Categorisation of Cornish Primary and Special Schools
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Introduction

- This document aims to set out the key features of the action to raise standards taken by the Local Authority through Cornwall School Improvement Team (CSIT). This includes:
  - Identification of schools causing concern
  - Intervention, by the commissioning of support, in schools causing concern
  - Monitoring of the progress made by schools causing concern

- Due account has been taken of statutory guidance related to the Education and Inspections Act 2006 and subsequent amendments to the Act and its associated statutory guidance.\(^1\)

- Intervention by CSIT is in inverse proportion to success.

- All schools purchasing the CSIT SLA will have a minimum basic entitlement to 3.5 days of CSIT associate consultant time per year (and this will include the statutory performance management of the headteacher). Schools in Ofsted categories will, for a temporary period (see below), be allocated a CSIT Officer who will be responsible for the statutory performance management of the headteacher.

- Schools identified as being in the bottom 25% of schools considered to be vulnerable will receive Termly CSIT Associate Consultant visits where schools have purchased SLAs and this will include the statutory performance management of the headteacher as outlined within the New Relationship with Schools.

- All schools that become academies under the Academies Act 2010 will not receive monitoring or intervention via CSIT unless it has been commissioned directly by an academy, either through SLA buyback or through the purchase of flexible support.

- The exception to this will be Special schools and schools with Area Resource Bases (ARBs) which are, or which become, academies. As places for children and young people are commissioned from Cornwall Council there will be written into the commissioning agreement an annual monitoring and review meeting which focuses on provision and progress of children and young people with statements.

- The four special schools and twenty Area Resource Bases (ARBs) which are commissioned by the LA to offer places to children and young people with statements will have an annual monitoring and review meeting which

\(^1\) Statutory Guidance for Schools Causing Concern, May 2014
focuses on the provision and progress of children and young people within the school. The performance programme for ARB’s is described in a separate document.²

- The categorisation of schools is a transparent, open and fair process, based upon fact and evidence and which does not rely upon anecdote. Due account will be taken of other data provided by schools before further intervention is considered necessary.

- Schools causing concern may receive additional support commissioned by a CSIT Senior School Improvement Officer (SSIO) based upon needs identified by monitoring.

- **If further action is required because progress is deemed to have been inadequate, then the Local Authority may wish to use its statutory powers as described in the statutory guidance related to the Education and Inspections Act 2006.**

**Categorisation of schools**

- There are four distinct groups of schools, with separate categorisation arrangements for Special Schools as noted below:

- **Red** - *Schools judged by Ofsted to be inadequate*:
  - Serious Weaknesses
  - Special Measures

- **Amber** - *Schools identified as being within the 15% of schools considered to be most vulnerable*:
  - Schools that fall within the 15% of schools considered to be most vulnerable, identified by analysis of national data.
  - Schools identified as part of the CSIT associate consultant programme as requiring intervention by CSIT.
  - Schools with an existing action plan from CSIT.
  - Schools in a crisis situation.

² ARB Performance Programme ver1.2
• Schools judged to Require Improvement following an Ofsted Section Five inspection.

- **Yellow** - *Schools within 15% to 25% considered to be vulnerable:*
  
  o Schools that fall within the 15% to 25% considered to be vulnerable, identified by analysis of national data.
  
  o Schools with significant changes to their leadership and management and which require an acting headteacher or other senior leader, but do not have an action plan from CSIT.

- **Green** - *Schools that do not fall within the above three categories:*
  
  o Schools that do not fall within the 25% of schools considered to be vulnerable.

- **Special Schools**
  
  o **Red:**
    - Schools judged by Ofsted to be ‘inadequate’. Or where data analysis shows that children and young people are making inadequate progress (Progression Guidance data set 2009).
  
  o **Amber:**
    - Schools judged by Ofsted to be ‘requires improvement’.
    - Or where data analysis shows that children and young people are making inadequate progress or progress which is no more than in line with national expectations (Progression Guidance data set 2009).
    - Schools with significant changes to their leadership and management and which require an acting headteacher or other senior leader, or which have an action plan from CSIT.

  o **Green:**
    - Schools judged by Ofsted’ to be good or better. Or where data analysis shows that children and young people are making good or better progress with a significant number making better than expected progress (Progression Guidance data set 2009).
Identification of schools

- Identification of schools requiring intervention is based upon quantifiable data and fact.

- **Sources will include:**
  - nationally published data (via RAISE on line)
  - Progression Guidance materials
  - data held by the school on its secure website area
  - Ofsted Section 5 inspection or Section 8 monitoring outcomes
  - the key recommendations and judgements made within reports following CSIT ASSOCIATE CONSULTANT visits to schools (1 per term)
  - quantifiable contextual data – e.g. frequency of exclusions; attendance data; frequency of parental complaints
  - information derived from on-going monitoring of schools with CSIT action plans
  - evidence-based situation reports, provided by LA personnel, schools, headteachers and governing bodies, where schools face a crisis, unforeseen or otherwise.

- **Nationally published data**
  - Analysis will focus upon:
    - Standards, compared to similar schools and schools nationally, attained by groups and cohorts (particularly vulnerable groups, however small, in EYFS; Keystage 1, Keystage 2, Keystage 3 and 4 – in the case of special schools)
    - Trends over time (EYFS; Keystage 1, Keystage 2, 3 and 4 in the case of special schools)
    - Value added (Keystage 2 and 4)
    - Contextual data – (SEN; mobility; attendance; socio-economic data)
    - The progress of pupils working within P levels and lower national curriculum levels against national transition matrices and Progression Guidance data set 2009.
• **Data held on the school secure website**
  o Analysis will focus upon:
    • CSIT Desk Top Monitoring (DTM) summary data which makes comparisons to national and local benchmarks.
    • Progress
    • Trends over time
    • Contextual data which is more recent than that contained within RAISE on-line– (SEN, mobility, attendance, socio-economic data; frequency and rate of exclusions)
    • Conversion rates (progress level to level)
    • Scattergraphs
    • Target-setting and achievement
    • For Special Schools – the outcomes of peer moderation and audit

• **Ofsted S.5 inspection outcomes (from September 1st 2014)**
  o Analysis will focus upon:
    • Judgements made on:
      • Overall effectiveness
      • The achievement of pupils
      • The quality of teaching
      • The effectiveness of Early Years provision: the quality and standards (where appropriate)
      • The effectiveness of the sixth form provision: the quality of education provided in the post-16 study programme (where appropriate)
      • The behaviour and safety of pupils
      • Leadership and management
      • The quality of boarding and residential provision in schools (where appropriate)
      • Whether or not the above determine that the school is judged to be inadequate :-
        o requiring Special Measures
        o significant improvement – Serious Weaknesses
      • OR requiring improvement to become good or better.
• **Recommendations and judgements made by CSIT Associate Consultants**

  o If a CSIT Associate Consultant judges that a school requires intervention from CSIT, then this will be made known to a school as part of the CSIT Associate Consultant visit, and then confirmed within the report of visit.

• **Information derived from on-going monitoring of schools with CSIT action plans**

  o Judgements and information derived from on-going monitoring undertaken by CSIT and other LA officers (e.g. strategy consultants) in schools which already are in receipt of a CSIT action plan.

  o Crucial to this element will be the ability of the school to demonstrate the progress made and the impact of action taken to raise standards.

• **Evidence-based situation reports, provided by LA officers, schools, headteachers and governing bodies, where schools face a crisis, unforeseen or otherwise**

  o Provision will be made to allow for an appropriate response to crisis situations. An assessment of need, based upon all available evidence, will take place to ensure that a rapid and effective response is made.
Use of evidence and action to be taken to inform schools

- Quantifiable published data from the above is used to populate a CSIT spreadsheet which will produce
  - a one page summary of key indicators and factors used to determine a points score, and
  - a placement in one of the four categories noted below:
    - **Red** - Schools placed in an Ofsted category
    - **Amber** - The 15% of schools considered to be most vulnerable
    - **Yellow** - Schools within 15% to 25% considered to be vulnerable
    - **Green** - Schools that do not fall within the bottom 25% of schools considered to be vulnerable.

- Other key factors as noted above, which may trigger increased intervention from CSIT, will then be taken into account.

- Schools will be sent a copy of the one page summary together with notification of the category into which they fall.

- Schools which are judged to have serious weaknesses or special measures will be informed of this as part of the Ofsted Inspection Process.

- Schools (not including special schools) will be informed of their categorisation twice yearly.
  - in the Autumn Term to reflect the outcomes of the latest statutory assessments;
  - in the Spring Term to reflect the VA information and validated data held within Raise on Line.

- **Special schools** will be informed annually in the Autumn Term.
Support for schools causing concern

• Support will be commissioned according to need as determined by a CSIT Senior School Improvement Officer, working with schools, headteachers and governing bodies. Action to be taken by the Local Authority where schools are placed in an Ofsted category is noted separately below.

• Support will be provided, when judged necessary, in the form of an action plan.

• The action plan will provide an appropriate level of support with the aim of achieving significant and sustainable improvement.

• Support will be commissioned from a range of sources including:
  o Cornwall Learning
  o Educational Consultants
  o Leading Practitioners
  o Advanced Skills Teachers
  o Consultant or associate headteachers
  o SLE’s, LLE’s and NLE’s.

• There will be a requirement for the person(s) involved in providing support to meet with a Senior School Improvement Officer at approximately termly intervals to review progress and to agree the next steps for action. Headteachers or acting headteachers of schools receiving support may be invited to attend one or more of these meetings.

• It is the expectation that all persons delivering support and guidance will record in writing the main outcomes of their work in a school. Each report will clearly state the extent to which agreed action points from a previous visit have been addressed.

• All reports will be circulated to all persons involved in the action plan, including the headteacher, or acting headteacher, and chair of governors of the school concerned.

• It is the expectation that schools will demonstrate the impact of the progress that they have made in addressing the action plan.

• It is the expectation that a school will report the progress in addressing an action plan to its governing body at least termly.

• The final monitoring visit by CSIT will be used to make an overall judgement about the progress made by the school in addressing the key issues within the Action Plan.
• NB – If further action is required because progress is deemed to have been inadequate, then the Local Authority may wish to use its statutory powers as described in the statutory guidance relating to the Education and Inspections Act 2006.

Schools in an Ofsted Category (Grade 4)

• A Senior School Improvement Officer will begin work with a school as soon as possible following the inspection.

• It is the expectation that CSIT will be informed by a school during the course of an inspection if it appears likely that it will fall into an Ofsted category and CSIT will ensure that an officer or associate consultant is in attendance at the oral feedback at the end of the inspection.

• The existing CSIT Associate Consultant (for schools purchasing the CSIT SLA) will be temporarily replaced by a CSIT officer for the period of time that the school remains in an Ofsted category. This action will be taken to reduce a duplication of roles and to ensure that a single, clear message about the school’s progress can be given to the headteacher, governors, parents and Ofsted.

• All work undertaken by a Senior School Improvement Officer will fulfil statutory requirements as detailed in the statutory guidance related to the Education and Inspections Act 2006. This will include:

  o Briefing senior staff, staff and governors about the implications of being in an Ofsted category.

  o Informing the elected member of the area in which the school sits.

  o Informing the Director of Services for Children, Schools and Families.

  o Informing Cornwall Council Press office.

  o Meeting with parents when the report has been published.

  o Supporting the school in the construction and implementation of a school improvement plan that will enable it to be removed from the Ofsted category within the recommended minimum time.

  o Preparing a commentary and statement of action to be taken by the Local Authority which clearly indicates that it has fulfilled its
statutory requirements and how it will use resources to support the school.

- Commissioning support for the school to bring about effective and sustainable improvements.

- Holding regular, termly review meetings with personnel supporting a school.

- Holding a termly meeting for the headteacher or acting headteacher of the school to discuss the progress which the school has made with the Senior School Improvement Officer responsible for schools causing concern and the Head of Schools and Achievement.

- Monitoring the work of the school as it works to be removed from an Ofsted category. At a minimum, this will be termly, and be led, wherever possible, by a Senior School Improvement Officer.

- Providing written reports for the governing body which make clear judgements about the progress the school is making. These reports are also made available to HMI when they carry out their monitoring visits.

- Drawing up a suitable exit strategy for the school once it has been removed from a category, which may include termly monitoring for up to one year following the removal of the school from a category.

**Schools requiring improvement (Grade 3)**

- Schools requiring improvement will receive the following, dependent upon the outcomes of a Section Five Inspection:
  - A review of governance carried out by CSIT Governor Services or a CSIT Associate Consultant.
  - Support in the formulation of a suitable Ofsted Action Plan – which must address the key areas for improvement identified at the time of the Section Five inspection. The support will be provided by an NLE or an LLE deployed by CSIT.
  - Where deemed necessary, and for all schools where a judgement of requires improvement is made for leadership and management, CSIT will carry out a monitoring visit within the first three months of the school’s inspection.
- Dependent upon the outcomes of the initial monitoring visit and/or HMI Section 8 monitoring visits, further CSIT monitoring may be required.

- In all instances where reviews of governance, support for action planning and monitoring take place, a written report will be provided for the headteacher and the chair of governors.

- Funding for any of the above activities will be determined in discussion with the school.

- All schools judged to require improvement will be deemed to be AMBER SCHOOLS.
**RED Category – Schools within an Ofsted Category – Serious Weaknesses or Special Measures**

**LEVELS OF INTERVENTION**

<table>
<thead>
<tr>
<th>Sub-category</th>
<th>CSIT Intervention</th>
<th>Commissioned Support</th>
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</thead>
</table>
| - Schools with Serious Weaknesses following Ofsted S.5 Inspection | - Termly monitoring visit as a minimum – usually by two CSIT SSIOs  
- Termly meeting for headteacher, Head of Learning and Achievement and attached SSIO  
- Temporary replacement of CSIT ASSOCIATE CONSULTANT by a CSIT Officer | - Yes – as a statutory requirement |
| - Schools judged to require Special Measures following Ofsted S.5 Inspection | - Termly monitoring visit as a minimum – usually by two CSIT SSIOs.  
- There will be increased CSIT involvement in the initial stages.  
- Termly meeting for headteacher, Head of Learning and Achievement, and attached SSIO  
- Temporary replacement of CSIT ASSOCIATE CONSULTANT by a CSIT Officer | - Yes – as a statutory requirement |

**AMBER Category – Requires Improvement and 15% of schools most vulnerable**

**Requires Improvement**

<table>
<thead>
<tr>
<th>Sub-category</th>
<th>CSIT Intervention</th>
<th>Commissioned Support</th>
</tr>
</thead>
</table>
| - Schools that require improvement following Ofsted S.5 Inspection | - Support in preparing a suitable action plan to address areas for improvement  
- Provision of a CSIT Associate Consultant or LLE or NLE to support the school to make the required improvement  
- Monitoring by CSIT as appropriate | - Yes, but funding of support to be negotiated with the school |
### AMBER Category - The 15% of schools considered to be most vulnerable

<table>
<thead>
<tr>
<th>Sub-category</th>
<th>CSIT Intervention</th>
<th>Commissioned Support</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Schools identified by analysis of national data</td>
<td>▪ Termly monitoring visit by CSIT Senior Manager(s) School Improvement (Primary)</td>
<td>▪ Dependent upon need and the outcomes of monitoring</td>
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<td></td>
<td>▪ Proportionate according to size and need.</td>
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<td>▪ Termly review by CSIT and Head of Learning and Achievement</td>
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<td></td>
<td>▪ Termly CSIT Associate Consultant visit where schools have purchased SLA</td>
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<tr>
<td>• Schools identified by a CSIT ASSOCIATE CONSULTANT as requiring CSIT involvement</td>
<td>▪ Initial monitoring visit by attached SSIO.</td>
<td>▪ Dependent upon need and the outcomes of monitoring</td>
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<td>▪ This may lead to commissioned support for the school via an Action Plan</td>
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<td>▪ Termly review by CSIT and Head of Learning and Achievement</td>
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<td></td>
<td>▪ Termly CSIT Associate Consultant visit where schools have purchased SLA</td>
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<td>• Schools currently with an Action Plan to raise standards</td>
<td>▪ Initial monitoring visit by attached SSIO and, depending upon size and need, other SSIO’s</td>
<td>▪ Yes – via a CSIT Action Plan</td>
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<td>▪ Further monitoring visit(s) as necessary and a final visit approximately two terms after the commencement of the plan</td>
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<td>▪ Termly review by CSIT and Head of Learning and Achievement</td>
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<td></td>
<td>▪ Termly CSIT Associate Consultant visit where schools have purchased SLA</td>
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<tr>
<td>• Schools in a crisis situation</td>
<td>▪ Initial monitoring visit by the attached SSIO plus other visits as necessary</td>
<td>▪ Dependent upon need and the outcomes of monitoring</td>
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<td></td>
<td>▪ Termly review by CSIT and Head of Learning and Achievement</td>
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<td></td>
<td>▪ Termly CSIT Associate Consultant visit where schools have purchased SLA</td>
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</table>
YELLOW Category - Schools within 15% to 25% considered to be vulnerable

LEVELS OF INTERVENTION

<table>
<thead>
<tr>
<th>Sub-category</th>
<th>CSIT Intervention</th>
<th>Commissioned Support</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Schools identified by analysis of national data to be in 15% to 25% causing concern</td>
<td>• Remote monitoring of data</td>
<td>• Dependent upon need and the outcomes of monitoring</td>
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<td></td>
<td>• Termly review by CSIT and Head of School Improvement</td>
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<td></td>
<td>• Termly CSIT Associate Consultant visit where schools have purchased SLA</td>
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<tr>
<td>• Schools with significant changes to leadership and management (Acting Headteacher; Newly appointed Headteacher)</td>
<td>• 1 visit by attached SSIO plus telephone contact as appropriate.</td>
<td>• Occasionally – but dependent upon need and circumstance</td>
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<td></td>
<td>• Termly review by CSIT and Head of School Improvement</td>
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<tr>
<td></td>
<td>• Termly CSIT Associate Consultant visit where schools have purchased SLA</td>
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GREEN Category – Schools not within RED, AMBER or YELLOW

LEVELS OF INTERVENTION

<table>
<thead>
<tr>
<th>Sub-category</th>
<th>CSIT Intervention</th>
<th>Commissioned Support</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Schools that do not fall within bottom 25% of schools</td>
<td>• Autumn and Summer CSIT ASSOCIATE CONSULTANT visit</td>
<td>• None</td>
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<tr>
<td></td>
<td>• Termly review by CSIT and Head of School Improvement</td>
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</table>
Monitoring procedures used by CSIT

- CSIT will tailor the monitoring to suit the needs of individual schools. This will be done in consultation with the Headteacher or acting Headteacher;

- The number of days of monitoring is determined by the size of the school as well as its circumstances e.g. a school of 300 pupils might require 3 SIOs for two days – this equates to 6 monitoring days. It may be appropriate in Special schools to commission external monitoring; this will be negotiated with the school;

- Under normal circumstances any programme for monitoring is organised by the Headteacher or acting Headteacher, in consultation with CSIT. Monitoring activities will be selected according to need and always in consultation with the Headteacher or acting Headteacher. The table below outlines the most commonly used activities that are used by CSIT;

- CSIT always endeavours to agree a means to feedback its interim findings during and at the end of the monitoring visit;

- Verbal feedback will be given to the Headteacher and other staff as is agreed, at the end of the final day of monitoring;

- A written report will be sent to the school, under normal circumstances within 10 working days. This report will contain the main findings of the monitoring and key action points for the school. The written report will confirm the key points from the oral feedback and contain action points for the school;

- The report will be sent to the Headteacher, the Chair of Governors and the Head of Service, Schools and Achievement, and will be stored electronically within the CSIT school folder. It will be copied to any consultant, Local Leader of Education or National Leader of Education that has been commissioned to deliver support to the school;

- When appropriate CSIT will provide individual written reports for teachers when lesson observations of a duration greater than 30 minutes have taken place;

- CSIT will make a clear judgement as to the progress the school has made since the previous visit (if there has been one);

- Subsequent visits will also make a judgement as to the progress made in addressing each of the action points of a previous visit;

- The written report should be shared with the school’s governing body. If a school is inspected by Ofsted, then reports of CSIT monitoring should be shared with the Lead Inspector.
### The range of monitoring activities available for use by CSIT

<table>
<thead>
<tr>
<th>Observation</th>
<th>Scrutiny of documentation</th>
<th>Discussion or meetings with:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Observation of lessons or part lessons</td>
<td>Planning – long, medium and short term</td>
<td>Headteacher or Acting Headteacher</td>
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<tr>
<td>Observation of Collective Worship</td>
<td>Evidence of school self-evaluation –</td>
<td>Members of staff</td>
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<td></td>
<td>• Lesson observations</td>
<td>Pupils or groups of pupils</td>
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<td></td>
<td>• Scrutiny of work</td>
<td>Governors or representatives of the governing body</td>
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<td>• Data analysis carried out by the school, including tracking systems</td>
<td>Parents</td>
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<td>• Contextual information</td>
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<td></td>
<td>• SEF or other self-evaluation statements</td>
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<td>• Minutes of meetings of governors</td>
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<td></td>
<td>• Minutes of meetings of staff</td>
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<tr>
<td></td>
<td>• Headteachers’ reports to governing body</td>
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<tr>
<td>Observation of informal activities – lunch time,</td>
<td>• Subject Leaders’ files</td>
<td></td>
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<td>break time, starts and ends of sessions</td>
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<tr>
<td>Observation of meetings conducted by the school</td>
<td>Internal data held by the school which does not appear on its school secure website</td>
<td></td>
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<tr>
<td>Observation of the learning environment</td>
<td>Raise on line</td>
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<tr>
<td>Other observations requested or agreed with the</td>
<td>Children’s work</td>
<td></td>
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<td>school</td>
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<td>Other documentation provided by the school</td>
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