant weakness in one or more aspect of provision. Outcomes will be well below national averages, low for significant groups of pupils or erratic year on year. Alternatively, groups in particular year groups or key stage will be failing to make expected progress. Learners are likely to be at risk because of lack of progress, poor behaviour, attitudes and attendance. Schools will require immediate intervention/ radical solutions to prevent further decline because the school has limited capacity to make necessary changes. A Targeted Intervention Board will be set up and an action plan will be drawn up by the LA, SIP, headteacher and governors.

National Challenge schools fall into this category and will receive up to 20 days of support depending on the degree of risk associated with meeting the threshold of the floor target. Primary and special schools in this category will receive a bespoke package of support.

The chart that follows details the criteria used to determine a school's category:

Category/Level of need	Indicators	Capacity for improvement
<p><b>(LA1) Outstanding</b> (All indicators in the satisfactory and good categories will be in place) Most elements of the school's work are outstanding. There may be one or two aspects which are good rather than outstanding. No elements are less than good. Significant elements are exemplary and worth sharing with other schools. All groups of pupils make exceptionally good progress – significantly above those in similar schools. All ECM outcomes are at least good.</p>	<ul style="list-style-type: none"> <li>• School's tracking data shows that all groups currently in the school make good progress in relative to prior attainment, AOE and the school's context .</li> <li>• Achievement of significant groups has been well above average for 3 years.</li> <li>• Achievement across and within all key stages has been sustained at above average for 3 years</li> <li>• School's range of CVA measures sustained sig+ over 3 years</li> <li>• Almost all teaching is good and a significant proportion is outstanding. Teaching is exemplary in significant elements.</li> <li>• The use of ICT has a positive impact on learning and teaching and the school embraces and explores new technologies.</li> <li>• Learners' behaviour and attitudes (including collaboration) are major factors in their successful learning.</li> <li>• Attendance is at or above national average</li> <li>• Unauthorised absence and exclusions well below average</li> <li>• Leaders at all levels have a shared understanding of the school's vision and realise sustained and continuous improvement</li> <li>• The school is innovative in some aspects and cited as a model by others.</li> <li>• Extended services and partnerships with other providers and organisations add significantly to the value of the education pupils receive and to the outcomes they achieve</li> <li>• The curriculum and other activities are at least good in all major respects and are exemplary in significant elements. Opportunities are provided for all learners, including those with learning difficulties and disabilities, to progress and develop well.</li> <li>• Learners take full responsibility for their own safety and that of others.</li> <li>• Learners adopt healthy lifestyles (HSS)</li> <li>• Learners make an outstanding contribution to decision making within the school and excellent relationships support parents/carers in helping learners to succeed.</li> </ul>	<ul style="list-style-type: none"> <li>• Self-evaluation at all levels reflects rigorous monitoring leading to sustained improvement</li> <li>• Target setting is detailed and accurate involving pupils in agreeing, reviewing and monitoring progress against challenging targets.</li> <li>• Information about pupils' progress is used routinely to inform planning</li> <li>• School's tracking data shows all learners making sustained very good progress</li> </ul> <p><i>Grade 1 in almost all aspects and no aspect less than good.</i></p>
<p><b>(LA2) Good</b> (All indicators in the satisfactory categories will be in place) The progress of all groups of pupils is good throughout the curriculum and across key stages. Most pupils participate in extended school activities. Pupils can access the services they need Resources are targeted at securing improved</p>	<ul style="list-style-type: none"> <li>• Monitoring and tracking are appropriately rigorous enabling early intervention and preventing slippage.</li> <li>• Achievement in key indicators above average sustained over 3 years</li> <li>• School tracking data shows all current groups of children and young people are making good progress relative to prior attainment, AOE and context .</li> <li>• CVA measures in top 40%</li> <li>• Learners achieve well in key skills – all core subjects perform above national averages (indicated by sig+ in Raiseonline)</li> <li>• Learners' positive behaviour contributes strongly to progress</li> <li>• Attendance is average or above national average</li> <li>• Unauthorised absence &amp; exclusions well below</li> </ul>	<ul style="list-style-type: none"> <li>▪ School self-evaluation involves middle as well as senior leaders and is an accurate diagnosis of school's strengths and weaknesses.</li> <li>• Realistic and challenging targets used to secure year on year progress, especially in closing the attainment gap between groups of pupils.</li> </ul>

<p>progress attainment and achievement across ECM outcomes.</p>	<p>average</p> <ul style="list-style-type: none"> <li>•All learners make good progress as a result of consistently good teaching.</li> <li>•The curriculum provides opportunities for all learners, including those with learning difficulties and disabilities, to progress and develop well.</li> <li>• The use of ICT has a positive impact on learning and teaching</li> <li>•Learners are prepared for their future economic well-being</li> <li>•Learners feel safe and know how to keep themselves safe.</li> <li>•Learners have a thorough understanding of how to lead a healthy lifestyle</li> <li>• Learners make an active contribution to decision making within the school</li> <li>•Good relationships support parents/carers in helping learners to succeed</li> </ul>	<p><i>All aspects of L&amp;M grade 2</i></p>
<p><b>(LA3) Satisfactory</b> Schools where pupils generally achieve at least as well as those in similar schools, and make expected progress. The school has a balanced budget. The school population is engaged in extended school activities. Most pupils are satisfied with school. The school is aware of the range of services on offer for pupils.</p>	<ul style="list-style-type: none"> <li>•School tracking data shows current groups of learners progressing in line with expectations relative to prior attainment/AOE and context</li> <li>• CVA measures below top 40% and above bottom 25% consistent for 3 years</li> <li>• Learners achieve in line with expectations in all core subjects</li> <li>• There is no statistically significant group of pupils underperforming</li> <li>• Learners' behaviour is acceptable – time is not wasted</li> <li>• Attendance at or close to national average or, where below, school action is leading to improvement</li> <li>• Persistent absence levels and exclusions average or just below average</li> <li>• There is no unsatisfactory teaching. Teaching is good in some respects so that all children and young people make the progress expected of them</li> <li>• The curriculum is inadequate in no major respect. ICT is regularly used by most teachers to enhance learning and teaching.</li> <li>• Learners' personal development and well being are inadequate in no major respect</li> <li>• Learners make a contribution to decision making within the school and satisfactory relationships support parents/carers in helping learners to succeed.</li> <li>•FMSIS awarded</li> </ul>	<p>Sound procedures for school-self evaluation are in place but largely only involve senior leaders. They ensure that weaknesses are identified and tackled. Target setting is realistic &amp; based on pupils' attainment &amp; progress but is only adequately challenging. Impact is only satisfactory and does not help to stretch pupils or close the gap in performance. <i>All aspects of L&amp;M at least grade 3</i></p>
<p><b>(LA4a) Schools 'at risk' and requiring additional support</b> (Not all of these indicators will be present and there will be some satisfactory elements ) Schools in this category may be satisfactory in some areas of provision (including progress, attainment &amp; achievement) but require significant improvement in an important aspect</p>	<ul style="list-style-type: none"> <li>•Current learners or groups of learners are not making expected progress in one or more year groups</li> <li>• One or more groups perform significantly below expectations – indicated by sig- in Raiseonline</li> <li>•APS in 1 or more key stage is in the bottom quartile when compared to similar schools</li> <li>• Outcomes at risk of falling below the national floor targets and are below local floor targets</li> <li>• The school is in the bottom quartile for one or more of the KPIs ( CVA, attainment rates or APS)</li> <li>• Variability in performance across subjects with significant underperformance in either English or mathematics – indicated by sig- in Raiseonline</li> <li>• Learners' behaviour inhibits progress &amp; time is wasted through persistent low-level disruption</li> <li>Attendance is below average and school action is</li> </ul>	<p>The school is not using target setting to improve performance. Processes for determining targets are not robust &amp; not based on secure analysis of data about pupils' performance &amp; progress</p> <ul style="list-style-type: none"> <li>• School self-evaluation does not recognise underachievement</li> <li>• Resources are not well-deployed to support the needs of all learners – indicated</li> </ul>

<p>of their work. They may be at risk of receiving a notice to improve following an Ofsted inspection. Some schools may fall into this category and because of a sudden change in circumstances, for example severe staffing difficulties, a breakdown in leadership and management, or a budget deficit.</p>	<p>ineffective in improving rates of attendance.</p> <ul style="list-style-type: none"> <li>• Persistent absence levels are above average.</li> <li>Exclusions above average</li> <li>•Quality of teaching well below national picture, with some teaching being inadequate</li> <li>•The use of ICT by teachers and pupils is infrequent does not always make a positive contribution to learning.</li> <li>• The curriculum is inadequately matched to learners' needs</li> <li>• Some groups of learners feel unsafe. Healthy lifestyles are not adequately appreciated or pursued.</li> <li>• Budget deficit causing concern</li> <li>•Failed FMSIS.</li> </ul>	<p>by significant overspend/underspend of budget</p> <ul style="list-style-type: none"> <li>• Governing body ill-equipped to hold school to account</li> <li>• One or more of the following may be a 4: learners' achievement, learners' PDWB, aspect of quality of provision, leadership and management.</li> </ul>
<p><b>(LA4b)Inadequate</b>          (This is a school where underperformance is endemic or children and young people are at risk)          Underachievement is widespread and ongoing.          Leadership is unaware of areas of underperformance or action is having limited impact on improvement.            Behaviour of pupils puts others at risk of harm</p>	<ul style="list-style-type: none"> <li>• Attainment has been below national floor targets for the past 3 years –</li> <li>One or more significant groups of children and young people make too little progress given their starting points</li> <li>Progress of children and young people is below expectations in any one year group or across a key stage.</li> <li>•CVA for KS1-2/KS2-4 is sig- for 2 or more consecutive years</li> <li>The school is disorderly and unsafe</li> <li>• Absence of secure tracking and monitoring systems so school does not know how well pupils are doing</li> <li>There are insufficient resources to enable ICT to contribute to learning and teaching</li> <li>• Budget deficit causing concern and absence of robust plans in place to address.</li> </ul>	<p>School self-evaluation procedures are inadequate and ineffective. Leaders do not have a realistic view of the school's weaknesses</p> <p>School's safeguarding procedures inadequate</p> <ul style="list-style-type: none"> <li>• Leadership and management are inadequate</li> <li>• Ofsted report which puts school in category of concern</li> <li>•Governors do not know how the school is doing and/or do not hold leaders sufficiently to account for standards.</li> </ul>

AOE= Attainment on entry

In exceptional circumstances this would lead to a review of categorisation within a year.

## 15. Intervention – Category LA4b Schools

The head of school improvement will:

- check any emerging concern issue with the appropriate SIP Manager
- contact the school
- alert the Headteacher to the concerns with appropriate evidence
- explore the issues and agree a course of action and targets if necessary
- agree support required – may be added to Raising Attainment Plan in discussion with the Senior Adviser for intervention
- inform the school that the information will be recorded on the LA risk register
- monitor the impact of the support, review and take further action if improvement is not in evidence

The head of school improvement will report concerns and emerging action to Wider DLT who will log the concerns on a risk register and monitor whether the school is making the required improvement. The AD Universal Services will take significant issues to DLT.

If the school is failing to take appropriate action intervention procedures apply.

The headteacher and Chair of Governors will be informed of the category by letter in the autumn term and this will be reviewed each term. A letter will be sent out if the category changes.

In schools identified as requiring intervention, the headteacher and Chair of Governors will be invited to attend a meeting with the Assistant Director, Universal Services, and senior colleagues. The headteacher and Chair of Governors will be required to present their priorities and action plans for rapid improvement and to negotiate support for these plans.

For National Challenge schools that are at most risk of missing the floor target and are making slow progress, Local Authorities are expected to consider structural interventions such as changes to the leadership or governance of the school where it is judged to lack the capacity to improve pupil outcomes up to the National Challenge threshold and beyond, and to sustain progress over the long term.

Where schools or governors do not agree with the concerns raised, the Local Authority will work within the procedures available to it for formal warning procedures (DCSF 'Schools Causing Concern 2005, Education and Inspection Act 2006 and Statutory Guidance May 2007, Apprenticeship, Skills, Children and Learning Act 2009). In extreme circumstances this could result in:

- issuing of a formal warning notice requiring the school to take specified action;
- appointing additional governors to a school's governing body;
- suspending the school's delegated budget;
- requiring the Governing Body to enter into collaborative arrangements;
- issuing of a formal performance report where there is a concern about the performance of the headteacher;
- replacing the Governing Body with an Interim Executive Board (IEB).

In addition, the Secretary of State has the intervention powers to appoint additional governors, nominate and pay the Chair or direct the closure of the school.

The Local Authority reserves the power to intervene to prevent the breakdown of discipline in a maintained school. The Local Authority will only use this statutory power as a last resort. It is possible that it may come into operation when a school is failing to respond to support or when an Ofsted inspection places a school in Special Measures or serves a Notice to Improve.

### **Monitoring and evaluating work with category LA4b schools**

Schools in this category will require a high level of intervention in those areas needing improvement in order to be removed from special measures and to build the capacity to improve (LA4b). A Targeted Intervention Group (TIG) will be set up and an action plan will be drawn up by the LA detailing its support and how it will monitor impact.

For schools requiring a Notice to Improve or Special Measures (LA4b) the head of school improvement will:

- liaise with the Diocese where appropriate;
- attend feedback and follow-up meetings with the school and governors;
- prepare a statement and Local Authority Action Plan showing how the Local Authority will support the school;
- set a target date for removal of the causes of the improvement notice or special measures, and support the school in writing and costing the action plan;
- provide support from officers, staff in the Children and Young People's Service and beyond according to need;
- prepare monitoring information as required by HMI; and
- work with the SIP or National Challenge Adviser and the school to adapt activities in the light of monitoring information.

TIG meetings will be held at least twice a term chaired by the head of school improvement. Its purpose is to check that work set out in the school and LA action plans / Statement of Action is on course to meet milestones and achieve success criteria by the time the plan is due for completion. A range of officers and school representatives will be invited, depending on the key issues to be addressed. The headteacher and Chair of Governors are always expected to attend. These meetings will monitor the impact of agreed actions to generate improvement, to re-focus activity as required and agree allocations from intervention funding to purchase consultancy or with resources to support the school. When the school returns to a stable position with improvement secured and on an upward trajectory, a summative meeting will be held, to taper intervention and support and formally to remove the school from the category 4b. Our expectation is that improvement notices are removed at the first opportunity.

### **Support for category LA4b schools**

Where a school is identified as a category LA4b, the school will be required to demonstrate that it is making best use of its delegated funding to support the improvement process and, where appropriate, to make use of it in securing traded support services. Where the needs of such a school cannot be effectively met through LA support services the LA will assist the school in brokering support from

external sources. In identifying effective support the key issues to be considered will be:

- how appropriate the support will be in securing improvement and progress;
- whether the support demonstrates value for money.

### **Exit strategy**

Once a school is judged to have made sufficient progress to be removed from a category of concern, then the LA will use existing support programmes to provide additional support to ensure improvement is sustained, e.g. a National Challenge school will receive support in line with a Gaining Ground school. When schools which have received support and been subject to intervention are judged not to have made sufficient progress, the LA will consider closure or different models of leadership or organisation.

### **Procedures for monitoring and evaluation of school improvement work**

- The impact of the school improvement programme in supporting the Children and Young People's Plan is monitored through the Children's Trust.
- Work with all schools is monitored through line management meetings for SIPs/NCAs and consultants by senior officers. The Head of School Improvement is held to account by the AD Universal Services.
- Written reports are collated on visits to schools and shared with schools and governors.
- The effectiveness of the work of Children Services is evaluated through the Audit Commission questionnaire which Headteachers are invited to complete annually and by Ofsted.
- From time to time different service areas hold stake-holder reviews to ensure their work is effective.
- All Local Authority INSET provision is also evaluated by participants and internally.
- The Local Authority's school improvement work is evaluated by the National Strategies each term.

### **Evaluation**

Evaluation involves making a judgement about how effective a programme of planned activity is in meeting its aims and success criteria. Evaluation takes place at a fixed point when a judgement is reached on the **impact** of the work carried out.

Evaluation of Local Authority work with schools in categories 4a/b takes place by:

- half-termly TIG meetings;
- reviews of school/LA action plans.
- a written report on each school under intervention by the head of school improvement is presented to the Assistant Director, Universal Services for a school monitoring group meeting each term. (Judgements of the degree of success achieved against the criteria are required). Where work is not deemed to be successful, lead officers are requested to review the work with the team and make amendments;
- HMI letters following monitoring inspections of schools in Ofsted categories that comment on the work of the LA;
- Feedback reports from DCSF and National Strategies

## Appendix 1

### Table showing triggers which informs discussions about whether a school is categorised as ‘at risk’ (LA4a) or intervention (LA4b)

The Local Authority will only intervene where an aspect of school provision causes concern leading to significant underachievement of a group or groups of pupils. Where action is taken, intervention will be early and preventative, so that failure does not occur.

Schools that are described as ‘causing concern’ will include those identified by Ofsted as requiring an improvement notice or special measures (4b) and those that the Local Authority along with the SIP, believe to be at risk in key aspects (4a). Category 4a acts as an alert system to ensure early intervention. A Governing Body can request that its school is placed in a category 4a in order to trigger additional support to prevent a school from further slippage. Any concern the Local Authority may have about a school will be shared and fully discussed with the headteacher and governors. SIPs will be required to report to CYPS Directorate Leadership Team on the categorisation of schools on an annual basis. **In determining whether a school should be placed in a cause for concern category, the Local Authority will prioritise performance data/safeguarding, but also take into account a range of evidence including more qualitative indicators (quality of teaching, leadership and management etc.) as well as concerns expressed by staff working in or with schools, parents, pupils, governors and officers from across the Local Authority.** The range of evidence which might contribute to placing a school in a category 4a is included in the table below:

<b>All schools</b>
<i>A major, unpredictable event from which the school is unable to recover without intervention and support</i>
<i>Downward trend in outcomes over 2+ years</i>
<i>Any group makes less than expected progress over an extended period or appear to be losing ground e.g. a year group or key stage</i>
<i>Evidence of widening of the gap in performance of any vulnerable or underperforming group and their peers</i>
Lack of robust systems for regular tracking and monitoring of progress of individuals and significant groups
Below average attendance rates for 3 or more quarters
Any inadequate teaching extending over a period of 3 months
Survey inspection evaluates area of inspection as inadequate
Schools with high levels of poor behaviour which put pupils at risk or disrupts learning. Other considerations would be high exclusion rates particularly when one group is overrepresented.
A school which does not uphold its duty under the Race Relations Amendment Act (2000); with unsuccessful outcomes following racist incidents.”
<i>Any area of leadership judged inadequate in SEF or by SIP</i>
Pattern of allegations against staff or other concerns about safety/ well being of students

Lack of an ethos of inclusion/ effective measures to prevent bullying/introduce Disability Equality approaches
Setting of an unapproved budget
Significant overspend/underspend of budget (more than 5% in secondary and 8% primary /special schools)
Failure to meet any statutory duty
<b>All mainstream schools</b>
Contextual Value Added/Value Added below average as identified in Raiseonline for 2 consecutive years for any one group/subject
Schools in the bottom quartile of CVA measures: KS1-KS2, KS2-KS4 (Raiseonline)
Results below floor targets (the minimum performance targets DCSF expects all schools to achieve)
<b>Primary/Infant schools</b>
Schools where fewer than 47% of children achieve 6 or more points across all the CLLD and PSE assessment areas in the Early Years Foundation Stage. (CYPP Priority)
Contextual attainment at KS1 below average
<b>Secondary schools</b>
Proportion of pupils achieving 1 A* - G GCSE is below 80%
6 <sup>th</sup> Form value added indicates a decline over 3 years
<b>Special schools-</b>
School does not have a detailed analysis of comparative data against pupils' category of need, aspect and subject (This would also apply to schools' approaches to learners with LDD in mainstream).

**Appendix 2**

Regulated Children Services Action Planning template

<b>Improvement Priority 1</b>							
<b>Current position:</b>							
<b>Success Criteria</b>							
<b>Targets</b>	<b>Evaluation &amp; Responsible body/officer</b>					<b>How often</b>	
<b>Activity</b>	<b>Lead</b>	<b>Start</b>	<b>Target completion date</b>	<b>Resources</b>	<b>Objective(s)</b>	<b>Monitoring</b>	<b>Progress</b>

**Introduction to preface this plan with:**

- Context
- Profile (in relation to ECM outcomes)
- Capacity of Leadership Team effectiveness of self-evaluation processes and Service Improvement Plan
- Future of service/school
- LA Role/Evaluation
- Key priorities for improvement (LA and/or inspection agency)
- Progress since review/inspection

