



**CHILDREN, FAMILIES AND  
LEARNING DEPARTMENT**

**SCHOOL IMPROVEMENT SERVICE**

**SUPPORTING SCHOOL  
SELF-EVALUATION AND  
PUPIL ACHIEVEMENT**

**SUPPORTING SCHOOL SUCCESS**

**October 2007 (DRAFT)**



# SSS

## SECTION 1



# **SUPPORTING SCHOOL SELF-EVALUATION AND PUPIL ACHIEVEMENT**

The purpose of this document is;

- To clearly set out the criteria that the Children, Families and Learning Department (the Local Authority) will use to assess the level of support it will assign to individual schools.
- To ensure that the School Improvement Service (SIS) role as the representative of the Local Authority is clear in relation to providing and co-ordinating support.
- To support the process of school self-evaluation and in particular to help schools to make judgements about aspects of their work.
- To align the Local Authority evaluation of its schools with the requirements of the Ofsted Self-Evaluation Form so that an extra burden is not placed on schools by using separate processes.

Using this document at whole school and, where relevant, at individual subject or other middle leadership level should provide valuable support in completing the SEF and preparing for inspection. It will also help in maintaining and improving standards between inspections. In addition, the process will provide a clear indication of priorities for school improvement planning

## **CHILDREN, FAMILIES AND LEARNING DEPARTMENT VALUES AND PRINCIPLES**

Middlesbrough Council's "Children, Families and Learning Department" (Local Authority) is committed to raising educational standards for all learners. Our purpose is to work with schools to improve standards and raise expectations at individual pupil, class, subject and whole school levels. To do this we will apply our duty to monitor, challenge, support and intervene in inverse proportion to the needs of each individual school.

### **We believe that:**

- opportunities for learning and personal development require a strong partnership between pupils, parents, governors, head teachers, school staff, the local community and business enterprise;
- all learners are entitled to the support they need to help them achieve their full potential;
- learning is for everyone and is a life-long process;
- inclusion is key to enhanced opportunities for all;
- evidence of our success will be seen in the impact we have on the learning and personal and social development of our children and young people.

## **AIMS OF THE GUIDELINES**

This document aims to outline a clear and co-ordinated approach to identifying success and supporting all schools, particularly those with causes for concern.

It aims to ensure that:

- there is a clear framework of procedures that is easily understood by all partners;
- there are clear expectations, timescales, roles and responsibilities;
- partnership between the Local Authority and schools will effectively raise standards;
- there is clarity regarding the School Improvement Service (SIS) triggers for support and intervention and the associated allocation of targeted resources.

## **SCHOOL AND LOCAL AUTHORITY PARTNERSHIP**

To reflect partnership for improvement between schools and the Local Authority:

- The Local Authority recognises the context within which its schools work to secure the best possible outcomes for all young people in Middlesbrough.
- Middlesbrough schools and the Local Authority understand each other's responsibilities in relation to school improvement and seek to work together to achieve our shared educational aspirations.
- Together, we must persistently evaluate the impact of everything we do on the learning and personal and social development of children and young people;
- The Local Authority's aim is to complement the internal capacity of schools to deal with challenging circumstances and generate their own improvement based on validated self-evaluation.
- Most Local Authority / school contacts will be by mutual agreement and could be initiated by either party.
- Schools want to have their successes acknowledged alongside their need for extra support.
- The School Improvement Service will deploy its additional support, and other resources as appropriate, in proportion to identified need.
- Where concerns are identified, the School Improvement Service will work in partnership with a school to provide a plan for recovery (Core Action Team [CAT] plan). Support from a third party might be a part of this.
- Monitoring findings will be reported termly to the Corporate Director and the school's governing body for those schools receiving support at level 3 & 4.
- All OFSTED inspections will be reported to the council's Local Authority Scrutiny Panel.

## **USING THIS DOCUMENT**

The criteria will be used by the School Improvement Service, on behalf of the Local Authority, to carry out its duty to identify the level of effectiveness of its schools and, in particular, to identify those schools with causes for concern and those where there is exemplary good practice. The Local Authority is charged with the responsibility to support schools according to their need, challenge and intervene where necessary and facilitate the spreading of good practice.

The criteria for identifying levels of school success use a range of indicators based upon Ofsted grade criteria. The school's self-evaluation processes are important in providing much of the evidence upon which judgements can be made. The work carried out to date to maintain an up to date, accurate and evidenced School Self-Evaluation Form (SEF) to meet Ofsted requirements will serve this purpose *and will avoid creating extra work for colleagues in schools*. In addition, any relevant data held by the Local Authority will contribute to the process and will be shared with schools

The criteria were developed with close reference to the 2005 Ofsted guidance and the Raiseonline exemplars. The School Improvement Service will work with its schools to validate their self-evaluation procedures and quality-assure the evidence base. If schools have not chosen to use the SIS validation / QA service for school self-evaluation Local Authority staff will still make a judgement about the school's effectiveness based on the sufficiency, accuracy and validity of the evidence available.

Levels of support can be allocated for a variety of different factors, reflecting the unique nature of each school's circumstance. In using the criteria to identify levels of support for schools a "best fit" model will be applied having considered the factors under the four headings of:

- Achievement and Standards
- Personal Development and Well-being (this section is closely aligned to the five ECM Outcomes)

- Quality of provision (including teaching, the curriculum and guidance & support)
- Leadership and Management

Having carried out the analysis, as outlined above, a final check needs to be made against the Ofsted criteria to estimate the risk being placed in one of the following categories if the school was inspected:

- Notice to improve
- Special measures

Where this process indicates that a number of factors place the school at risk of being placed in one of the Ofsted categories if inspected, this would automatically lead to an overall allocation of support at level 4.

Where level 4 is indicated for any section of the Annual Review or for the overall support level, The Local Authority will consider whether it is appropriate to issue a “Warning Notice” (see appendix A). In some cases, where a level 3 support is indicated, a “Warning Notice” might be issued if, in the Local Authority’s view, there is a danger of the school slipping into level 4 in the course of the year covered by the CAT plan.

The four section headings correspond to sections 3, 4, 5 & 6 of the seven sections in part A of the Ofsted SEF. Sections 1 & 2 of the SEF will be represented in the context statement at the beginning of the annual review report and also at the beginning of the CAT plan, if relevant. Section 7 will be represented in the summative commentary at the end of the annual review report.

It is expected that schools will include any areas for development highlighted by using these criteria in the school improvement plan. (This will also meet Ofsted expectations.) School self-evaluation must link meaningfully with school improvement planning, performance management and continuing professional development. Key areas for development will be identified and addressed through these central school processes.

### **USING THE CRITERIA IN SPECIAL SCHOOLS AND FOR PUPILS WITH SPECIAL EDUCATIONAL NEEDS IN MAINSTREAM SCHOOLS**

For special schools and resourced provision for pupils with special educational needs in mainstream schools the criteria on “achievements and standards” and “personal development and well-being” may not give an accurate picture due to the wide range of pupils' needs.

Where there are large numbers of pupils with SEN (above national average of 19%), which affect the mainstream results the special Raiseonline should also be used for these and criteria completed for both populations. In special schools the criteria selected should give a balanced view of the school.

### **EVERY CHILD MATTERS**

The Children Act (2004) identified five outcomes for children and young people which are detailed in Every Child Matters:

- Be healthy
- Stay safe
- Enjoy and achieve
- Make a positive contribution
- Achieve economic well-being

It is the responsibility of all providers and institutions working with and for children and young people to ensure that these outcomes are met for all.

The outcomes are embedded in the Ofsted Framework for Inspection (2005) and their relationship to the sections of the SEF, particularly Part A section 4, is clearly indicated in the criteria grids in this guidance. Every institution and every person who works with, for or on behalf of children and young people has a moral and legal responsibility to ensure that these outcomes are realised. The Local Authority is charged with oversight of this and will want to ensure through the annual review process that schools are at the forefront of improving services to children and young people in Middlesbrough.

## **LEVELS OF SUPPORT**

As a result of the annual school review process, including the validated evidence supplied from school self-evaluation, national data / Raiseonline and Local Authority held data, schools will be allocated one of the following levels of support in terms of person/days from the School Improvement Service and other Local Authority services, as appropriate. Attached advisers will discuss the detail of the allocation with individual schools. Further resources might be negotiated in exceptional circumstances.

In between the annual school reviews head teachers, governing bodies or the Local Authority can request an interim review to meet any urgent needs that become apparent and schools can purchase extra support days through the SIS Buy-Back process.

| <b>Level of support</b>   | <b>Basic allocation</b>  | <b>Additional allocation</b><br>(Over and above the basic allocation)   |
|---------------------------|--|---|
| <b>1</b>                  | 5 days from the School Improvement Partner (SIP), to include self-evaluation validation, target setting and head teacher performance management. | Up to 3 additional days negotiated with the school by its attached adviser in line with school review outcome   |
| <b>2</b>                  |  |   |
| <b>3</b>                  |  | Up to 10 additional days negotiated with the school by its attached adviser in line with annual review outcome – Local Authority lead   |
| <b>4</b>                  |  | Usually up to 20 additional days (but this will be adjusted to meet Ofsted category or Warning Notice schools) targeted in line with school review outcome – Local Authority lead |
| <b>Additional support</b> |  | Additional days negotiated according to specific need but not usually in excess of 10 days  |

For schools at levels 1 and 2 key priorities will be to maintain and further develop good practice, to identify features which could be shared with other schools and to facilitate dissemination.

For schools at level 3 key priorities will be to identify, celebrate and share what is done well and to focus support on those areas which have been identified for development to ensure that level 4 is avoided in future. In most cases, the attached adviser will provide a termly progress report to the school's governing body.

For schools at level 4 there will be intensive Local Authority support and monitoring and this could include assistance from specialist schools or those identified at levels 1 and 2. Support and monitoring will be co-ordinated by the attached adviser who will set up a core action team of relevant Local Authority colleagues, possibly including the head teacher, nominated school leadership team members and the chair of governors, to review progress and help to target resources. There will be a termly report on progress to the school's governing body by the attached adviser for schools receiving this level of support

**The allocation of Local Authority officer time under this programme of support will be exclusively targeted at areas for development outlined in the school's annual review.**

### **ADDITIONAL SUPPORT**

There will be occasions when schools need extra levels of support from the Local Authority due to circumstances which are beyond their control and are not covered in a review against the criteria in the preceding pages. Examples of such circumstances are listed below but **the list is not exclusive** and head teachers, governors and the Local Authority should work together to share concerns and ensure that the needs of the school and its pupils are effectively identified and met.

- A breakdown of relationships between school and governors
- A new head teacher in a school where some aspects have been identified as requiring improvement
- Prolonged or spasmodic absence of the head teacher or other key staff
- Vacancies difficult to fill and remaining vacant for a long time
- Surplus place review, amalgamation or closure
- A recovery period for schools taken out of an Ofsted category of " Notice to Improve", "Special Measures" or a Local Authority "Warning Notice"
- Any major incident or emergency affecting pupils, staff or buildings

### **BACKING UP JUDGEMENTS WITH SECURE EVIDENCE**

Schools will already be engaged in setting up a secure evidence base for judgements they make in their completion of the Ofsted SEF. To avoid duplication, the School Improvement Service will refer to the same evidence base **provided it is up to date, sufficient, accurate and validated**. In some cases, Local Authority staff or the data they provide will already have contributed to schools' evidence base and all School Improvement Partners will have discussed the SEF with head teachers as part of their routine school visits.

### **THE SCHOOL SUPPORT PLAN (ALL SCHOOLS)**

This will be drawn up by relevant advisers / consultants to outline the level of support to be given to each school to help it to address its key priorities. In the main, this support will be that available through national strategies. The School Support Plan (SSP) will include the secondary additional support and intervention plans and the primary literacy, numeracy and intensive support plans which are part of the National Strategies support. Schools will play a major role in defining their needs and guiding the support that is built into their own plan by advisers / consultants. **Schools are not required to do any extra planning** over and above that which they will already be undertaking in their school improvement plan following effective self-evaluation. School Support Plans will be updated as and when necessary due to the school's changing needs and new developments in national strategies.

## **SCHOOLS RECEIVING LEVEL 3 AND 4 SUPPORT**

The attached adviser will draw up the Local Authority's "Core Action Team" (CAT) plan for each school at level 3 and 4 support and this will be done immediately following the school's Annual Review. The CAT plan sets out the allocation of Local Authority resources (usually in terms of officer time allocation) to help the school address the areas for development highlighted in the Annual Review. In most cases the CAT plan will include members of the school staff, where relevant. However, ***schools are not required to do any extra planning*** over and above that which they will already be undertaking in their school improvement plan following effective self-evaluation. Local Authority work with the school that is identified in the CAT plan should align with key priorities in the school improvement plan if the school's self-evaluation and planning is robust. Attached advisers will consult with head teachers before the final CAT plan is activated.

As part of the School Improvement Service's monitoring role, attached advisers will produce termly reports on progress towards priorities outlined in the CAT plan for governing bodies. The general aim is for schools at level 3 or 4 support will move up at least one level over the course of one year.

School Support Plans, as described above, will be absorbed into CAT plans for those schools receiving level 3 or 4 support.

## **SCHOOL AND LOCAL PRIORITIES**

The Annual Review process is closely aligned to that of the Ofsted SEF so that workload in schools is minimised. A second aim is to help schools in developing an accurate self-evaluation by validating their judgements while at the same time fulfilling the Local Authority's duty to review its schools and share the results of that review with them. The key priorities for the school that are generated by the Annual Review process should not be a surprise to the school and will be very close to, if not identical, to those indicated in the school's SEF. Discussions between the head teacher and attached adviser on the school's self-evaluation will be a feature of the school visits made on a termly basis.

In addition to the school's focus on its own priorities, often making use of grants, projects and strategies supported by the School Improvement Service or other agencies, the Middlesbrough Council expects its schools to contribute to the wider local priorities of Middlesbrough, as appropriate and relevant to them. Examples are:

- The Middlesbrough Council Local Area Agreement
- The Middlesbrough Council Strategic Plan
- The Middlesbrough Council Diversity Policy & Action Plan
- The Surestart Plan
- The Local Authority Single Children's Plan
- The 14-19 Strategy and Action Plan

Here again, attached advisers will discuss local priorities with head teachers during the normal cycle of termly visits, where appropriate.

**SAMPLE TIMESCALE FOR SCHOOL LOCAL AUTHORITY REVIEW PROCESS AND ASSOCIATED ACTIVITIES**

|                         | <b><u>LOCAL AUTHORITY / SIS / SIPs</u></b>   | <b><u>School</u></b>  | <b><u>Governing Body</u></b>   |
|-------------------------|--|---|--|
| <b><u>September</u></b> | Analysis of early KS4 indications<br>*Need for urgent intervention / support in any school considered and put into action  | Analysis of early KS4 indications<br>Copy of school improvement plan to Local Authority (subject to governors approval – school year cycle schools)                 | Receive school improvement plan and Self – Evaluation Form for “signing off” (School year cycle schools) |
| <b><u>October</u></b>   |  | Timetable and current curriculum analysis   |  |
| <b><u>November</u></b>  | Raiseonline / unvalidated national data analysis<br>Local Authority data analysis<br>Review & target setting meeting and sharing data to consider level of support | Raiseonline / unvalidated national data analysis<br>Confirmed school data analysis<br>Review & target setting meeting and sharing data to consider level of support |  |
| <b><u>December</u></b>  | SIP termly report to school / LA<br>Termly progress review to governors for schools at levels 3 & 4 against CAT Plan   | ↓<br>Forward curriculum planning  | Receive heads report on standards<br><br>Agree statutory targets   |
| <b><u>January</u></b>   | Individual school and Local Authority targets returned to DCSF   | ↓<br>Mock SATs/Exams (timing varies)  |  |
| <b><u>February</u></b>  | Action planning with schools following review where appropriate  | Action planning with attached adviser following review where appropriate<br>Begin to draw up budget for next year   | Receive heads report on action planning following review   |
| <b><u>March</u></b>     | SIP termly report to school / LA<br>Termly progress review to governors for schools at levels 3 & 4 against CAT Plan   | Preparation of school improvement plan (financial year cycle schools)   | Approve budget for next year   |

|                         |   |   |  |
|-------------------------|---|---|--|
| <b><u>April</u></b>     |   | Copy of school improvement plan to Local Authority (subject to governors approval - financial year cycle schools)                                   | Receive school improvement plan and Self – Evaluation Form for “signing off” (financial year cycle schools)  |
| <b><u>May/June</u></b>  |   | SATs / Exams  |  |
| <b><u>June/July</u></b> | Analysis of Foundation Stage Profile data, early KS1, 2 and 3 indications.<br>Termly progress review to governors for schools at levels 3 & 4<br>SIP annual report to governors / LA for all schools<br><b>Local Authority annual school review meeting to decide levels of support</b> | Analysis of Foundation Stage Profile data, early KS1, 2 and 3 indications<br><br>Preparation of school improvement plan (School year cycle schools) | Receive notification of the level of support decided by the Local Authority<br><br>Receive SIP Annual Report |
| <b><u>August</u></b>    | KS4 Results announced   | KS 4 Results announced  |  |

Schools / governors might need to adjust timings of activities in their columns to meet the school's individual circumstances.

**\* Urgent intervention / support can be initiated by the LA, head teacher or chair of governors at any time when the need arises**

The aim of the support programme is for the School Improvement Service to work with schools at level 3 & 4, to move up to the next level in one year. For level 1 and 2 schools the aim is to help them to maintain their high standards and share good practice with other schools where relevant.

For schools requiring urgent intervention / support steps 6 – 10 can be initiated at any time.

## **SCHOOL IMPROVEMENT PARTNERS**

The “New Relationship with Schools” introduced the role of “School Improvement Partner” (SIP) to conduct a single conversation with each school about targets, performance and improvement planning. SIPs are accredited by NSCL and play a significant role in raising standards. Their particular focus is on standards of achievement and leadership and management. The School Improvement Service works closely with SIPs to involve them, where relevant, in the process of reviewing schools in Middlesbrough and identifying where concerns need to be addressed. The Local Authority, through its School Improvement Service, appoints SIPs and monitors the quality of their work with schools. All relevant data held by the LA on each school will be shared with the allocated SIP. SIPs provide the school and the LA with an annual report which makes a significant contribution to the decision about levels of support within this process.

The SIP will be a member of the Core Action Team for any school identified for level 4 support.

## **LOCAL AUTHORITY WARNING NOTICE**

When, based on sound evidence, the LA has serious concern about a school, **at the annual school review or at any other time** there will be an automatic consideration of whether a Warning Notice needs to be issued. (Further detail on Warning Notices is included in appendix A.) This will be the case particularly for any school identified for support at level 4, and in some cases level 3.

In most cases the issue of a Warning Notice will not come as a surprise to the school. Where possible the School Improvement Service will signal the possibility well in advance and schools will be given the opportunity to address the issues causing concern. If they are successful in doing this within a predetermined timescale monitoring will continue until improvements are embedded but the need for a Warning Notice will be avoided.

A formal Warning Notice will be issued on behalf of the LA by the Director of Children’s Services and the council’s Scrutiny Panel will be informed as with Ofsted categories.

## **FURTHER GUIDANCE ON THE SUPPORTING SCHOOL SELF-EVALUATION AND PUPIL ACHIEVEMENT (SSSPA) PROCESS**

The school’s attached adviser will be able to discuss this process in detail with head teachers and chairs of governors. If required, they will give a short presentation on this to a wider audience.

The contact officer for this process is:

Kevin Buckle  
Assistant Head of School Improvement  
Vancouver House  
01642 728075  
[Kevin\\_buckle@middlesbrough.gov.uk](mailto:Kevin_buckle@middlesbrough.gov.uk)



# SSS

## SECTION 2



## ACHIEVEMENT AND STANDARDS

### SEF reference: 3a. What are learners' achievement and standards in their work?

| Key factors:   | ECM | 1  | 2  | 3   | 4  |
|--|-----|--|--|---|--|
| Standards reached in test / exam results and other available evidence in comparison with all schools | 3   | Progress is at least good in all or nearly all respects and is exemplary in significant elements, as reflected in contextual value added measures.<br>Results are significantly above the national average | Results are not significantly different from the national average  | Progress is inadequate in no major respect, and may be good in some respects, as reflected in contextual value added measures.<br>Results are below the national average but not significantly so | The pace of learning is insufficient for learners to make satisfactory gains in knowledge, skills and understanding, especially in core subjects<br>Results are significantly below the national average |
| Any significant variation between groups of learners   | 3   | All groups of learners make expected progress as reflected in contextual value added measures.   | Most groups of learners, including those with learning difficulties and disabilities, make at least good progress, as reflected in contextual value added measures               | There is no more than a 5% difference in the results for any group of learners from the school average, apart from those with SEN and these, in the main, make satisfactory progress              | Particular group/s of learners underachieve significantly  |
| Any significant variation between subjects, courses or areas of learning                             | 3   | All subjects, courses or areas of learning perform well, and some better than this, with some examples of good practice worth sharing beyond the school.   | Most subjects, courses or areas of learning perform well, and some better than this, with nothing that is unsatisfactory.  | Some subjects, courses or areas of learning perform well, with nothing that is unsatisfactory.  | Performance in a number of subjects, courses or areas of learning is unsatisfactory  |
| Core subjects  | 3   | Results are significantly above the national average   | Results are not significantly different from the national average  | Results are below the national average but not significantly so   | Performance in one or more core subjects is significantly below the national average   |
| Any significant variation between key stages   | 3   | In all key stages contextual value added results are well above the national average   | Learners are gaining knowledge, skills and understanding at a good rate across all key stages<br>In all key stages contextual value added results are above the national average | In all key stages contextual value added results are in line with the national average  | Learners underachieve in one or more key stages<br>Contextual value added results are below the national average in one key stage  |
| Trends over time   | 3   | The school's improvement trend is well above national  | The school's improvement trend is above national   | The school's improvement trend is in line with or very near national  | The school's improvement trend is well below national  |
| Learners achieve targets set for them  | 3   | Whole school targets are exceeded  | Whole school targets are met   | Results are within 2% of whole school targets   | A significant number of learners do not meet targets   |

|  |   |  |   |   |   |
|--|---|--|---|---|---|
| Learners achieve adequately challenging targets                                | 3 | Whole school targets are at least 2% above prior attainment indicators.  | Learners meet challenging targets<br>Whole school targets are at least in line with prior attainment indicators.                                      | Whole school targets are no lower than 2% below prior attainment indicators and clear analysis reveals influencing factors. | Targets set are inadequately challenging and more than 2% below prior attainment indicators   |
| <b>Learners progress in relation to their starting points and capabilities</b> | 3 | Contextual value added results are well above the national average   | Learners achieve high standards in relation to their capability and starting points.<br>Contextual value added results are above the national average | Contextual value added results are in line with the national average  | Overall, the standards that learners achieve are not high enough when set against their capability and starting points. Contextual value added measures show slow progress<br>Contextual value added results are below the national average |
| Any significant variation between groups of learners                           | 3 | All learners in all groups achieve their prior attainment predicted results and, in some cases, exceed expectations significantly. | At least 90% of learners in all groups achieve their prior attainment predicted results.  | No more than one group of learners fail to reach prior attainment predicted results - a strategy is in place for this       | Particular group/s of learners underachieve significantly   |

**PERSONAL DEVELOPMENT AND WELL-BEING**

**SEF reference: 4a. To what extent do learners adopt healthy lifestyles?**

| <b>Key Factors:</b>  | <b>ECM</b>  | <b>1</b>   | <b>2</b>   | <b>3</b>   | <b>4</b>   |
|--|-------------|--|--|--|--|
| Learners take adequate physical exercise                                 | 1           | All learners take at least 2 hours of PE and sport each week, and a great many are engaged much more fully in physical recreation activities.  | The great majority take at least two hours of PE and sport each week, and many make good use of other opportunities for extending their physical activity.   | There is a reasonable level of participation in PE and sporting activities.  | Quite a large number of learners do not take a minimum of two hours of PE or sport each week, or there is little participation in organised physical activity beyond this.   |
| Learners eat and drink healthily   | 1           | While at school, they eat and drink healthily, for example drinking water at regular intervals   | When at school, most eat healthily and drink water at regular intervals.   | Learners generally display sensible eating and drinking habits.  | Eating and drinking at school involves consuming a great deal of unhealthy food and liquid refreshments.   |
| Learners have a growing understanding of how to live a healthy lifestyle | 1<br>2<br>5 | Learners have and display an outstanding understanding of how to live a healthy lifestyle. Learners, appropriate to their age, have a very good understanding of sexual health risks, and of the dangers associated with smoking substance abuse. They learn very effectively how to recognise personal stress and how to manage it. | Most learners have a good understanding of how to lead a healthy lifestyle. Appropriate to their age, learners have a good understanding of sexual health risks and of the dangers associated with smoking and substance abuse. They have a good understanding of the symptoms of personal stress and how to deal with it. | Learners have a fair understanding of how to lead a healthy lifestyle. Learners, appropriate to their age, have a satisfactory understanding of sexual health risks, and the dangers of smoking and substance abuse, but there might be a few gaps. They are developing a satisfactory understanding of how to recognise and deal with mental health problems, such as stress. | <b>Many learners do not have an adequate appreciation of what a healthy lifestyle involves, and do not practise one sufficiently while at school.</b> Learners have a weak understanding of sexual health risks, and of the dangers of smoking and substance abuse. They are little attuned to mental health problems, such as stress, and how to tackle them. |

| <b>4b. To what extent do learners feel safe and adopt safe practices?</b>   |            |   |  |  |   |
|---|------------|---|--|--|---|
| <b>Key Factors:</b>   | <b>ECM</b> | <b>1</b>  | <b>2</b>   | <b>3</b>   | <b>4</b>  |
| Learners feel safe from bullying incidents                                  | 2          | Learners have and display an outstanding regard for the safety and well-being of others, as shown in their excellent behaviour and attitudes, the very low incidence of formal sanctions and the sensitive way in which personal dignity is respected. Within the very supportive ethos of the school, learners feel very safe from bullying. | The great majority of learners have a good level of concern for the safety and well-being of others, which is demonstrated by their restrained behaviour and responsible attitudes, and the low level of formal sanctions needed to secure an orderly community. Learners show good respect for the personal dignity of others. As a result, learners feel safe from bullying. | Most learners show an adequate level of concern for the safety and well-being of others. Despite a few minor exceptions, most learners respect the dignity of others and refrain from offensive or intimidating behaviour. The level of sanctions required for less disciplined learners is no more than average. Learners report that they feel safe from bullying most of the time and, despite occasional incidents that have affected them or that they know about, they do not come to school in fear | <b>An unacceptable of level of aggressive, insensitive or unrestrained behaviour causes a social environment in which several learners report that they feel seriously threatened at school and/or many are continuously troubled in more minor ways.</b> The learners' views are supported by the school's records, which demonstrate an unacceptable level of bullying that needs urgently to be reduced. |
| Learners feel safe from racist incidents                                    | 2          | Within the very supportive ethos of the school, learners feel very safe from racism or other forms of discrimination.   | Learners show good respect for the personal dignity of others. As a result, learners feel safe from racism or other forms of discrimination  | Learners report that they feel safe from and discrimination most of the time and, despite occasional incidents that have affected them or that they know about, they do not come to school in fear   | The school's records demonstrate an unacceptable level of discrimination that needs urgently to be reduced.   |
| Learners have confidence to talk to staff and others when they feel at risk | 2          | Within the very supportive ethos of the school, learners are fully confident that they can confide and the gain strong support from staff should they ever feel threatened. Learners have a very well-developed capability for assessing the range of risks they might face and responding very sensibly to them.                             | Learners have confidence in the support available if they feel at risk knowing that they will be listened to sympathetically. Learners generally act responsibly when in high-risk situations, based on a good understanding of what is likely to be dangerous.  | They have reasonable confidence they can get adequate support if troubled by bullying or discrimination, but they feel that the school needs to work harder to reduce the remaining incidents. Most learners understand when they are in potentially dangerous situations, and respond sensibly.   | Many learners exhibit little confidence in the school's capacity to help them when they experience difficulties. Several learners do not have sufficient understanding of potential hazards and they act irresponsibly when in hazardous situations.  |

| 4c. How much do learners enjoy their education?                       |             |   |  |   |  |
|---|-------------|---|--|---|--|
| Key Factors:  | ECM         | 1   | 2  | 3   | 4  |
| Learners' attitudes to learning and school                            | 3           | Nearly all learners have first-rate attitudes. They take a great deal of interest and pride in their work, involve themselves enthusiastically in their lessons, and are eager to join in other activities. They report very favourably on how much they enjoy school and are excellent ambassadors for it. | Most learners enjoy their education a good deal, and this is demonstrated by their positive attitudes, restrained behaviour, consideration for others, good levels of attendance and punctuality to school and to lessons. They take care over their work, involve themselves well in lessons and are keen to take part in the schools activities. They report that they like coming to school a lot and speak warmly of it. | Most learners enjoy their education reasonably well, as shown in their satisfactory attitudes, behaviour, attendance and punctuality, but there might be an absence of obvious enthusiasm or a small minority of disaffected learners. The presentation of work, and learners' participation in lessons and other activities, are adequate. Learners say they enjoy school. | <b>Many learners are disaffected and/or intimidated and do not enjoy their education.</b> Learners are often reluctant to co-operate with staff, and there is a low level of participation in what the school offers. Much work is reluctantly and poorly completed, and learners are often disengaged in their lessons. Many learners speak about the school without affection for it, or are openly hostile to it. |
| Learners' behaviour   | 1<br>2<br>3 | Nearly all learners have exemplary behaviour. They co-operate extremely well with staff and others, readily demonstrate initiative and do not feel intimidated.   | Most learners show restrained behaviour and consideration for others. They collaborate readily with others, often take the initiative, and feel free from intimidation.  | Most learners enjoy their education reasonably well, as shown in their satisfactory behaviour. Learners feel generally free from intimidation and comply with rules and requests, though they show only limited enterprise.   | <b>The behaviour of a significant minority is unsatisfactory and the impact it has on others is significantly negative</b>   |
| Learners' attendance  | 2<br>3      | Nearly all learners have a high level of attendance. They are very punctual to school and to lessons.   | Most learners demonstrate good levels of attendance and punctuality to school and to lessons.  | Most learners enjoy their education reasonably well, as shown in their satisfactory attendance and punctuality,   | There are poor levels of attendance and punctuality.   |
| Learners' spiritual, moral, social emotional and cultural development | 3<br>4      | <b>All aspects of SMSEC are good and some are excellent</b>   | Learners' overall SMSEC development is good and no element is unsatisfactory   | <b>At least four aspects of SMSEC are adequate or better</b>  | Learners' overall SMSEC is unsatisfactory  |

| 4d. How well do learners make a positive contribution to the community?                        |     |   |   |  |   |
|--|-----|---|---|--|---|
| Key Factors:   | ECM | <u>1</u>  | <u>2</u>  | <u>3</u>   | <u>4</u>  |
| Learners have a growing understanding of their rights and responsibilities and those of others | 4   | Learners make excellent relationships with adults and each other, and demonstrate a high level of social responsibility by ensuring that their behaviour is not intimidating or offensive.  | Learners generally make good relationships with adults and each other, and their good level of social responsibility is shown in their consideration and restrained behaviour in their dealings with others. They express their opinions politely but with a determination to be heard, while listening well to others, and so contribute effectively to the making of decisions within the school. Many school and community activities flourish due to the desire of learners to become involved and take responsibility for them. They approach changes in their lives with some confidence, and they are developing well the knowledge and understanding that will enable them to become informed citizens. | Learners make fairly stable and positive relationships with adults and each other. With some exceptions, they exercise social responsibility in their dealing with others. A fair number of learners express their views with confidence, listening tolerably well to others, and thus have some influence on how the school is run. Learners' willingness to participate in, and take responsibility for school and community activities are satisfactory overall, but there might be a minority of learners who do not engage readily. They manage changes in their lives with some degree of independence but need quite a lot of support. They develop a satisfactory knowledge and understanding of the things that will enable them to become informed citizens. | Learners find it difficult to make stable and positive relationships within school. They demonstrate a low level of social responsibility, as shown for example in the extent of the insensitive and intimidating behaviour they display. Relatively few have confidence in expressing their views and they are not skilled or tolerant in listening to others. Learners have little impact on how the school runs. Involvement in school and community activities is low. They show little confidence in managing changes in their lives are not adequately acquiring the knowledge and understanding they will need as citizens. <b>Overall, learners have an inadequate understanding of their social responsibilities, and a low level of participation in school and community activities.</b> |
| Learners express their views and take part in communal activities                              | 4   | They show a great deal of initiative in getting involved in school and community activities, and very readily take on responsibilities for managing aspects of them, so contributing significantly to the range and quality of these activities. They are confident in managing changes in their lives and are developing very well the knowledge and understanding that will enable them to become informed citizens. They express their views with much confidence while listening very well to the opinions of others, and through this make an important contribution to decisions about how the school runs. |   |  |   |

| <b>4e. How well do learners prepare for their future economic well-being?</b>                              |             |  |   |  |   |
|--|-------------|--|---|--|---|
| <b>Key Factors:</b>  | <b>ECM</b>  | <b><u>1</u></b>  | <b><u>2</u></b>   | <b><u>3</u></b>  | <b><u>4</u></b>   |
| Learners develop skills and personal qualities that will enable them to achieve future economic well-being | 2<br>4<br>5 | Learners make impressive progress in literacy, numeracy and ICT and in other qualities required for work. They demonstrate by their active involvement in lessons and other activities a strongly developing but not overweening self-confidence that empowers them to take the initiative and also to work constructively with others. They learn very well how to deal with change, and in their decision-making. They make very good progress in their financial literacy, and in their understanding of the business and the economic environment in which it works. | Most learners make good progress in literacy, numeracy and ICT. They develop a good level of self-confidence and strong team-working skills, which is demonstrated by the initiative and involvement they demonstrate in classroom and other activities. They learn well how to cope with and plan for change, as seen in the open-endedness of their thinking, their measurement of risk and their ability to justify their decisions. They make good progress in their financial literacy, and in their understanding of business and the economic framework in which it works. | Learners generally make steady progress in literacy, numeracy and ICT. Acquire the self-confidence to take the lead occasionally and work adequately with others most of the time, as shown by the level of their interaction in lesson and elsewhere. Learners develop a satisfactory understanding of how to deal with change, to think of alternative solutions, and to calculate the risks involved with certain lines of action. They can generally offer adequate reasons for the decisions they make. They make satisfactory progress in their financial literacy and their understanding of how business and the economy work. | A significant number of learners do not make adequate progress in literacy, numeracy and ICT. Learners do not develop adequate self-confidence and the capacity to work with others, as shown by their passivity or lack of co-operation in lessons and their lack of engagement in other activities. They do not become adequately enterprising, and understand poorly how to deal with change for alternatives, to take measured risks, and to make reasoned decisions. They make inadequate progress in their financial literacy, and in their understanding of business and its economic environment. |
| Learners understand career options   | 5           | Older learners acquire a clear and realistic understanding of their career options. There is a very high take-up of education and training after 16.   | Older learners have a sure appreciation of their career options. There is a good take-up of education and training after 16.  | Older learners have a satisfactory appreciation of their career options. The take-up of education and training after 16 matches the national figure.   | Older learners have a poor appreciation of their career options. A high proportion of learners do not take up education or training after 16.   |

|                                   |   |   |  |   |  |
|-----------------------------------|---|---|--|---|--|
| Learners acquire workplace skills | 5 | Older learners, through their work experience and other contact with employers, develop a very good understanding of the disciplines required by the workplace. | Older learners, through their work experience and other contact with employers, develop a good appreciation of the skills and attributes necessary for success in the workplace. | Older learners, through their work experience and other contact with employers, gain an adequate understanding of the requirements of the workplace, though this may be a little patchy, perhaps due to insufficient experience of work-related environments. | For older learners, their work experience and other contacts with employers are too brief or badly planned to yield an adequate understanding of the demands of working life. <b>Overall, learners are not developing adequately the skills, qualities and motivation that will equip them for work.</b> |
|-----------------------------------|---|---|--|---|--|

THE QUALITY OF PROVISION

**SEF reference: 5a. How good is the quality of teaching and learning?**

| Key Factors:   | ECM    | 1  | 2   | 3   | 4  |
|--|--------|--|---|---|--|
| Teaching meets the full range of learners and course requirements                            | 3<br>4 | <p>Teaching is at least good in all or nearly all respects and is exemplary in significant elements.</p> <p>Teaching is all satisfactory or better and 80 - 100% is good or better.</p>  | <p>Learners make good progress and show good attitudes to their work, as a result of effective teaching. The teachers' good subject knowledge lends confidence to their teaching styles, which engage learners and encourage them to work well independently. The level of challenge stretches without inhibiting. Teaching assistants and other classroom helpers are well directed to support learning. Any unsatisfactory behaviour is managed effectively.</p> <p>Teaching is at least 95% satisfactory or better and 65 - 79% is good or better.</p> | <p>Teaching is inadequate in no major respect, and may be good in some respects, enabling learners to enjoy their education and make the progress that should be expected of them.</p> <p>Teaching is at least 90% satisfactory or better and 51 - 64% is good or better.</p> | <p><b>Learners generally, or particular groups of them, do not make adequate progress because the teaching is unsatisfactory.</b> Learners do not enjoy their work. Teacher's knowledge of the curriculum and the course requirements are inadequate. The level of challenge is often wrongly pitched. The methods used do not sufficiently engage and encourage the learners. Not enough independent learning takes place or learners are excessively passive. Behaviour is often inappropriate and Bad behaviour is not adequately managed. Teaching assistants are inadequately helped to support learners.</p> |
| Assessment, in planning learning and monitoring learners' progress, is suitable and rigorous | 3      | <p>Learners thrive and make exceptional progress. All pupils have individual subject targets, know what they need to do to improve and are helped to do so. Parents / carers are well informed about their child's progress.</p> | <p>Learners are guided to assess their work themselves. Thorough and accurate assessment informs learners how to improve work, closely tailored to the full range of learners' needs.</p>   | <p>Statutory requirements for assessment, recording and reporting pupil progress are met and pupil self-assessment is developing</p>  | <p>Assessment is not frequent or accurate enough to monitor learner's progress. Learners do not know how to improve.</p>   |
| Individual learning needs are diagnosed and provided for                                     | 3      | <p>All groups of pupils have been identified, there is data on their progress, there are effective strategies to help them achieve and they do so.</p>   | <p>Those with additional learning needs have work well matched to their needs based upon a good diagnosis of them.</p>  | <p>The majority of the needs of most groups of learners are known and teachers' planning takes account of this.</p>   | <p>Teachers do not have a clear enough understanding of learners' needs.</p>   |

|   |            |   |  |   |   |
|---|------------|---|--|---|---|
| Parents and carers are involved in their children's learning and development  | 3          | Parents / carers are well informed about their child's progress and their support contributes to high levels of achievement for all pupils. | Good relationships support parents/carers in helping learners to succeed.<br>Homework is effective and contributes to achievement.   | Statutory reporting requirements are met and there is at least an annual opportunity for parents to discuss their child's progress. | Parents/carers are inadequately helped to support learners.   |
| <b>SEF reference: 5b. How well do the curriculum and other activities meet the range of needs and interests of learners?</b>  |            |   |  |   |   |
| The curriculum or activities match learners' needs, aspirations and capabilities, building on prior attainment and experience | 3<br>5     | The curriculum and other activities are at least good in all or nearly all respects and are exemplary in significant elements.              | The great majority of learners are well served by the curriculum and no group is ill-matched to what is provided. There is a good provision for literacy, numeracy and ICT. The curriculum provides opportunities for all learners, including those with learning difficulties and disabilities, to progress and develop well. Progression routes are clear and well established. Learners have many opportunities to contribute to and take on responsibilities in the community. | The curriculum is inadequate in no major respect, and may be good in some respects.   | The curriculum is <b>inadequately matched to learners' needs, interests and aspirations.</b><br><b>There is considerable discontinuity from year to year. This shows itself in the disaffection displayed by learners.</b><br>There is weak provision for literacy, numeracy or ICT. The curriculum excludes significant numbers of learners, belonging to one or more groups, because it does not meet their needs, interests or hopes adequately. |
| The curriculum meets external requirements and is responsive to local circumstances   | 4<br>5     | There is significant evidence of responses to local needs in curriculum planning and delivery.  | Statutory requirements are met and the curriculum is responsive to local needs.  | Statutory requirements are met and responses to local needs are developing.   | There are significant gaps in response to external requirements and local needs.  |
| Learners are encouraged to be healthy and stay safe   | 1<br>2     | The school has reached the highest level in the Healthy Schools Scheme, which, along with PSHE, has a clear impact on health and safety.    | Education for safety and health is good. PSHE is of high quality and good progress has been made in the Healthy Schools Scheme.  | There is a PSHE programme and the school is committed to the Healthy Schools Scheme   | There is <b>inadequate provision for education in safety and health.</b>  |
| Learners have opportunities to develop enterprise, financial skills and work in teams   | (4)<br>(5) | Enterprise, financial and team work skills are effectively embedded throughout the curriculum.  | Pupils experience learning of these skills in most parts of the curriculum.  | Pupils experience learning of these skills in key parts of the curriculum.  | There is limited evidence of teaching enterprise, financial skills and team work skills.  |

|  |             |  |   |  |   |
|--|-------------|--|---|--|---|
| Enrichment activities and, where appropriate, extended services contribute to learners' enjoyment and achievement                                  | 3<br>4<br>5 | There is a wide and varied curriculum going well beyond statutory requirements, and including very effective extra curricular provision. | The opportunities for enrichment are good, varied, have a high take up and are much enjoyed.  | The opportunities for enrichment are good, varied, are much enjoyed and the school is making a significant effort to increase pupil take up from low levels. | The school has a limited range of enrichment activities and opportunities to take responsibility in the community, or learners do not participate adequately in those that are available.   |
| Employers needs are met through developing work-related skills   | 5           | There is an effective whole school approach to the development of work related learning.   | Learners are well prepared for their future there is a strong work related dimension.   | Work related learning is a key feature of some subjects.   | There is <b>inadequate provision</b> work-related learning.   |
| <b>SEF reference: 5c. How well are learners guided and supported?</b>  |             |  |   |  |   |
| Care, integrated childcare (where provided) advice, guidance and other support safeguard welfare, promote personal development, and pupil progress | 1<br>2<br>3 | The care, guidance and support for learners are at least good in all or nearly all respects and are exemplary in significant elements.   | Good quality care for learners is seen in the high level of commitment of staff. Child protection arrangements are robust and regularly reviewed, and risk assessments are carefully attended to. In this safe and supportive environment, learners reach challenging targets. Any learners at risk are identified early and effective arrangements put in place to keep them engaged. <b>The school works well with parents and other agencies to ensure that learners make good progress.</b> All learners, including those most at risk, are well supported. | The care, guidance and support for learners are inadequate in no major respect, and may be good in some respects.  | The school <b>does not provide adequate care for its learners.</b> Its systems are too weak, or staff are inadequately trained or vigilant, to safeguard or promote learners' safety. Child protection arrangements and risk assessments are inadequate. <b>Many learners do not have a clear understanding of their targets, or the targets are not challenging enough. Learners' progress is inadequately monitored, and many do not make good enough progress.</b> Too many learners have poor attendance, are excluded or drop out, and the school makes inadequate attempts to re-engage them. |

|   |            |   |   |  |  |
|---|------------|---|---|--|--|
| Information, advice and guidance in relation to courses and programmes, and career progression where applicable, are of high quality and accessible to learners | 3<br>5     | At least 90% of pupils progress to positive post-16 destinations. The provision of information is extensive and pupils access it both independently and with effective guidance from teachers and Connexions staff. | Learners are well informed about their future options. Individual departments take some responsibility for CEG related to their areas of learning.              | The school provides a basic level of guidance and support for all pupils. There is a planned and appropriately managed CEG programme for all pupils. | The quality of advice and guidance does not support many learners adequately when they come to make choices. |
| The school and any additional services contribute to the learners' capacity to be healthy, including all vulnerable groups                                      | (1)<br>(2) | All groups of pupils have developed the capacity to be healthy and stay safe. All members of staff promote health and safety, both within their teaching and in other aspects of school life.                       | There is a high level of staff competence in promoting the health and safety of the learners. The vast majority of pupils know how to be healthy and stay safe. | All statutory health and safety requirements are met and curriculum plans highlight health and safety issues appropriately.                          | Staff are inadequately trained or vigilant, to promote learners' health.                                     |

## LEADERSHIP AND MANAGEMENT

### SEF reference: 6a. What is the overall effectiveness and efficiency of leadership and management?

| Key Factors:  | ECM                             | <u>1</u>   | <u>2</u>   | <u>3</u>  | <u>4</u>  |
|---|---------------------------------|--|--|---|---|
| Leaders and managers at all levels set a clear direction leading to improvement and promote high quality of integrated care and education | (1)<br>(2)<br>(3)<br>(4)<br>(5) | Leadership and management (including governance) are at least good in all or nearly all respects and are exemplary in significant elements, as shown by their impact on the performance of the school.   | The leadership of the school is successfully focused on raising standards and promoting the personal development and well-being of learners. It has created a common sense of purpose among staff.<br>The school runs smoothly on a day-to-day basis. The impact is seen in the good progress made by most learners on most fronts, in their sense of security and well-being, and in its deservedly good reputation locally.<br>The leadership and management provide the school with a good capacity to improve. | Leadership and management are inadequate in no major respect, and may be good in some respects, as shown by their impact on the school. | <b>Overall, leadership and management have too little effect so that standards are too low and learners make slow progress in their work and personal development. At its worst, the school is disorderly and unsafe, and arrangements to ensure the safety of learners are not adequately in place.<br/>Many staff are disenchanted and lack confidence in their leaders. Overall, the leadership and management do not provide the school with the capacity to improve.</b> |
| Performance is monitored and improved to meet challenging targets through quality assurance and self-assessment                           | (1)<br>(2)<br>(3)<br>(4)<br>(5) | Key priorities are accurately identified, success criteria in terms of outcomes for learners are set and self-evaluation, school improvement planning, performance management and professional development are coherently linked throughout the school. All groups of learners achieve well. | Through its effective self-evaluation, which takes into account the views of all major stakeholders, managers have a good understanding of the school's strengths and weaknesses and have a good track record of making improvements, including dealing with any issues from the last inspection.  | The school sets challenging targets and has a clear strategy for self-evaluation at all levels.   | Even though the school may run smoothly on a day-to-day basis, the quality of its self-evaluation is inadequate and managers do not have a realistic view of its weaknesses.  |

|  |                                 |  |   |   |   |
|--|---------------------------------|--|---|---|---|
| Equality of opportunity is promoted and discrimination tackled so that all learners achieve their potential  | (1)<br>(2)<br>(3)<br>(4)<br>(5) | All learners achieve their potential based on prior attainment indicators and other relevant factors. Individual pupil targets are largely met and there is access for all to curriculum and teaching which meets their needs.   | The inclusion of all learners is central to the vision and the school is effective in pursuing this and dismantling barriers to engagement.   | There is an inclusion policy, which is reflected throughout the school. The school has accurate data on the performance of learners, including vulnerable groups.   | Leaders and managers are insufficiently focused on raising standards and promoting the personal development of all groups of learners, and lack the authority and drive to make a difference.   |
| Adequate and suitable staff, specialist equipment, learning resources and accommodation are in place   | (1)<br>(2)<br>(3)<br>(4)<br>(5) | Resources for learning are good or better throughout and the school is clear about the impact they have on the learning and personal development of learners.  | Vetting procedures for all adults who work with learners are robust. There are good resources to support learning.  | Resources are adequate to support effective learning and areas for improvement have been accurately identified and strategies for improvement have been set.  | Staffing, specialist equipment, learning resources or accommodation are inadequate to support effective learning  |
| Resources are deployed effectively and efficiently to achieve value for money  | (1)<br>(2)<br>(3)<br>(4)<br>(5) | Resources are effectively used to provide excellent value for money, in terms of outcomes for all learners, in relation to similar schools.  | Resources are well used, including any extended services, to improve learners' outcomes and to secure good value for money.   | There is no inadequate deployment of resources and value for money, in terms of outcomes for learners, is satisfactory in relation to similar schools.  | Resources are not well deployed, because the school does not have a well-ordered sense of its priorities, and this means that value for money is not satisfactory.  |
| Links are made with other providers, services, employers and organisations to promote the integration of care, education and any extended services to enhance learning | (1)<br>(2)<br>(3)<br>(4)<br>(5) | The curriculum offer for learners is extended through collaboration with other schools and providers. Integrated care is safe, effective and of very high quality. Parents are well supported in making a significant contribution to their child's achievement. The contribution of outside agencies is integral to high quality schooling provision. There is clear evidence of the views of stakeholders being shared with them and acted upon. | Good links exist with parents and outside agencies to support its work. Stakeholders' views are routinely sought and taken into account. There is a suitably high level of involvement of employers and outside agencies in learning programmes across most subjects. | The school has strategies to develop links with parents and outside agencies, which, in the main, are effective. Surveys of the views of stakeholders are developing and there is involvement of employers and outside agencies in some subjects. | The views of major stakeholders are rarely sought and, if they are, little is done to address the issues or concerns raised. Inadequate use is made of any extended services to promote outcomes for learners. Links exist with parents and other providers of education and care, but overall the school does not do enough to ensure they have a positive impact. |

|  |                                 |  |   |  |  |
|--|---------------------------------|--|---|--|--|
| Governors discharge their responsibilities | (1)<br>(2)<br>(3)<br>(4)<br>(5) | There is clear evidence that governors have a significant impact on the learning and personal development of all learners. | All statutory requirements are met.<br>Governors support and challenge appropriately and show a high level of commitment to the school. | No statutory requirements are unmet. No more than 3 are partly met ( <u>and none of these relate to learner health and safety</u> ) and there are strategies to remedy this. | One or more statutory requirements are unmet. Governors show little commitment to their role. Governor recruitment is poor. There is little or no evidence of governors holding the school to account. |
|--|---------------------------------|--|---|--|--|



# APPENDICES



## **APPENDIX A**

### **THE STATUTORY BASIS FOR THE ROLE OF LOCAL AUTHORITY / CHILDREN'S SERVICE IN SUPPORTING SCHOOLS CAUSING CONCERN**

The 2006 Education and Inspections Act and the subsequent statutory guidance issued in May 2007 set out the duties and responsibilities for Local Authorities in relation to schools causing concern which came into effect on 1<sup>st</sup> April 2007. This is set within the context outlined in the following previously published documentation:

- Schools Causing Concern (ref:DfES/1549/2005)
- Every Child Matters
- The New Relationship With Schools (2004-2005)
- SIPs Guidance
- The DfES Five Year Plan (2004)
- The revised Ofsted Framework for the inspection of schools (2005)

### **THE 2006 EDUCATION AND INSPECTIONS ACT AND SUBSEQUENT 2007 STATUTORY GUIDANCE**

#### **Local Authority functions relating to provision must:**

- Promote high standards
- Ensure fair access to educational opportunity
- Promote the fulfilment for every child of educational potential
- Appoint School Improvement Partners

#### **Schools Causing Concern**

Schools are eligible for intervention if placed in any of the following categories:

- Warning notice issued by the local authority
- Notice requiring significant improvement following an Ofsted inspection
- Special Measures following an Ofsted inspection

#### **Local Authority Warning Notice**

Triggers:

- Standards of performance of pupils unacceptably low
- Serious breakdown in the way the school is managed or governed
- The safety of the pupils or staff is threatened

Governors have 15 working days (the Initial Period) to:

- comply with the notice or
- make representation to the Chief Inspector (Ofsted)

The Warning Notice must set out:

- The basis for the decision to issue it
- The action the LA requires the governing body to take
- The dates of the initial 15 day period
- The action the LA will take if the governing body fails to take the required action
- The right to make representation to HMCI

Copies of the Warning Notice issued to a governing body must go to:

- The Chief Inspector (Ofsted)
- The head teacher
- The diocesan authority, if appropriate
- The person who appoints foundation governors, if appropriate

The implication of the above is that Local Authorities need to put in place robust procedures to identify schools that are likely to require a Warning Notice. This is so that advice and support can be put in place **to avoid** issuing the Warning Notice if the school makes positive and effective moves to address areas of weakness.

### **Local Authority Intervention Powers**

- Require an arrangement with a specified person for the provision of advisory services
- Appoint additional governors
- Appoint an interim executive body
- Suspend the delegated budget
- Apply to Secretary of State to close the school (could be directed to do so by SS)
- Local Authority intervention must “be exercised” within 2 months of compliance period

Ofsted categories of concern:

- The Local Authority powers of intervention are the same.
- In addition, the Secretary of State can require intervention and this supersedes any decision taken by the Local Authority

In addition, the Local Authority must consider appointing a specified person to discharge the functions of informing parents about the action plan and gathering their views. One of the ways they could do this is by appointing a Parent Champion.

### **SCHOOL IMPROVEMENT PARTNERS**

The New Relationship with Schools introduced the role of “School Improvement Partner” to conduct a single conversation with school about targets, performance and improvement planning. The School Improvement Service will work closely with SIPs to monitor the quality and effectiveness of their work with schools and also to involve them closely, where relevant, in the process of reviewing schools in Middlesbrough and identifying where concerns need to be addressed.

# ADDITIONAL MATERIAL

1. Annual School Review blank
2. Core Action Team (CAT) Plan blank



## **SUPPORTING SCHOOL SUCCESS**

### **Annual School Report / SIP Visit Report**

(Please delete as appropriate)

|             |             |            |  |
|-------------|-------------|------------|--|
| School      |             | Date       |  |
| SIP         |             | Main Focus |  |
| Visit       | 1 2 3 4 5 6 | Time spent |  |
| Circulation |             |            |  |

#### **Section 1**

#### **ACHIEVEMENT AND STANDARDS** (SEF Section: 3)

*The SIP should record the agreed evaluation of standards in the school. This should be divided by key stage and draw attention to any groups that are performing particularly well, or who appear to be underperforming. The SIP should use this section to comment upon attendance and, if the LA requires it, upon levels of exclusions.*

#### **Strengths / evaluative statement / practice to be shared within and beyond school:**

*Emerging from the discussion on the SSE the SIP and school should agree areas of particularly strong practice. They should also agree whether it is practice of such quality as to be worthy of further dissemination and if so whether or not the school is willing for it to be shared locally and/or nationally.*

#### **Areas for development:**

*From the SSE, the school will have identified its priorities for further improvement. As a result of the discussion with the SIP these are then agreed. The SIP should record these priorities.*

#### **Progress since last visit / towards achieving agreed priorities:**

#### **Summary of visit/s (key outcomes from the visit and actions resulting):**

Outcomes:

- 
- 
- 

|   |     |         |
|---|-----|---------|
| Agreed actions  | Who | By when |
| <ul style="list-style-type: none"> <li>•</li> <li>•</li> <li>•</li> </ul> |     |         |

The overall level of support indicated for this area is 1 / 2 / 3 / 4 (Circle)

**PERSONAL DEVELOPMENT AND WELL-BEING** (SEF section: 4)

*In addition to commenting on how effectively the school meets the ECM agenda and makes provision for the 5 outcomes, this section should comment on the effectiveness of measures to address attendance and behaviour issues and the impact of these on pupils' learning.*

**Strengths / evaluative statement / practice to be shared within and beyond school:**

**Areas for development:**

**Progress since last visit / towards achieving agreed priorities:**

**Summary of visit/s (key outcomes from the visit and actions resulting):**

Outcomes:

- 
- 
- 

Agreed actions

- 
- 
- 

Who

By when

The overall level of support indicated for this area is 1 / 2 / 3 / 4 (Circle)

**QUALITY OF PROVISION** (SEF sections: 5a,5b,5c)

Quality of teaching and learning

Quality of the curriculum and other activities

Quality of care guidance and support for learners

**Strengths / evaluative statement / practice to be shared within and beyond school:**

**Areas for development:**

**Progress since last visit / towards achieving agreed priorities:**

**Summary of visit/s (key outcomes from the visit and actions resulting):**

Outcomes:

- 
- 
- 

Agreed actions

- 
- 
- 

Who

By when

The overall level of support indicated for this area is 1 / 2 / 3 / 4 (Circle)

**LEADERSHIP AND MANAGEMENT** (SEF section; 6)

*The SIP should record the agreed evaluation of leadership and management in the school, this evaluation should highlight any issues relating to the different levels of leadership and management, specifically, the headteacher, the governors, other senior managers and middle management*

**Strengths / evaluative statement / practice to be shared within and beyond school:**

**Areas for development:**

**Progress since last visit / towards achieving agreed priorities:**

**Summary of visit/s (key outcomes from the visit and actions resulting):**

**Outcomes:**

- 
- 
- 

**Agreed actions**

- 
- 
- 

**Who**

**By when**

The overall level of support indicated for this area is 1 / 2 / 3 / 4 (Circle)

## **Section 2**

### **CONTRIBUTION BY THE SCHOOL TO LOCAL PRIORITIES**

*E.G.*

***Improving literacy / numeracy across the town***

*Meeting town wide statutory targets*

*Meeting local Council targets & priorities*

*Reducing NEETs*

*LPSA, NRF targets*

*Crime reduction*

*Drug related incidents / teenage pregnancies*

## **Section 3**

### **SPECIAL CIRCUMSTANCES**

Are there any special circumstances beyond the control of the school that indicate the need for additional support?

*E.G*

*long term absence of staff*

*Fire / flood / storm damage*

*Staff recruitment difficulties*

### **Statutory and other targets**

| Target              | 2006 | 2007 | 2008 | 2008<br>FFT D | Comment (record any disagreement in this section) |
|---------------------|------|------|------|---------------|---|
| 5+ A*-C             |      |      |      |               |   |
| 5+ A*-C inc En & Ma |      |      |      |               |   |
| Capped points       |      |      |      |               |   |
| Ks3 En L5+          |      |      |      |               |   |
| Ks3 Ma L5+          |      |      |      |               |   |
| Ks3 Sc L5+          |      |      |      |               |   |
| Ks2 En L4+          |      |      |      |               |   |
| Ks2 Ma L4+          |      |      |      |               |   |
| Attendance          |      |      |      |               |   |

## **Section 4** (Annual Report Only)

**The overall level of support indicated by the evidence considered in this review is: 1 / 2 / 3 / 4**

### **Support required:**

*The SIP should record here the external support the school will require in order to meet its priorities. If there are any requests for support from the LA then these should be made clear in this section.*

### **Evaluation of the impact of the action the school has taken and of external support:**

The SIP should record the here an evaluation of the effectiveness of any external support that the school has purchased or that the LA has provided for the school. Where it is particularly effective then attention should be drawn to the features of effective practice. Where it is not effective then the reasons for this lack of effectiveness should be identified.

**The school's capacity to improve** (SEF section: 7a,7b,7c,7d)

In this section the SIP should reach a view about the schools capacity to improve drawing upon the evaluations in the sections above on leadership and management and schools self evaluation, in combination with the headings included in this section

**Record of improvement** – improvement in standards and achievement over recent years and the impact of any school improvement activity that the school has undertaken. Are the leadership team and governing body choosing and effectively implementing high-impact, sustainable strategies for school improvement.

**Improvement Planning** – Does the school's plan express the strategies the school is actually using? **Is it rooted in the SSE**, are the number and scope of priorities appropriate, does the plan set out a realistic approach to meeting these priorities? Is the school's plan deliverable? Is it focused on tackling underperformance and other areas of weakness? Is it monitored and evaluated?

**Progress with specialist school development plan** - For specialist schools only, the SIP should record any issues emerging from the specialist school development plan. Ofsted will make use of this section of the report when determining it recommendation on re-designation.

**SSE statement** - this is a critical area of the report and is the opportunity to draw out any issues arising from the school's self-evaluation. In particular the SIP should draw attention to any areas where the evidence base for the SSE does not support the conclusions reached by the school. Does the SSE have regard to the 5 ECM outcomes? If the SIP and school cannot agree on any of the grades the school has decided upon in its SEF then this should be recorded here.

***NB It is important to recognise that the SIP does not reach their own judgements on areas of the school's activity in the manner an Ofsted inspector would, rather the role is to examine the evidence and comment upon whether or not the school's own view is supported by a robust approach to gathering, interpreting and evaluating evidence.***

**Overall Capacity to improve:**

| Section | SEF Categories  | Grade           |
|---------|---|-----------------|
| 3       | How well do learners achieve?                             | <i>pre-</i>     |
| 4       | Personal development and well being.                      | <i>populate</i> |
| 5 a     | Quality of teaching and learning                          | <i>with</i>     |
| 5 b     | Quality of the curriculum and other activities            | <i>SEF</i>      |
| 5 c     | Quality of care guidance and support for learners         | <i>grades</i>   |
| 6       | Effectiveness and efficiency of leadership and management |                 |
| 7 a     | Overall effectiveness                                     |                 |
| 7 b     | Capacity to make further improvement                      |                 |

|     |   |  |
|-----|---|--|
| 7 c | Improvement since the last inspection                           |  |
| 7 d | Effectiveness and efficiency of the sixth form (where relevant) |  |

**OFSTED CATEGORIES**

Does the school profile suggest that the school could fall into one of the Ofsted categories if inspected in the short term? YES / NO

Even if the school is not likely to fall into an Ofsted category, are there elements of the criteria that give some cause for concern? YES / NO

**Comment:** (including progress since last inspection)

**Judgement** (please delete as appropriate):

- The school is not, currently, at risk of falling into one of the Ofsted categories of concern.
- The school is not likely to fall into one of the Ofsted categories of concern but there are elements for development.
- The school will need to develop a well-targeted action plan to avoid the risk of falling into the Ofsted "Notice to Improve" category.
- The school will need to develop a well-targeted action plan to avoid the risk of falling into the Ofsted "Special Measures" category.

**The Local authority should consider issuing a Warning Notice for the following reasons:**

*The commentary in this box must point to significant evidence to back up the view that a Warning Notice should be considered.*

**Signed:**

School Improvement Partner

**School Comment:**

Optional





**Support already in place from National Strategy / EIC / SEAZ etc.**

| <b><u>Programme or type of support</u></b> | <b><u>Contact person</u></b> | <b><u>Support level descriptor</u></b> | <b><u>Links to CAT Plan action point</u></b> | <b><u>Is there a plan for this?</u></b> | <b><u>Days</u></b> | <b><u>Resources</u></b> |
|--|------------------------------|--|--|---|--------------------|-------------------------|
|  |                              |  |  |   |                    |                         |
|  |                              |  |  |   |                    |                         |
|  |                              |  |  |   |                    |                         |
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|  |                              |  |  |   |                    |                         |
|  |                              |  |  |   |                    |                         |
|  |                              |  |  |   |                    |                         |

**Other additional funding the school receives or projects which the school is involved in**

| <b><u>Programme or type of support</u></b> | <b><u>Contact person</u></b> | <b><u>Support level descriptor</u></b> | <b><u>Links to CAT Plan action point</u></b> | <b><u>Is there a plan for this?</u></b> | <b><u>Days</u></b> | <b><u>Resources</u></b> |
|--|------------------------------|--|--|---|--------------------|-------------------------|
|  |                              |  |  |   |                    |                         |
|  |                              |  |  |   |                    |                         |
|  |                              |  |  |   |                    |                         |
|  |                              |  |  |   |                    |                         |
|  |                              |  |  |   |                    |                         |

**Priority 1: Achievement and Standards**

| <u>Action</u> | <u>Target group</u> | <u>Activities</u> | <u>By when</u> | <u>Key Personnel</u> | <u>Resources = staffing + funding</u> | <u>Success Criteria</u> | <u>Monitoring &amp; Evaluation</u> |
|---------------|---------------------|-------------------|----------------|----------------------|---------------------------------------|-------------------------|------------------------------------|
|               |                     |                   |                |                      |                                       |                         |                                    |
|               |                     |                   |                |                      |                                       |                         |                                    |

**Priority 2: Personal Development and Well-being**

| <u>Action</u> | <u>Target group</u> | <u>Activities</u> | <u>By when</u> | <u>Key Personnel</u> | <u>Resources = staffing + funding</u> | <u>Success Criteria</u> | <u>Monitoring &amp; Evaluation</u> |
|---------------|---------------------|-------------------|----------------|----------------------|---------------------------------------|-------------------------|------------------------------------|
|               |                     |                   |                |                      |                                       |                         |                                    |
|               |                     |                   |                |                      |                                       |                         |                                    |

**Priority 3: Quality of Provision**

| <u>Action</u> | <u>Target group</u> | <u>Activities</u> | <u>By when</u> | <u>Key Personnel</u> | <u>Resources = staffing + funding</u> | <u>Success Criteria</u> | <u>Monitoring &amp; Evaluation</u> |
|---------------|---------------------|-------------------|----------------|----------------------|---------------------------------------|-------------------------|------------------------------------|
|               |                     |                   |                |                      |                                       |                         |                                    |
|               |                     |                   |                |                      |                                       |                         |                                    |

**Priority 4: Leadership and Management**

| <u>Action</u> | <u>Target group</u> | <u>Activities</u> | <u>By when</u> | <u>Key Personnel</u> | <u>Resources = staffing + funding</u> | <u>Success Criteria</u> | <u>Monitoring &amp; Evaluation</u> |
|---------------|---------------------|-------------------|----------------|----------------------|---------------------------------------|-------------------------|------------------------------------|
|               |                     |                   |                |                      |                                       |                         |                                    |
|               |                     |                   |                |                      |                                       |                         |                                    |

# TERMLY PROGRESS REPORT TO GOVERNORS FOR SCHOOLS AT SUPPORT LEVELS 3 or 4

**SCHOOL:**

**Date of report:**

**Priority 1: Achievement and Standards**

| <u>Action</u> | <u>Target group</u> | <u>Activities</u> | <u>Report</u> |
|---------------|---------------------|-------------------|---------------|
|               |                     |                   |               |
|               |                     |                   |               |

**Priority 2: Personal Development and Well-being**

| <u>Action</u> | <u>Target group</u> | <u>Activities</u> | <u>Report</u> |
|---------------|---------------------|-------------------|---------------|
|               |                     |                   |               |
|               |                     |                   |               |

**Priority 3: Quality of Provision**

| <u>Action</u> | <u>Target group</u> | <u>Activities</u> | <u>Report</u> |
|---------------|---------------------|-------------------|---------------|
|               |                     |                   |               |
|               |                     |                   |               |

**Priority 4: Leadership and Management**

| <u>Action</u> | <u>Target group</u> | <u>Activities</u> | <u>Report</u> |
|---------------|---------------------|-------------------|---------------|
|               |                     |                   |               |
|               |                     |                   |               |

**ATTACHED ADVISER:**