

Learning, Skills and Education School Effectiveness Process School Categorisation Criteria and Evaluation Schedule 2015

The Universal Offer includes:

- Invitation to all headteachers to attend network meetings in the autumn, spring and summer term
- School Effectiveness newsletters including Early Years, Inclusion and Governors
- A selection of schools will be subject to a safeguarding audit during the year
- Where any school is causing concern, it will be subject to the [DfE Policy for schools causing concern](#). For Academies and Free Schools the LA will ensure that the Regional School Commissioner (RSC) is notified at the earliest opportunity of its concerns
- Moderation and training for: EYFS, Year 1 phonics screening, Year 2 and Year 6 SATs
- Unannounced monitoring visits for a sample of schools during Year 1 phonics screening and KS2 SATs
- Promotion of the teaching school alliances in their role of providing school to school support and training
- A sample of LA category 1 and 2 schools will be visited each year to keep informed of best practice and monitor school self evaluation, so that the school remains good or outstanding.

In addition to the above, LA maintained schools will also:

- Be made aware of their local authority category during the year
- Be provided with full access to FFT data and analysis tools

- Have access to support, training and guidance through the governance team
- If categorised as 3, 4a or 4b, be monitored regularly and, if appropriate, a Senior School Improvement Manager will signpost and broker school to school support through the LA partnership headteacher programme, NLEs and LLEs
- If categorised as 3 or 4a, the LA will hold a pre-warning notice meeting with the Chair of Governors and headteacher for the LA to outline concerns and actions required to determine whether it is appropriate to issue a Performance, Standards and Safety Warning Notice. The NCC Race To The Top Strategy – Intervention in Schools Causing Concern document outlines this process in further detail.

↳ [The LA Intervention Strategy](#) outlines the process for LA category 3, 4a and 4b schools in line with the [DfE Policy for schools causing concern](#)

School category	Categorisation criteria
1	<p>From each different starting point, the proportion of pupils making expected progress and exceeding expected progress in English and mathematics, are high compared with national figures. For disadvantaged pupils, the proportions are similar to, or are rapidly approaching, those for other pupils nationally and in the school.</p> <p>Standards of attainment of almost all groups of pupils, including those who are disabled, those with SEN, disadvantaged pupils and the most able, are likely to be at least in line with national averages with many pupils attaining above this. Where standards of attainment of any group of pupils are below that of all pupils nationally, the gap is closing rapidly over a period of time.</p> <p>The attainment and progress of disadvantaged pupils at least match or are rapidly approaching those of other pupils nationally and in the school.</p> <p>The learning of groups of pupils, particularly those who are disabled, those who have special educational needs and the most able, is consistently good or better.</p>
2	<p>From each different starting point, the proportions of pupils making and exceeding expected progress in English and mathematics are close to or above national figures. For disadvantaged pupils, the proportions are similar to, or improving in relation to, those for other pupils nationally and in the school.</p> <p>Attainment for the large majority of groups of pupils is likely to be at least in line with the national averages for all pupils. Where attainment is low overall, it is</p>

2*	<p>improving at a faster rate than nationally, over a sustained period.</p> <p>The attainment and progress of disadvantaged pupils are similar to or improving in relation to those of other pupils nationally and in the school.</p> <p>The learning of groups of pupils, particularly those who are disabled, those who have special educational needs and the most able, is generally good.</p> <p>Performance is usually above floor standards including national medians.</p> <p>Schools risk assessed as fragile for light touch monitoring. For example: schools that have recently federated or amalgamated, leaders new to headship, significant change in leadership including governance, unexpected dip in Key Stage outcomes.</p>
3	<p>Pupils' achievement requires improvement as it is not good.</p> <p>From each different starting point, the proportions of pupils making expected and exceeding expected progress in English and mathematics is likely to be below national figures. The proportions of pupils making expected or more than expected progress may show some improvements in closing the gap with national figures but are inconsistent.</p> <p>For disadvantaged pupils, the proportions making expected or exceeding expected progress in English or in mathematics are below those of other pupils nationally and in the school. Improvements may be slow and/or inconsistent.</p> <p>The learning of groups of pupils, particularly those who are disabled, those who have special educational needs and the most able, is not good e.g. inconsistent or below national expectations.</p> <p>Attainment for the large majority of groups of pupils is likely to be below the national averages for all pupils. Where attainment is low overall, it is improving in line with national figures.</p> <p>Performance is usually at least in line with floor standards and close to national medians. Leadership and Management requires improvement because it is not good.</p> <p>The Governing body is likely to require improvement in their understanding of effective support and challenge of school leadership.</p> <p>Limited evidence that School Improvement actions will improve standards, as they may not be linked to the accurate self evaluation of the school or do not have measureable outcomes which can be tracked and monitored over time.</p>
4a	<p>Any one of the following:</p>

From each different starting point, the proportions of pupils making expected progress or exceeding expected progress in English or in mathematics are consistently below national figures and show little or no improvement.

For disadvantaged pupils, the proportions making or exceeding expected progress in English and mathematics are consistently well below those of other pupils either nationally or in the school, and show little or no improvement.

Pupils overall, or particular groups of pupils including those with disabilities, SEN, disadvantaged pupils and the most able, are underachieving.

Limited evidence that school improvement actions to raise attainment are having the necessary impact to improve outcomes quickly enough.

The School Self Evaluation is not based on specific and/or relevant evidence. This is likely to be limited in accuracy and unlikely to be effective in leading to school improvement.

Governance lacks challenge and governors lack deep and accurate understanding of the school performance.

Trends in attainment and progress are declining or inconsistent and bring outcomes very close to or below Department for Education (DfE) floor standards including national medians.

Non compliance with Schools Financial Value Standards.

Trends indicate consistent underachievement at any Key Stage and/or for particular groups of pupils such as those with disabilities, SEN, disadvantaged pupils and the most able.

Attainment and progress is consistently below floor standard and national median or is declining rapidly and shows little, fragile or inconsistent signs of improvement.

There are wide gaps in attainment and/or in progress between different groups of pupils, including disadvantaged pupils, within the school and compared with other pupils nationally, that are showing little sign of closing or are widening.

There are concerns regarding the way the school is managed or governed which is prejudicing, or likely to prejudice such standards of performance.

Leadership and Management is likely to be inadequate and requires immediate improvement.

Statutory requirements for safeguarding are not met

	The safety of pupils or staff at the school is threatened (whether by a breakdown of discipline or otherwise).
4b	OfSTED category Special Measures / Serious Weaknesses.