

## **Bradford Local Authority's Prioritisation of support and challenge to Local Authority maintained schools and educational establishments: How the Bradford Achievement Service works with schools and collaboratives to deliver the Local Authority's Statutory Duties**

### **Introduction**

In meeting its statutory duties the Local Authority (LA) is tasked with the monitoring, challenge, support and, where necessary, intervention in maintained schools. A key function of the LA is ensuring that all its maintained schools provide a high quality educational experience for the children and young people educated in these schools.

The LA also has responsibilities to Bradford's children and young people that are educated in non-LA maintained and independent schools. The Bradford Achievement Service (BAS) will monitor available information from these providers to ensure that pupils receive an education that is at least satisfactory and to protect pupils from harm. Should these standards not be met then Bradford Council will raise its concerns promptly with the appropriate authority.

Bradford Council's Children's Services Department is committed to working with its partners to monitor, challenge, support and intervene in LA maintained schools in inverse proportion to the success of each school; success being defined in terms of the quality of provision and the outcomes achieved by pupils. At the same time Bradford Council recognises the benefits of school autonomy and is committed to a school system in Bradford where as much decision-making as possible is devolved to school leaders, governors and teachers in individual schools and partnerships, to ensure that decisions are made by the professionals best able to make good choices for the children and young people they serve.

In order to carry out the LA's statutory role in an effective and transparent way, Bradford Council will operate a system of School Prioritisation which allows the LA to assess the performance of schools, judge the degree of risk that children are not receiving a satisfactory education, and respond where necessary.

The final section of this document indicates the levels of monitoring, support, challenge and intervention that schools in each of the Priority Levels can expect to receive from the LA.

### **Purpose of School Prioritisation:**

This is an LA process to manage risk and target support to deliver its statutory duties.

The purpose of this process is to reach agreement about the Priority Level for each school. This will assist the LA to monitor, challenge, support and where necessary intervene in its schools in inverse proportion to their success and thereby help schools that are causing concern to improve to at least a satisfactory level in the shortest possible time. The process will also allow the LA to be confident that all schools are meeting their responsibilities for continuous improvement.

## Principles

- The Prioritisation process is agreed with headteachers and governors who are invited to be fully involved in the development of the criteria and process. Future developments and refinements will be agreed with headteacher and governor representatives.
- The processes are open and transparent.
- The LA has a strong desire to agree a Priority Level with each school based on a clear set of agreed criteria. However, whilst this is a collaborative process with schools and partnerships of schools, the LA has the final decision in order to meet its statutory responsibilities.
- The LA's Prioritisation process is founded in each school's self evaluation using a wide range of sources of evidence.
- Prioritisation levels reflect schools' capacity for improvement and the degree of challenge they face in improving their performance. The highest priority for monitoring, challenge and support is given to those schools with the greatest needs and who present the greatest risk in not providing an adequate, and improving, education.
- Long term sustainable improvement of the whole system depends on the maximum effective use of all the resources and expertise available in schools, collaboratives, the LA and other partners and providers.

## Process for identifying priority support levels for schools

1. The process of school prioritisation and the associated identification of schools causing concern will be rigorous and transparent.
2. The School Improvement Group (SIG), chaired by the Assistant Director for Education and School Improvement, oversees the prioritisation process. The Education Improvement Strategy Board will hear any final appeals for decisions made by SIG. There will be an annual review of Priority Levels as described below. However school leaders, governors and LA officers can request a change of priority throughout the year and these will be heard at SIG's monthly meetings.

## Annual review process

3. Schools are requested to consider the criteria for the allocation of a Priority Level during the autumn term and to provide the LA with a proposed Priority Level by 31 December of each year.
4. It is the LA's expectation that this process is informed by the school's own self evaluation.
5. Schools are free to carry out this process in any way they wish and they may receive the contribution, views and judgements of other professionals as they wish. For schools that are already designated as Priority 1, it is expected that the discussion on the Priority Level proposal will involve the assigned Achievement Officer and takes into account the views of the School Specific Monitoring Group (SSMG).
6. In the LA's support for greater partnership working, the LA welcomes arrangements where school collaboratives agree to go through a process, of their own design, for all their member schools. This will enable partnerships to agree Priority Level proposals before submitting member schools' proposals to the LA.

7. Having received the Priority Level proposals from schools, the LA will convene an extraordinary meeting of SIG to which additional officers, headteacher representatives and governor representatives are invited. The membership of the extended SIG group is listed in appendix 1. The extended SIG group has access to LA monitoring information including:
  - The data held on EduNet / Bradford Schools Online
  - RAISEonline
  - Recent Ofsted reports
  - Recent monitoring reports from BAS officers or reports prepared by consultants working with schools and collaboratives, where schools have chosen to share these reports prior to the extended SIG meeting
  - Other monitoring evidence from teams within Children’s Services, where that evidence has been shared by that team with the school concerned
  - Minutes of SSMG minutes

At this meeting the extended SIG group will moderate the proposals and either accept or reject each school’s proposed Priority Level.
8. Should the proposal be accepted, the Head of BAS will write to the headteacher and Chair of Governors at the earliest opportunity informing them of this.
9. For those schools where the proposed Priority Level is not accepted then the extended SIG group will be clear on what grounds the proposals have been rejected (detailed minutes of this part of the meeting will be taken) and an alternative Priority Level will be agreed. The Head of BAS will write to the headteacher and Chair of Governors of each school, where their proposal has not been accepted, giving them reasons for the rejection and providing an alternative Priority Level. The school will then have 7 days to either accept the changed Priority Level or be given opportunity to provide additional information and/or meet with SIG so that their appeal can be considered.
10. In the unlikely event that at the appeal, SIG and the school are still not able to agree a Priority Level, then the Education Improvement Strategy Board (membership is listed in appendix 2) will consider the evidence from the school and the LA and as the final arbiter will, on behalf of the LA, inform the school of its Priority Level for the coming year.

### **Change of Priority Level mid year**

11. In addition to the annual classification there may be a change in the school’s capacity to improve and/or the degree of challenge it faces during the year.
12. In those circumstances the headteacher of the school should contact the school’s Achievement Officer and/or Lead Area Achievement Officer to discuss the evidence for the proposed change. Whilst the officer will advise the headteacher, the school is at liberty to propose a change in its Priority Level. This will be taken to the next SIG meeting by the LAAO to be considered by the group.

### **Description of Priority Levels**

13. In applying the following criteria a ‘best fit’ approach should be used to decide on the Priority Level that best matches the circumstances of individual schools. However, it is recognised that schools will display a variety of characteristics from a number of the Priority Level descriptors following.
14. In making a decision about the ‘best fit’ of the criteria for a school’s Priority Level it is important to consider all the available criteria. However, the Local Authority and Government have key priorities to raise educational attainment and achievement in all schools. **Therefore the criteria below that describe achievement or refer to the national Floor Standards will carry a greater weighting in making the final decision of Priority Level.**

15. The Priority Level 1 criteria that are drawn from the Ofsted evaluation schedule are recognised as describing inadequate and unacceptable practice. **Therefore should one or more of these criteria apply to a school, then it is likely that Priority Level 1 will be the appropriate designation.**
16. Within the descriptors reference is made to the Government's 'floor standard'. The current floor standard is defined below.

**Primary:** *a primary school is below the Floor Standard if less than 60% of pupils achieve L4+ in reading, writing and mathematics combined and it is below the national median in two levels of progress in English (92% in 2012) and it is below the national median for two levels of progress in mathematics (90% in 2012).*

**Secondary:** *in 2012 a secondary school is below the Floor Standard if less than 40% of pupils achieved 5+ A\*-C including English and mathematics combined and it is below the national median in three levels of progress in English (70% in 2012) and it is below the national median for three levels of progress in mathematics (70% in 2012).*

## Priority 4 Schools

### Great schools with the potential to provide system leadership

- Are likely to be schools judged at least Ofsted grade 1 for overall effectiveness, or grade 2 with outstanding judgements in significant areas.
- Likely to be displaying **all** of the following characteristics:
  - outstanding progress for all their pupils, for example in the top quartile for progression
  - at or above the national average for attainment
  - lower than average achievement gaps for children and young people in vulnerable groups and on free school meals, and their peers
  - capacity to share good practice and support others, for example through a visits programme, holding demonstration lessons or coaching other teachers.

### Additional criteria that are based on the Ofsted evaluation schedule (September 2012)

#### Achievement

- Taking account of their starting points, the proportion of pupils making and exceeding expected progress is high compared with national figures.
- Pupils make rapid and sustained progress across many subjects, including English (reading and writing) and mathematics, and learn exceptionally well.
- Pupils read widely and often across all subjects.
- Pupils develop and apply a wide range of skills to great effect, in reading, writing, communication and mathematics. They are exceptionally well prepared for the next stage in their education, training or employment.
- Pupils, including those in the sixth form and those in the Early Years Foundation Stage, acquire knowledge quickly and develop their understanding rapidly in a wide range of different subjects across the curriculum.
- The learning, quality of work and progress of groups of pupils, particularly those who are disabled, those who have special educational needs and those for whom the pupil premium provides support, show that they achieve exceptionally well.
- The standards of attainment of almost all groups of pupils are likely to be at least in line with national averages with many pupils attaining above this. In exceptional circumstances a Priority Level 4 can be awarded where standards of attainment of any group of pupils are below those of all pupils nationally, but the gap is closing rapidly, as shown by trends in a range of attainment indicators. This may include attainment in reading.

#### Quality of teaching

- Much of the teaching in all key stages and most subjects is outstanding and never less than consistently good. As a result, almost all pupils currently on roll in the school, including disabled pupils, those who have special educational needs and those for whom the pupil premium provides support, are making rapid and sustained progress.
- All teachers have consistently high expectations of all pupils. They plan and teach lessons that enable pupils to learn exceptionally well across the curriculum.
- Teachers systematically and effectively check pupils' understanding throughout lessons, anticipating where they may need to intervene and doing so with notable impact on the quality of learning.
- The teaching of reading, writing, communication and mathematics is highly effective and cohesively planned and implemented across the curriculum.
- Teachers and other adults generate high levels of engagement and commitment to learning across the whole school.
- Consistently high quality marking and constructive feedback from teachers ensures that pupils make rapid gains.
- Teachers use well-judged and often inspirational teaching strategies, including setting appropriate homework that, together with sharply focused and timely support and intervention, match individual needs accurately. Consequently, pupils learn exceptionally well across the curriculum.

**Behaviour and safety**

- Pupils' attitudes to learning are exemplary.
- Parents, staff and pupils are unreservedly positive about both behaviour and safety.
- Pupils' behaviour outside lessons is almost always impeccable. Pupils' pride in the school is shown by their excellent conduct, manners and punctuality.
- Pupils are fully aware of different forms of bullying, including cyber-bullying and prejudice-based bullying, and actively try to prevent it from occurring. Bullying in all its forms is rare and dealt with highly effectively.
- Skilled and highly consistent behaviour management by all staff makes a strong contribution to an exceptionally positive climate for learning. There are excellent improvements in behaviour over time for individuals or groups with particular behaviour needs.
- All groups of pupils feel safe at school and at alternative provision placements at all times. They understand very clearly what constitutes unsafe situations and are highly aware of how to keep themselves and others safe, including in relation to e-safety.

**Leadership and management**

- The pursuit of excellence in all of the school's activities is demonstrated by an uncompromising and highly successful drive to strongly improve, or maintain, the highest levels of achievement and personal development for all pupils over a sustained period of time.
- All leaders and managers, including those responsible for governance, are highly ambitious for the pupils and lead by example. They base their actions on a deep and accurate understanding of the school's performance, and of staff and pupils' skills and attributes.
- Governors, or those with a similar responsibility, robustly hold senior leaders to account for all aspects of the school's performance.
- There are excellent policies which ensure that pupils have high levels of literacy, or pupils are making excellent progress in literacy.
- Leaders focus relentlessly on improving teaching and learning and provide focused professional development for all staff, especially those that are newly qualified and at an early stage of their careers. This is underpinned by highly robust performance management which encourages, challenges and supports teachers' improvement. As a result, teaching is outstanding, or at least consistently good and improving.
- The school's curriculum provides highly positive experiences and rich opportunities for high quality learning. It has a very positive impact on all pupils' behaviour and safety, and contributes very well to pupils' academic achievement and their spiritual, moral, social and cultural development.
- The school has highly successful strategies for engaging with parents to the benefit of pupils, including those who find working with the school difficult.
- The school's arrangements for safeguarding pupils meet statutory requirements.
- Staff model professional standards in all of their work and demonstrate high levels of respect and courtesy for pupils and others.
- Through highly effective, rigorous planning and controls, governors ensure financial stability, including the effective and efficient management of financial resources such as the pupil premium funding. This leads to the excellent deployment of staff and resources to the benefit of all groups of pupils.
- The school has very effective financial planning, management and reporting systems in place
- Standards of health and safety are very good
- Pupils have a voice, there are very good systems in place to ensure they are consulted and their views influence decisions made.

**The main criteria above should be used with all schools and educational establishments. The following supplementary criteria will assist in the prioritisation of Nursery Schools (and the Foundation Stage in primary schools), Special Schools and Pupil Referral Units**

**Nursery schools and the Foundation Stage in primary schools**

- Children, including those with special educational needs and/or disabilities, and those learning English as an additional language, are eager to make significant gains in their learning.
- Children play a dynamic role in their learning and, wherever possible, offer their ideas and respond to challenges with great enthusiasm.
- They show high levels of independence, curiosity, imagination and concentration.
- The provision is at least good in all major aspects and is exemplary in most.
- A highly stimulating and welcoming environment fully reflects the children’s backgrounds and the wider community.
- The exceptional organisation of the educational programmes reflects rich, varied and imaginative experiences that meet the needs of all children exceedingly well. Assessment through high-quality observations is rigorous and the information gained is used very effectively to guide planning. Teaching is rooted in expert knowledge of the learning and development requirements and a full understanding of how young children learn and progress. Inspirational and innovative teaching motivates children.
- Adults consistently give the highest priority to safeguarding all children. Children’s health, safety and well-being are significantly enhanced by the robust and highly consistent implementation of policies, procedures and practice that are individual to the setting. Practitioners are highly skilled and sensitive in their management of children and their behaviour.
- Relationships are excellent.
- Children are eager to attend.
- They demonstrate exceptionally positive behaviour and high levels of self-control.
- Older and more able children say they feel safe at the setting/school.
- Relationships are very strong at all levels, and children respect and tolerate each other’s differences.
- All children show that they are developing a very good understanding of how to keep themselves safe and healthy. Children are confident to share concerns with their key person/childminder or other adults at the setting/school.
- Leadership and management is exemplary in safeguarding.
- Those in charge have high aspirations for quality through ongoing improvement and a strong commitment to equality and diversity.
- Children’s well-being is significantly enhanced by exceptional organisation, risk assessment and planning for continuous improvement.
- Children’s needs are exceptionally well met through highly effective partnerships between staff, parents and their children, external agencies and other providers.
- Leaders and managers make exceptionally good use of resources, including training opportunities, to meet the needs of the children.
- There are no breaches of specific requirements.

**Special Schools**

- Benchmarked SEN data is used in conjunction with RAISEonline to ensure secure measures of progress enabling schools to demonstrate upper quartile progress for all given pupil needs and their starting points.
- Support staff play an outstanding role by being actively involved in lesson planning; consequently they know when and how to intervene to promote independence and make notable impact on the quality of teaching and learning.
- Medium and short term planning is highly focused on individual needs enabling pupils to learn exceptionally well given their SEN and starting points.

- Support staff, interveners and other ancillary staff, demonstrate consistent challenge as a result of high expectations set by class and subject teachers.
- Equipment, auxiliary aids and specialist resources are used exceptionally well by teachers and support staff to make notable impact on the quality of learning.
- All staff demonstrate exceptional attention to the care needs, personal dignity, comfort and wellbeing of all pupils throughout the day.
- Programmes provided by external health and other professionals are thoroughly embedded within the curriculum.
- Staff are highly skilled through high quality training and are up to date on the latest medical, technical and other advances in relation to SEN which support the holistic needs of all pupils.
- The quality of home-school liaison or school-to-respite services is exceptional.

**Pupil Referral Units**

- All pupils' prior skills, knowledge and understanding are systematically and accurately assessed on entry to the unit. Very effective assessment, recording and tracking systems are well used to ensure teachers have a detailed understanding of the progress being made by each individual.
- The unit works very successfully with external agencies and schools to ensure pupils are very well supported during their placement in the unit and reintegration to mainstream is well planned and effectively executed so that there is a very high level of success.
- Highly effective quality assurance processes are in place to ensure that the provision offered by external providers is highly appropriate to the needs of the pupils.
- Effective arrangements are in place to ensure attendance is maximised.

**Priority 3 Schools**

**Schools with improving and good results – but with room for further improvement**

- Are likely to be schools judged at least Ofsted grade 2 for overall effectiveness, with at least a grade 2 for progress and in leadership.
- Likely to be displaying **most** of the following characteristics:
  - good progress for all their pupils, for example progress that is greater than the national average
  - at or above the national average for attainment
  - lower than average achievement gaps for children and young people in vulnerable groups and on free school meals, and their peers

**Additional criteria that are based on the Ofsted evaluation schedule (September 2012)**

**Achievement**

- Taking account of their different starting points, the proportion of pupils making or exceeding expected progress compares favourably with national figures. Where the proportion making expected progress overall is lower than that found nationally, it is improving over a sustained period.
- Progress in a wide range of subjects is consistently strong and evidence in pupils’ work indicates that they achieve well.
- Pupils read widely and often.
- Pupils acquire knowledge and develop understanding quickly and securely in a wide range of subjects. They develop and apply a wide range of skills, in reading, writing, communication and mathematics. This ensures that they are well prepared for the next stage in their education, training or employment.
- The learning and progress of groups of pupils, particularly those who are disabled, those who have special educational needs, and those for whom the pupil premium provides support are good.
- Where attainment, including attainment in reading in primary schools, is low overall, it is improving at a faster rate than nationally, over a sustained period.

**Quality of teaching**

- Teaching in most subjects, including English (reading and writing) and mathematics, is usually good, with examples of some outstanding teaching. As a result, most pupils and groups of pupils currently on roll in the school, including disabled pupils, those who have special educational needs, and those for whom the pupil premium provides support make good progress and achieve well over time.
- Teachers have high expectations. They plan and teach lessons that deepen pupils’ knowledge and understanding and enable them to develop a range of skills across the curriculum.
- Teachers listen to, carefully observe and skilfully question pupils during lessons in order to reshape tasks and explanations to improve learning.
- Reading, writing, communication and mathematics are taught effectively.
- Teachers and other adults create a positive climate for learning in their lessons and pupils are interested and engaged.
- Teachers assess pupils’ learning and progress regularly and accurately. They ensure that pupils know how well they have done and what they need to do to improve.
- Effective teaching strategies, including setting appropriate homework and appropriately targeted support and intervention are matched well to most pupils’ individual needs, including those most and least able, so that pupils learn well in lessons.

**Behaviour and safety**

- Pupils’ attitudes to learning are consistently positive and low-level disruption in lessons is uncommon.
- There are few well founded concerns expressed by parents, staff and pupils about behaviour and safety.
- There is a positive ethos in the school, and pupils behave well, have good manners and are punctual to lessons.
- Pupils have a good awareness of different forms of bullying. There are few instances of bullying and these are dealt with effectively by the school.
- Behaviour is managed consistently well. There are marked improvements in behaviour over time for individuals or groups with particular behavioural needs.
- Pupils feel safe at school and at alternative provision placements and understand how to keep

themselves safe.

**Leadership and management**

- Key leaders and managers, including those responsible for governance, consistently communicate high expectations and ambition.
- Teaching is good and/or improving strongly as a result of accurate monitoring, effective performance management and professional development, which are closely matched to the needs of the school and staff.
- Self-evaluation is robust and the school's actions have been carefully planned, are concerted and effective.
- The well thought out policies ensures that pupils make at least good progress in literacy.
- Governors, or those in a similar position, systematically challenge senior leaders. As a result, the quality of teaching and pupils' achievement have improved, or previous good performance in these areas have been consolidated.
- The school's curriculum provides well-organised and effective opportunities for learning for all groups of pupils, including disabled pupils and those with special educational needs. It promotes positive behaviour and a good understanding of safety matters and provides a broad range of experiences that contribute well to the pupils' achievement and to their spiritual, moral, social and cultural development.
- The school works well with parents, including those who might find working with the school difficult, to achieve positive benefits for pupils.
- The school's arrangements for safeguarding pupils meet statutory requirements.
- Governors ensure the efficient management of financial resources. This leads to the effective deployment of staff and resources.
- Standards of health and safety are good.
- Pupils have a voice, there are good systems in place to ensure they are consulted and their views are taken into account.

**The main criteria above should be used with all schools and educational establishments. The following supplementary criteria will assist in the prioritisation of Nursery Schools (and the Foundation Stage in primary schools), Special Schools and Pupil Referral Units**

**Nursery schools and the Foundation Stage in primary schools**

- Most children, including those with special educational needs and/or disabilities, and those learning English as an additional language, make good progress towards the early learning goals in most areas of learning.
- Adults' good knowledge of the learning and development and welfare requirements and Early Years Foundation Stage guidance promotes children's learning, social, physical and economic well-being.
- An interesting, well-equipped and welcoming environment successfully reflects most children's backgrounds and the wider community.
- Comprehensive policies and procedures ensure that children are protected and well supported.
- All adults are well deployed to support children's learning and welfare. They are skilled at promoting positive attitudes to learning. High-quality planning and organisation ensure that every child is suitably challenged by the learning experiences provided. Activities are well planned, based upon thorough and accurate observations and assessment and matched to the full range of children's needs.
- Relationships are good and children's behaviour is managed well.
- There are effective partnerships with parents/carers, other agencies and providers.
- Children have good relationships with adults.
- They play well on their own, and those from different backgrounds and cultures work and play in harmony.
- They often share responsibility for decisions about routines. Most children demonstrate a willingness to keep themselves and others safe through their good behaviour. They show that they feel safe and they share concerns with their key person/childminder.
- Adults generally manage children and their behaviour appropriately. They provide a secure environment which reflects the children's backgrounds and some sections of the wider community.

- There is a common sense of purpose between adults who work well together to ensure that all groups of children have the opportunity to achieve as well as they can.
- Those in charge are able to demonstrate how they have raised children's achievement and made improvements to provision.
- Robust steps are taken to safeguard children, including vetting procedures for all the adults who work with the children.
- Effective links exist with parents/carers and other agencies and providers.
- If there is a breach of the specific requirements it is minor, and has no impact on the safety and well-being of children.

### **Special Schools**

- Benchmarked SEN data is being used in conjunction with RAISEonline and the school can demonstrate upper quartile progress for most pupils given pupil needs and their starting points.
- Support staff are involved in lesson planning; consequently they are developing a good understanding of when and how to intervene to promote independence and make a positive impact on the quality of teaching and learning.
- Medium and short term planning is focused on individual needs enabling pupils to learn well given their SEN and starting points.
- The majority of support staff, interveners and other ancillary staff, are able to demonstrate challenge as a result of high expectations set by class and subject teachers.
- Most equipment, auxiliary aids and specialist resources are used well by teachers and support staff to make a positive impact on the quality of learning.
- The majority of staff demonstrate good attention to the care needs, personal dignity, comfort and wellbeing of all pupils throughout the day.
- Programmes provided by external health and other professionals are embedded within the curriculum.
- Most staff are skilled through regular training and are making good efforts to stay up to date on the latest medical, technical and other advances in relation to SEN which support the holistic needs of all pupils.
- The quality of home-school liaison or school-to-respite services is good.

### **Pupil Referral Units**

- All pupils' prior skills, knowledge and understanding are accurately assessed on entry to the unit. Good assessment, recording and tracking systems are well used to ensure teachers have a clear understanding of the progress being made by each individual.
- The unit works successfully with external agencies and schools to ensure pupils are well supported during their placement in the unit and reintegration to mainstream is well planned and executed so that reintegration is largely successful.
- Effective quality assurance processes are in place to ensure that the provision offered by external providers is appropriate to the needs of the pupils.
- Effective arrangements to monitor and support good attendance are in place.

## **Priority 2 Schools**

### **Schools needing to maximise progression**

- Are likely to be schools that in their recent Ofsted inspections have been judged to be ‘satisfactory’ or ‘require improvement’ in their overall school effectiveness judgement on one or more occasions
- Likely to be displaying one or more of the following characteristics:
  - schools which are above the Floor Standard but where pupil progress in English (reading and writing) and/or maths is below the national average
  - schools where there has been little or no improvement in progression rates over the last few years
  - schools where a good number of pupils start the school phase at national expectations but fail to achieve their potential by the end of the key stage
  - schools facing particularly challenging circumstances where leaders could benefit from additional monitoring and support

### **Additional criteria that are based on the Ofsted evaluation schedule (2012)**

#### **Achievement**

- Taking account of their different starting points, the proportion of pupils making or exceeding expected progress is in line with or not significantly below national figures; and progression rates are generally improving over time. Groups of pupils, including disabled pupils and those who have special educational needs, are also making progress in line with similar groups of pupils nationally or not significantly below.
- The school’s performance meets Floor Standards.
- Pupils generally learn well in most subjects, with no major weaknesses.
- As a result, they are acquiring the knowledge, understanding and skills, including those in reading, writing, communication and mathematics, to ensure that they are prepared adequately for the next stage in their education, training or employment.
- The standards of attainment of the majority of groups of pupils are likely to be in line with national averages for all pupils. Where standards of groups of pupils are below those of all pupils nationally, the gaps are closing overall. In exceptional circumstances, where attainment, including attainment in reading in primary schools, is low overall, it is improving over a sustained period.

#### **Quality of teaching**

- Teaching results in most pupils, and groups of pupils, currently in the school making progress that is broadly in line with that made by pupils nationally with similar starting points.
- There is likely to be some good teaching and there are no endemic inadequacies in particular subjects, across year groups or for particular groups of pupils.
- Teachers’ expectations enable most pupils to work hard and achieve satisfactorily and encourage them to make progress.
- Due attention is often given to the careful assessment of pupils’ learning but this is not always conducted rigorously enough and may result in some unnecessary repetition of work for pupils and tasks being planned and set that do not fully challenge.
- Teachers monitor pupils’ work during lessons, picking up any general misconceptions and adjust their plans accordingly to support learning. These adaptations are usually successful but occasionally are not timely or relevant and this slows learning for some pupils.
- Teaching strategies ensure that the individual needs of pupils are usually met.
- Teachers carefully deploy any available additional support and set appropriate homework, and these contribute reasonably well to the quality of learning for pupils, including disabled pupils and those who have special educational needs.
- Pupils are informed about the progress they are making and how to improve further through marking and dialogue with adults that is usually timely and encouraging. This approach ensures that most pupils want to work hard and improve.
- Communication skills, including reading and writing, and mathematics may be taught inconsistently across the curriculum.

**Behaviour and safety**

- Parents, carers, pupils and staff are generally positive about behaviour, although some concerns may be raised.
- Pupils' behaviour and engagement, including their punctuality to school and lessons contributes to a safe and orderly school environment.
- In lessons, pupils respond promptly to teachers' direction and work cooperatively with each other. Major disruption to learning is uncommon.
- The school's behaviour management procedures are clear and usually applied, but some inconsistencies exist and low-level disruption may occur occasionally. However, it is not endemic in any subject, class or group, or key stage.
- Pupils, including those with identified behavioural difficulties, are well aware of the school's strategies for managing and improving behaviour; they try hard to respond and improvements over time are evident for individuals and groups, including for those with particular needs.
- Instances of bullying, including for example, cyber-bullying and prejudice-based bullying related to special educational need, sexual orientation, sex, race, religion and belief, gender reassignment or disability, are infrequent and pupils are aware of different forms of bullying and the importance of preventing them. The school generally deals with any incidents of bullying promptly and effectively, thus gaining the confidence of pupils, parents and carers.
- Pupils feel safe at school. They know about the main risks they might face and understand how these risks may threaten their own and others' safety.
- Attendance will usually be at least average but if it is below average, for all pupils or particular groups, it will be improving over time.

**Leadership and management**

- The headteacher and most other key leaders, including the governing body, provide a concerted approach to school improvement.
- Planned actions by leaders and managers have improved the quality of teaching so that very little is inadequate.
- Most, but not all, staff and pupils are fully committed to the drive and ambition demonstrated by key leaders.
- Capacity to improve is demonstrated by a trend of sustained improvement in achievement, behaviour and safety, although a few significant weaknesses remain.
- Essential systems are embedded sufficiently to enable the school to continue improving and do not depend solely on only one or two senior leaders.
- The curriculum is generally matched to pupils' needs, interests and aspirations and provides adequate preparation for the next stage of their lives, whatever their starting points.
- The school usually works well with parents and carers, although may be less successful in engaging those who might traditionally find working with the school difficult.
- The school's arrangements for safeguarding pupils meet statutory requirements and give no cause for concern.
- The school is not always consistent in its approach to financial planning, management and reporting
- Standards of health and safety are overall satisfactory with some areas for further development.
- Some pupils are consulted. The impact of their views is variable.

**The main criteria above should be used with all schools and educational establishments. The following supplementary criteria will assist in the prioritisation of Nursery Schools (and the Foundation Stage in primary schools), Special Schools and Pupil Referral Units**

#### **Nursery schools and the Foundation Stage in primary schools**

- Overall, children make sound progress in their learning, although this may be stronger in some areas of learning.
- They make some choices about the activities they engage in and, on occasion, share responsibility for decisions.
- The provision is satisfactory in all major aspects, and may be good in some.
- Adults have a sound knowledge of the learning and development and welfare requirements and guidance for the Early Years Foundation Stage.
- Most children are broadly content, settled and willingly take part in activities.
- Observation and assessments and their use in planning are satisfactory, and generally consistent in quality.
- Adults work sufficiently well with parents/carers and external agencies to meet the needs of the majority of children.
- Policies and procedures are adequate. Where outdoor play space is not regularly accessible, effective alternatives are planned.
- Adults have a sound knowledge of the welfare requirements and guidance for the Early Years Foundation Stage.
- Children know and comply with safety, health and care routines Children understand that unacceptable behaviour may put others at risk of harm.
- They generally know how to behave and how to use and care for their environment and resources, but sometimes need reminders.
- No major aspects of leadership and management are inadequate, and some may be good, as shown by their impact on the children.
- Safeguarding procedures are secure and all the required checks have been carried out. The staff are suitably trained and know what action to take in the event of a safeguarding issue.
- Adults generally work well with parents, other settings and/or external agencies to meet the diverse needs of the children.
- Any breaches of specific requirements do not have a detrimental impact on the safety and well-being of children or on the extent to which the overarching requirements are met.

#### **Special Schools**

- Benchmarked SEN data is used in conjunction with RAISEonline to show progress, enabling the school to demonstrate the vast majority pupils make upper quartile or median progress for the given pupil needs and their starting points.
- Support staff are often involved in lesson planning; consequently most support staff are developing an understanding of when and how to intervene to promote independence and make a positive impact on the quality of teaching and learning.
- Most medium and short term planning is focused on individual needs, although there are inconsistencies, enabling most pupils to learn well given their SEN and starting points.
- Support staff, interveners and other ancillary staff, are generally able to demonstrate a degree of challenge as a result of high expectations set by most class and subject teachers, although this can be variable.
- Most equipment, auxiliary aids and specialist resources are used appropriately by teachers and support staff to make a positive impact on the quality of learning.
- The majority of staff demonstrate attention to the care needs, personal dignity, comfort and wellbeing of all pupils throughout the day.
- Most programmes provided by external health and other professionals are increasingly becoming embedded within the curriculum.

- Most staff access relevant training and are making satisfactory efforts to stay up to date on the latest medical, technical and other advances in relation to SEN which support the holistic needs of all pupils
- The quality of home-school liaison or school-to-respite services is satisfactory overall with some inconsistent practice.

**Pupil Referral Units**

- Pupils' prior skills, knowledge and understanding are assessed on entry to the unit. Appropriate assessment, recording and tracking systems are used to ensure teachers have a reasonable understanding of the progress being made by individuals and groups.
- The unit works with external agencies and schools to support pupils during their placement in the unit and reintegration to mainstream is adequately executed to give it a reasonable chance of success.
- Quality assurance processes are in place to monitor the provision offered by external providers so that they are largely meeting the needs of the pupils.
- Appropriate arrangements are in place to monitor and support pupils' attendance.

**Priority 1 Schools**

**Designated schools causing concern**

- Are likely to be vulnerable schools with inconsistent results.
- Either in an Ofsted category or with a significant risk of being placed in an Ofsted category.
- Have received an Ofsted section 8 monitoring inspection with an inadequate outcome.
- Likely to be displaying one or more of the following characteristics:
  - schools which are below the Floor Standard, below on two of the three measures or have dipped below the Floor Standard in the last three years and are not on a convincing trajectory of improvement
  - schools which experience a large variation in results over time (not because of small cohorts), for example, where results vary by more than ten percentage points year-on-year
  - schools which have experienced a large variation in results between English (reading and writing) and mathematics over several years, for example those where the difference between the subjects has been more than ten percentage points for three or more years
  - schools where the leadership does not have the capacity to bring about improvements without intensive external support and challenge

**Additional criteria that are based on the Ofsted evaluation schedule (September 2012)**

**Achievement**

- Pupils overall, or particular groups of pupils, are consistently making less than expected progress given their starting point.
- Pupils' learning and progress in any key subject or key stage, including pupils in the sixth form or the Early Years Foundation Stage, indicate they are underachieving.
- Disabled pupils and/or those who have special educational needs and/or those for whom the pupil premium provides support, are underachieving.
- Pupils' communication skills (including reading and/or writing) and proficiency in mathematics overall are not sufficiently strong for them to succeed in the next stage of education, training or employment.
- Attainment is consistently below floor standards or is in decline and shows little, fragile or inconsistent improvement.
- There are wide gaps in attainment and/or the learning and progress of different groups.

**Quality of teaching**

- As a result of weak teaching over time, pupils or particular groups of pupils including disabled pupils, those who have special educational needs, and those for whom the pupil premium provides support, are making inadequate progress.
- Pupils cannot: communicate; read or write; apply mathematics as well as they should.
- Teachers do not have sufficiently high expectations and teaching over time fails to engage or interest particular groups of pupils, including disabled pupils and those who have special educational needs.
- Learning activities are not sufficiently well matched to the needs of pupils.

**Behaviour and safety**

- Pupils' lack of engagement and persistent low-level disruption of learning contribute to reduced learning and/or a disorderly classroom environment.
- A significant minority of pupils show a lack of respect and intolerance for each other or staff and a lack of self-discipline, resulting in poor behaviour around the school.
- Incidents of bullying overall or specific types of bullying are frequent, and/or pupils have little confidence in the school's ability to address bullying successfully.
- Pupils or particular groups of pupils do not feel safe at school and/or at alternative placements.
- Attendance is consistently low for all pupils or groups of pupils and shows no sign of improvement.

**Leadership and management**

- Capacity for securing further improvement is limited because current leaders and managers have been ineffective in securing essential improvements.
- Improvements which have been made are fragile, too slow or are dependent on external support.

- Self-evaluation lacks rigour and is inaccurate in its conclusions so that leadership and management do not have a realistic view of outcomes or provision.
- Leaders and managers are not taking sufficiently effective steps to secure good teaching for all groups of pupils, including disabled pupils and those who have special educational needs.
- Leaders and managers do not secure good behaviour from all pupils and fail to ensure that staff have a consistent approach to the management of challenging behaviour.
- The curriculum fails to meet the needs of pupils or particular groups of pupils, or pupils are entered for public examinations inappropriately early, and pupils' achievement and enjoyment of learning are significantly impaired.
- A lack of attention to literacy is impeding pupils' progress.
- Governors are not sufficiently robust in holding the school to account for pupils' achievement, the quality of teaching and the effective and efficient deployment of resources.
- The school's strategies for engaging with parents are weak and parents have expressed little confidence in the school.
- The school's arrangements for safeguarding pupils do not meet statutory requirements and give serious cause for concern.
- The school has ineffective financial planning, management and reporting systems in place and resources are used inefficiently.
- Standards of health and safety are unsatisfactory.
- Pupils are rarely consulted, and as a result feel that they have no voice to suggest change and improvement.

**The main criteria above should be used with all schools and educational establishments. The following supplementary criteria will assist in the prioritisation of Nursery Schools (and the Foundation Stage in primary schools), Special Schools and Pupil Referral Units**

### **Nursery schools and the Foundation Stage in primary schools**

- The goals that children reach within the educational programmes are not high enough when set against their capabilities and starting points. As a result, a significant number do not make sufficient gains across the areas of learning and/or particular groups of pupils underachieve significantly
- Children do not show enthusiasm for learning.
- Adults' knowledge of the learning and development are inadequate and have a significant impact on children. Therefore, some children are reluctant to engage; they may remain unsettled and spend much of their time with little purpose, gaining little confidence and self-assurance.
- Adults do not have a clear enough understanding of the children's needs because observations are not frequent or accurate enough to monitor children's progress and to plan.
- Some children are isolated or integrate poorly and are unable to work and play effectively either independently or with others.
- Adults' knowledge of welfare requirements and guidance is inadequate and the specific requirements, that have a significant impact on children, are not met. This may be because systems are weak and some records, policies or procedures are missing or out of date.
- Staff are insufficiently vigilant to protect children's safety and well-being.
- Arguments over resources, or disputes about sharing, may lead to aggressive behaviour which puts themselves and others at risk. They are not developing the social and learning skills that will equip them well enough for the future.
- Leadership and management are inadequate if any one of the overarching requirements is not met.
- Links with parents/carers and/or partners supporting children's care and education are not strong enough to ensure that individual needs are met.
- The views of others (e.g. children, parents, external agencies) are rarely sought and, if they are, little is done to address the issues or concerns raised.

**Special Schools**

- The use of benchmarked SEN data in conjunction with RAISEonline shows that a significant number of pupils are not making sufficient progress given their needs and their starting points.
- Support staff are not sufficiently involved in lesson planning consequently support staff are not developing a clear and consistent understanding of when and how to intervene to promote independence and this limits the positive impact on the quality of teaching and learning.
- Medium and short term planning is not sufficiently focused on individual needs; consequently pupils are failing to make satisfactory progress given their SEN and starting points.
- Support staff, interveners and other ancillary staff, are not sufficiently clear about the expectations set by the class or subject teachers; consequently they do not demonstrate a satisfactory degree of challenge.
- Equipment, auxiliary aids and specialist resources are used inconsistently by teachers and support staff. This limits significantly the positive impact these can have on the quality of learning.
- Whilst many staff demonstrate attention to the care needs, personal dignity, comfort and wellbeing of pupils throughout the day, there are significant inconsistencies; consequently the quality of care overall is variable.
- Programmes provided by external health and other professionals are not sufficiently embedded within the curriculum; consequently the positive impact they can have on pupil progress and wellbeing is limited.
- Staff overall are not sufficiently trained in the latest medical, technical and other advances in relation to SEN to support the holistic needs of all pupils.
- Home-school liaison or school-to-respite services are highly variable.

**Pupil Referral Units**

- Pupils' prior skills, knowledge and understanding are sometimes assessed on entry to the unit, but often this is not in a timely manner. Assessment, recording and tracking systems are not used effectively to ensure teachers have an understanding of the progress being made by individuals and groups.
- Relationships between the unit and external agencies and schools do not effectively support pupils during their placement in the unit or upon reintegration to mainstream, so that reintegration is often unsuccessful.
- Quality assurance processes are often not in place to monitor the provision offered by external providers so that the unit does not have a clear understanding as to whether its pupils' needs are being met.
- Arrangements to monitor and support pupils' attendance are ineffective.

## Levels of monitoring, support, challenge and intervention that schools in each Priority Level can expect to receive

At the time of the updating of this document (October 2013) the following entitlements will be available to Bradford's LA maintained educational establishments. However, changes in local and national policy may mean that these entitlements will need to be revised, with consultation, at short notice.

### Available to all LA maintained schools and educational establishments, including Priority 3 and Priority 4 schools:

- **Named point of contact with the Bradford Achievement Service (BAS):** All schools and educational establishments will have a named first point of contact with Bradford Council. In the most cases this will either be the school's assigned Achievement Officer or the Lead Area Achievement Officer for the area in which the school is located.
- **Monitoring:** Officers from the BAS will carry out periodic desktop monitoring exercises using available performance data held on EduNet / Bradford Schools Online, RAISEonline, recent Ofsted reports, recent monitoring reports from BAS officers or reports prepared by consultants working with schools and collaboratives, where schools have chosen to share these reports, and other monitoring evidence from teams within Children's Services, where that evidence has been shared by that team with the school concerned.
- **Ofsted inspections:** The LA will endeavour to respond to all requests from Ofsted inspection teams to meet with inspectors. The LA will be represented at all Section 5 Ofsted inspections feedback meetings and will attend, where possible, the feedback provided for Section 8 monitoring inspections.
- **Headteacher recruitment:** Professional support, guidance and advice to the Governing Body from an LA officer for the recruitment of the headteacher. An officer will be available to support governors in the arrangement of a recruitment process for the headteacher. This does not include advice on Human Resources matters nor any associated administration tasks.
- The Strategic Director for Children's Services has a statutory right to be represented during the headteacher recruitment process. The appointed officer will represent the Strategic Director at shortlisting and during the selection and interview process.

### Available to Priority 2 schools – in addition to the above

- **Assigned Achievement Officer from the Bradford Achievement Service (BAS):** All Priority 2 schools and educational establishments will have a named Achievement Officer allocated to be their main point of contact with the LA.
- **Monitoring, support and challenge:** It is the expectation of the LA that schools in this Priority Level will quickly make improvements to provision and pupil outcomes so that they can achieve a good overall effectiveness judgement at their next Ofsted inspection and be designated as Priority Level 3 at the earliest opportunity and within 12 months of being designated Priority Level 2. The assigned Achievement Officer will make a single annual visit to the school, and may make further visits to the school throughout the year should there be any concern that insufficient progress is being made or should further support and challenge be helpful in accelerating improvement. Should further support be required, the Achievement Officer will provide advice on possible sources of professional support including appropriate school-to-school support. The annual visit will normally take place during the autumn term and will focus on a review of the school's performance and a discussion on development priorities and support needs. A report of each visit will be provided.
- **Ofsted inspections:** The school's Achievement Officer will discuss each school's preparedness for its next Ofsted inspection as part of the annual visit and will provide advice and guidance as necessary.

**Available to Priority 1 schools – in addition to the above**

- **Monitoring, support and challenge:** All Priority 1 schools will have an agreed target date for their removal from the list of schools causing concern. The LA will work closely with the school leadership and governors to achieve that target date. Regular feedback will be provided to all partners on the progress that is being made. As improvements are seen to be sustainable then the Achievement Officer will work with the school to plan the exit strategy and to reduce the level of external support.
- The school's Achievement Officer will provide an enhanced level of monitoring, support and challenge through regular contact and visits to the school. An indication of the number of officer days that will be available will be agreed with the school each term. All Priority Level 1 schools will receive a termly summary report and may also receive notes of visit during the term from the Achievement Officer.
- All schools and establishments in Priority Level 1 will be regularly monitored by a School Specific Monitoring Group (SSMG). The School Improvement Group (SIG) will decide which group is most appropriate. The Achievement Officer will provide progress reports to SSMG meetings and it is expected that the headteacher will also provide a brief written summary outlining actions and impact (this report can also be taken to Governing Body meetings as the Headteacher report). All SSMG meetings will conclude with a judgement of the progress that the school is making. This information will be fed-back to the LA's School Improvement Group (SIG). Detailed terms of reference are available for SSMG meetings.
- A half termly RAG progress report for Priority Level 1 schools will be presented to the Education Improvement Strategic Board that is chaired by the Leader of the Council. This demonstrates Bradford Councils commitment to ensure that schools in Priority Level 1 have the support and challenge to make rapid progress.
- **Headteacher Performance Management:** The allocated Achievement Officer will be available to support the school's Governing Body in carrying out headteacher performance management at no additional cost to the school.
- **Consultant support:** Some schools will receive centrally funded consultant support where there is significant underperformance. The Achievement Officer will endeavour to broker support from other Bradford schools and will liaise with local school-to-school partnerships to access the most effective support whilst being mindful that provision in the donor schools should not be adversely affected. The Achievement Officer will also be able to broker support from other Council services and external providers to assist the school to target specific development priorities. There will usually be a cost to the school for this additional support.
- **Ofsted inspections:** The school's Achievement Officer will work closely with the school's leadership and governors to ensure they are well prepared for Ofsted inspections and monitoring inspections. The Achievement Officer will normally meet the inspection team to give them an overview of the actions taken by the LA and the impact of those actions. The LA will be represented at all Ofsted feedback meetings.

**Use of Intervention Powers**

Where a school accepts the need for improvement and is open to challenge, works positively with the support provided and shows improvement, then the use of intervention powers is unlikely to be warranted. However where these conditions do not apply and the LA has serious concerns about the school then it may issue a formal warning notice. Schools issued with a warning notice do have the right of appeal to Ofsted. If a school fails to comply with a warning notice, or where it requires significant improvement (Ofsted indicate the school has serious weaknesses), or the school requires special measures (as an outcome of an Ofsted inspection) then the school will be "eligible for intervention" as defined in Part 4 of, and Schedule 6 to, the 2006 Education and Inspections Act.

Where a school is eligible for intervention the LA may exercise its power to: require the governing body to enter into arrangements (partnership arrangements); to appoint additional governors; to suspend the delegated authority for the school's budget; to appoint an Interim Executive Board (to replace the Governing Body). In addition, where a school is eligible for intervention the Secretary of State has power to appoint additional governors; appoint an Interim Executive Board or make an academy order. Where a school is in special measures the Secretary of State may direct the LA to close the school. Detailed guidance is given at <http://www.education.gov.uk/aboutdfe/statutory/g00192418/scc>

**Appendix 1 – List of the membership of the extended School Improvement Group (SIG)**

Paul Makin	Assistant Director for Education / School Improvement – Chair
George McQueen	Assistant Director for Access and Inclusion
Phil Weston	Head of the Bradford Achievement Service
Clive Linnett	School Governance & Workforce Development
Joanne Grigg	Strategic HR Lead
Andrew Redding	Senior School Finance Officer
David Thompson	Senior Area Achievement Officer
Yasmin Umarji	Senior Partnership Officer
Ken Poucher	Lead Area Achievement Officer
Jane Arundale	Lead Area Achievement Officer
Jayne Done	Lead Area Achievement Officer
Lynn Donohue	Senior Achievement Officer
Dulcie Leach	Achievement Officer
Helen Griffin	Senior Partnership Officer
Anita Dudgeon	Teacher Development Lead Consultant (Secondary)
Michael Garside	Teacher Development Lead Consultant (Primary)
Kevin Holland	BPIP Area Lead (Bradford West)
Malcolm Campbell	BPIP Area Lead (Shipley)
Helen Metcalfe	BPIP Area Lead (Bradford South)
Richard O’Sullivan	BPIP Area Lead (Bradford East)
Carrie Lynott	BPIP Area Lead (Keighley)
David Horn	Bradford Secondary Partnership Representative
To be nominated	Headteacher representative of the Special School DAP
To be nominated	Headteacher representative of the Nursery School Partnership
To be nominated	Secondary school governor representative
To be nominated	Primary school governor representative
To be nominated	Special school governor representative
To be nominated	Nursery school governor representative

October 2013

**Appendix 2 – List of the membership of the Education Improvement Strategic Board**

Cllr David Green	Leader of the Council: Chair
Cllr Ralph Berry	Lead Member for Children’s Services: Deputy Chair
Cllr Debbie Davies	Conservative Group Education Spokesperson
Cllr Jeanette Sunderland	Liberal Democrat Group Education Spokesperson
Cllr Martin Love	Green Group Education Spokesperson
Suzan Hemingway	Acting Chief Executive
Michael Jameson	Strategic Director: Children’s Services
Cindy Peek	Deputy Director: Children’s Services
Paul Makin	Assistant Director Education / School Improvement
George McQueen	Assistant Director: Access and Inclusion
Anne-Marie Merifield	Nursery School Representative
Elizabeth Lawley	Primary Head Teacher Representative
Duncan Jacques	Primary Head Teacher Representative
David Horn	Secondary Head Teacher Representative
Sally Joy	Special Head Teacher Representative
To be nominated	Secondary School Governor Representative
Mohammed Salim	Primary School Governor Representative
Brent Fitzpatrick	Special School Governor Representative
Sheila Rye	Nursery School Governor Representative
Kath Oldale	FE College Representative
Nadira Mirza	University Representative

October 2013