



# **Procedures and Protocols for Local Authority Engagement with Schools (Including Schools Causing Concern)**

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## **1. Context.**

The Education and Inspections Act 2006 has brought in a range of statutory powers and requirements making it necessary to develop a protocol for working with schools which includes the LA policy for schools causing concern.

The New Relationship with Schools (NRWS) has been shaped by the DFES and Ofsted with support from schools, local authorities, the learning and Skills Council and other key partners.

Practical changes intended to support its implementation are as follows:

- \* alignment of 3 year budgets for schools with 3 year school improvement plans.
- \* shorter, sharper inspections that give schools a clearer idea of whether they are pursuing the right priorities for raising pupil attainment.
- \* better information for parents through a school profile and more frequent inspections.
- \* challenge and support for school heads from high quality, professional, nationally accredited School Improvement partners (SIPs).
- \* more weight on the school's self evaluation as the starting point for planning, inspection and work with SIPs.
- \* better data and information systems, making use of the latest information on individual pupils' progress and of electronic systems.
- \* easy to access communications that give schools what to draw on and when.

There is no change to the statutory responsibilities on local authorities for school improvement, standards and a wide range of children's services. However, the new relationship entails changes to the way that local authorities manage their responsibilities.

A key role for all Local Authorities is to work in partnership with schools in order to raise educational standards and improve outcomes for children. In order to achieve this, the LA is expected to monitor, support, challenge and, where necessary intervene in the work of schools. (See Education and Inspections Act 2006.) The powers to intervene relate to schools identified as 'Causing Concern'. This is a generic term for schools that are under performing i.e. where pupils' attainment or progress is inadequate compared to others in similar contexts, whether identified by the LA or by Ofsted. This protocol outlines how the LA in partnership with all schools, will contribute to a dynamic school improvement

strategy for Darlington.

Part 4 of the Education and Inspections Bill builds on existing statutory powers and good practice relating to Schools Causing Concern to ensure that every pupil is provided with the education and opportunities they deserve. It does this by:

- \* enabling earlier action to tackle school underperformance so that it does not become entrenched and lead to formal school failure;
- \* ensuring that effective support and challenge is provided immediately when unacceptable standards are identified, so that improvements can be made quickly;
- \* securing decisive action if a school in special measures or with a Notice to Improve fails to make sufficient improvement.

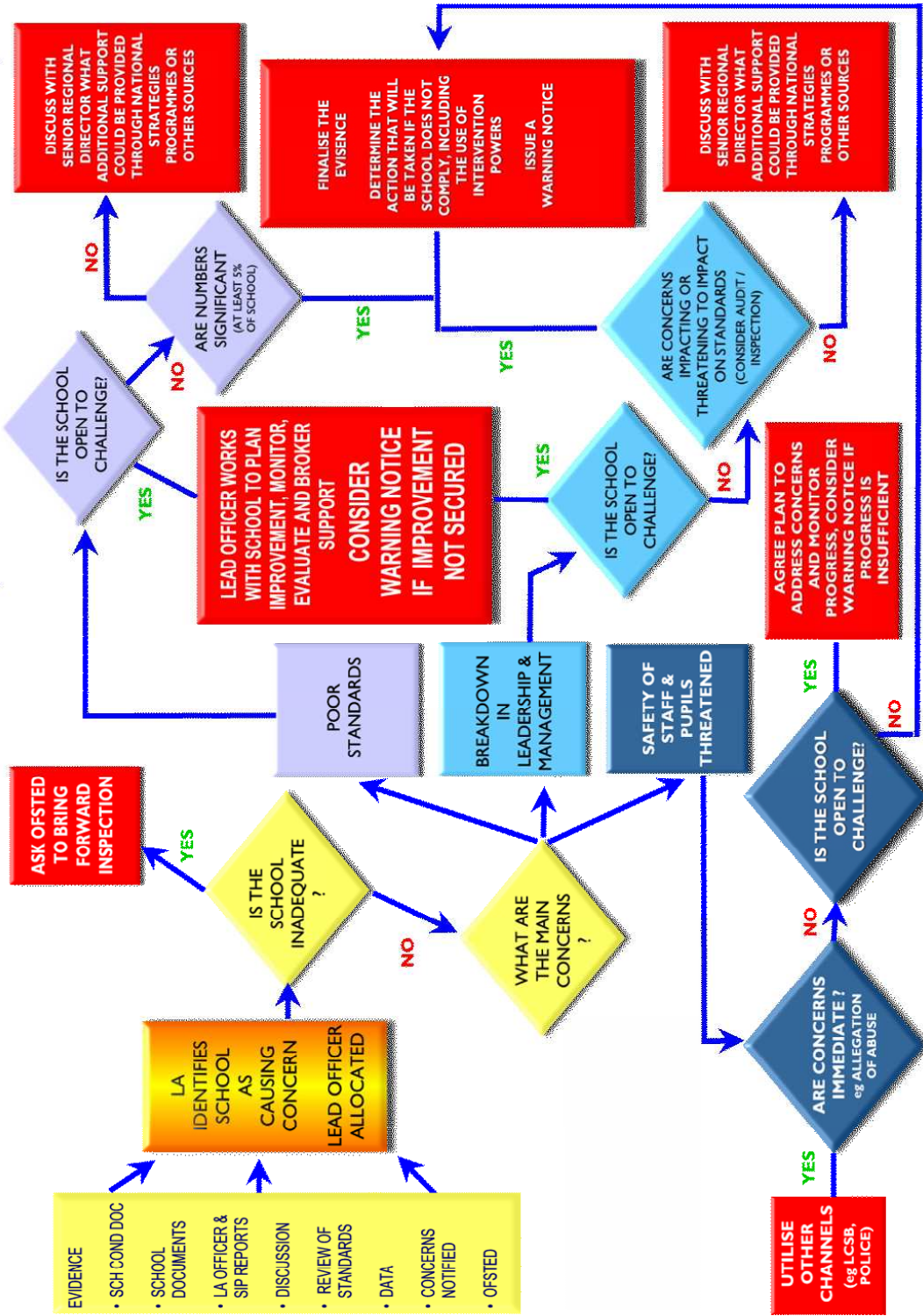
This document is about how Darlington LA will work with all schools using innovative approaches to establish sustained school improvement strategies. It describes the systems in place for early identification, what actions will be taken, the deployment of LA officers and the brokering of support.

The document also describes the levels of LA engagement with Darlington schools - Intensive (Schools Causing Concern), Targeted and Universal.

The diagram on page 4 has been adapted from the statutory guidance to LAs on Schools Causing Concern contained within the Education and Inspections Act. It illustrates the procedure for identifying schools causing concern and for issuing a warning notice should that become necessary.

Through this consultation process we are seeking a wider range of views which will contribute to ensuring the new protocol and the criteria for school groupings will clarify entitlement to support and resources. The DFES are very keen to build on good practice and ensure all schools know how effective they are and what they need to do to improve. In the near future we intend to work with a group of head teachers and external consultants on criteria which will be helpful to schools in identifying where they are in the continuum of improvement between needing improvement in key areas to a judgement of outstanding.

**PROCEDURE FOR IDENTIFICATION OF SCHOOL CAUSING CONCERN (AND ISSUE OF WARNING NOTICE IF NECESSARY)**



## **2. Principles.**

The following principles are central to the way in which we work with schools in Darlington.

\* Every school has its own distinctive identity and we want to celebrate and support developments that contribute to an enriched curriculum and wide range of learning opportunities.

\* Children's Services recognises the importance of a partnership approach to school improvement. The aim is to develop a co-ordinated strategy where the expertise of senior managers and leading practitioners in schools enhances the expertise within the service.

\* Within the department there is a recognition that all services have a key responsibility for supporting schools and contributing to the agenda for raising standards and improving the quality of education that they provide.

\* Transparency based on open dialogue, agreement on documented judgements and confidentiality at all times will underpin the work of officers with schools.

\* Evidence from school self-evaluation will contribute to a culture of challenge based on robust internal and external procedures. Schools have become increasingly expert in this area and we aim to support further development.

In addition to these principles, we also:

\* Plan to address both relative underperformance and absolute low attainment.

\* Seek to effectively commission and broker support in response to the clearly articulated needs of individual schools.

### **3. Roles and Responsibilities.**

#### **Schools.**

All staff in schools are central to ensuring a good quality of education is provided for all pupils. High quality leadership and management are crucial to effective schools. The school workforce plays the vital role of creating a learning environment where all pupils are able to reach their full potential.

#### **Headteachers.**

Headteachers and their senior management/leadership teams have a responsibility for the leadership, direction, management and culture of schools. They are expected to work within the strategic framework established and agreed by the governing body, with an emphasis on rigorous and responsive school self-evaluation.

In addition to creating a climate of continuous improvement, head teachers also need to develop and implement strategies to monitor and evaluate teaching, learning, pupil attainment and progress against the five outcomes of Every Child Matters. The opportunity to work within the NRWS framework and benefit from the relationship with a School Improvement Partner is an exciting new development to support school improvement.

#### **Governing Bodies.**

Increasing expectations of, and demands on, the time of governors make it essential for them to identify their key statutory responsibilities and focus on them. They are centered around:

- \* Developing and implementing a broad strategy for the school's development with a cycle of action planning and review.
- \* Monitoring and evaluating the quality of education provided in the school.
- \* Ensuring that statutory obligations are met.
- \* An agreed system for performance management.

The work of governing bodies will be informed by School Improvement Partner reports.

#### **The Local Authority.**

The LA has a duty to promote high standards of education through a sensitive, rigorous approach to its responsibilities for monitoring, supporting and challenging schools and when necessary intervening.

The LA also takes seriously its responsibilities in its 'duty of care' for staff. This is usually carried out through its pastoral role, which includes professional advice

from a range of Services and support through its Training and Development programme. In order for advice and support to be effective a comprehensive knowledge of schools is essential. The LA recognises the importance of good working relationships with schools in order to fulfill its responsibilities and provide a valued service.

The LA is committed to preventing formal school failure and sees one of its key roles as the identification of, and effective early support for, vulnerable schools, well in advance of any adverse inspection of the school by Ofsted. We will target support in inverse proportion to success and work with schools to help develop and implement effective strategies for sustainable improvement.

### **Darlington Borough Council.**

The council is responsible for setting the annual budget and monitoring the effective use of resources through regular reports from the Director of Children's Services. It is accountable to the community for the funding it delegates, and committed to good quality education and lifelong learning opportunities for the children, young people and citizens of Darlington. The council is proud of the achievements of schools and takes its responsibilities seriously for promoting high standards. In addition to receiving information on the performance of all schools, Councillors take a particular interest in any school causing concern and want to be assured of appropriate progress towards improvement.

### **School Improvement Partners (SIPs)**

Under the NRWS, SIPs will have an ongoing dialogue with schools about their performance. This will provide sharp challenge and opportunities to engage all schools in a professional dialogue around their own self-evaluation, priorities for development and the support they need. SIPs are accredited to national standards and work within national guidelines. Within Darlington LA, the SIP Manager (Assistant Director for Schools and Standards) has responsibility for quality assuring their work.

SIPs will take responsibility for advising Governors about the performance management of headteachers, and this will be placed firmly in the context of regular monitoring that focuses on:

- \* The quality of school self-evaluation.
- \* How well the school is performing.
- \* Key priorities for improvement.
- \* The school's understanding of how to address these priorities.

## **Darlington's Evidence Base.**

Regular LA monitoring and review ensures early identification of Schools Causing Concern and other schools where there might be some performance issues. The following evidencing systems are in place for all schools.

- **School Condition Document**

This summarises key data in sections on 'Achievement and Standards', 'Attainment', 'SEN', 'Personal Development and Well-being', 'Quality of Provision' and 'Finance and Resources'. There are separate primary and secondary documents.

The data is refreshed regularly, as soon as new data is available in each section. Judgements of 'outstanding', 'good', 'satisfactory' or 'inadequate' are indicated against most items, using agreed criteria. Schools and LA officers are consulted on the data to be included and on the judgement criteria.

The School Condition Document for each school is shared with the School Improvement Partner (SIP) and the LA officers working with the school, together with Headteachers and Governors.

Blanks of the School Condition Documents and the criteria are included in Appendix 1.

- **School documentation – Self Evaluation Form/School Development/Improvement Plan**

The school's Self Evaluation Form (SEF) gives the school's own analysis and evidence sources on its performance and identifies areas to be developed in the School Development/Improvement Plan. These are valuable documents that should be shared with SIP, Lead Improvement Officer and any other LA officer who is working intensively with the school or needs to know about particular areas of the schools performance.

- **LA officer reports**

SIPs and School Improvement Officers are a critical link between the school and the LA. Analysis of data and school documentation (Self Evaluation Form, School Development/Improvement Plan) is done before visits. Discussions take place on whole-school issues - standards, ECM outcomes, targets. Priorities are agreed for the School Development Plan by the SIP and support for the Plan is brokered as required.

Other LA officers also make reports on their areas of focus.



SIP Reports are provided to the LA, headteacher and Chair of Governors and are sampled by senior officers for monitoring and evaluation purposes.

- **Discussion of Schools Condition**

A discussion of all schools' performance takes place termly in School Condition Group meetings and whenever the data on the School Condition Document is refreshed. Serious concerns about a school can be raised by officers at any time and will be discussed. This enables any changes to be identified, serious concerns to be collated and changes made to designations.

- **Annual Review of Standards**

There is an annual review by LA officers with key stage responsibilities in September when results of national tests and examinations become available. Information is collated and added to as further data becomes available. Progress and standards in the LA and in individual schools is reported in LA meetings and those with DfES, Ofsted and National Strategies.

Underperformance in particular schools, areas or groups of pupils is identified for action in the LA planning.

- **Analysis of data**

Any data held by the LA, or provided by schools, is analysed and actions taken as appropriate.

- **Serious Concerns notified to LA**

Serious concerns about schools might be brought to the notice of the LA by any stakeholders – school staff, pupils, parents, governors, professional associations – and are investigated through the LA complaints procedures and brought to the attention of senior officers for action. LA staff may also report serious concerns, for example relating to management, standards, behaviour, attendance, safety, through their contacts with schools. All these groups have a duty to report such concerns because of the adverse effects on children.

- **Ofsted Inspection Reports**

The LA will use evidence provided in Ofsted reports to add to its knowledge of the school.

Where Ofsted has identified that a school requires Special Measures or is given a Notice to Improve, there are statutory procedures to follow. These include the preparation of a LA action plan and designation of responsible officers to support, monitor and evaluate progress and who work with the school to provide evidence of that.

Where Ofsted judges the school is satisfactory overall, the LA will investigate further the evidence base and consider with the school the Ofsted judgements.

## Identification of Level of Engagement from the evidence

All the evidence derived from the systems described above is used in some way to identify the level of engagement and then to work with the school to prioritise and focus systematically on the issues. This work will be co-ordinated by the School Condition Group (SCG).

The SCG will meet in the first week of September each year to determine a school's level of engagement for that academic year by undertaking an Annual Review of Standards using all of the evidence mentioned above. The group will carry out subsequent reviews of each school in the following January and April as the School Condition Document is refreshed and confirmed CVA data becomes available. If a school is categorised as causing concern then progress against their Action Plan will be monitored by a sub group of the SCG on a monthly basis. The link between the SCG and the school will be provided by the Lead Officer (LO).

Membership of the SCG will comprise appropriate LA personnel , LOs and other Children's Services staff as necessary. Each school will be categorised in accordance with the criteria set out below.

We have designated the levels of engagement as '**Intensive**' (for a **School Causing Concern**), '**Targeted**' and '**Universal**'. These match the terminology used by the DfES and National Strategies.

The main evidence for the initial designation is the School Condition Document, but it cannot capture every issue nor sudden changes or problems arising.

Schools where there are **several areas of underperformance** will be designated '**Schools Causing Concern**' and will require an **Intensive level of engagement** by the LA.

Those where there are **some inadequate judgements or serious concerns** that need to be eliminated will require a **Targeted level of engagement** by the LA.

Where there are no particular issues the school will receive the normal, **Universal level of engagement**.

The criteria for **Intensive**, **Targeted** and **Universal** levels of engagement are described overleaf.

## Criteria for determining the level of engagement with schools

- School Condition Document

|                  | Level of engagement with school         |   |                           |
|------------------|---|---|---------------------------|
|                  | Intensive                               | Targeted  | Universal                 |
| <b>Primary</b>   | 4 or more 'inadequate' (red) judgements | 1 to 3 'inadequate' (red) judgements<br><b>or</b><br>10 or more 'satisfactory' (yellow) judgements, with no 'outstanding' | 0 'inadequate' judgements |
| <b>Secondary</b> | 6 or more 'inadequate' (red) judgements | 2 to 6 'inadequate' (red) judgements<br><b>or</b><br>12 or more 'satisfactory' (yellow) judgements, with no 'outstanding' |                           |

- **School documentation – Self Evaluation Form / School Development/Improvement Plan**

Where a school's own self evaluation has resulted in an 'inadequate' judgement in standards and achievement, leadership and management or overall, the school will be designated Schools Causing Concern and the level of engagement will be **Intensive**.

Where there are 'inadequate' judgements in other main sections, the school will be designated as requiring **Targeted** engagement.

- **Annual Review of Standards**

Where any results in national tests or examinations are below the national 'floor targets' – currently below 65% L4+ at KS2, 50% L5+ at KS3 and 30% 5A\*-C – the school will be designated a Schools Causing Concern and the level of engagement will be **Intensive**.

Where serious concerns are identified in performance of particular groups or curriculum areas the school will be designated **Targeted** in order to investigate. After investigation, it may be that the school is designated Schools Causing Concern (Intensive) or that no further interventions are required (Universal).

- **Ofsted Inspection Reports**

Where Ofsted has identified that a school requires Special Measures or is given a Notice to Improve, the school will immediately become a Schools Causing Concern (**Intensive**) and there are statutory procedures to follow. These include the preparation of a LA action plan and designation of responsible officers to support, monitor and evaluate progress and who work with the school to provide evidence of that. The LA will continue to support the school through an exit strategy, designed to ensure the improvements are sustainable.

Where Ofsted judges the school is satisfactory overall, with no good features noted, the LA will designate the school as **Targeted**, then investigate further the evidence base and consider with the school the Ofsted judgements and the capacity to improve.

- **LA officer reports**
- **Discussion of Schools**
- **Serious Concerns notified to LA**
- **Analysis of data**

Where any of the evidence provided by these systems indicates there are serious concerns in some area, and other evidence has not already identified them, the LA will designate the school **Targeted** in order to investigate and take early action before the issue becomes more serious.

Such occasions may arise when there is a sudden change of circumstances, such as absence of a key member of staff, so that the school lacks the capacity for strategic leadership. In other circumstances, there may be rapid breakdown of leadership and management, behaviour or safety of pupils or staff.

Effective support and challenge will be provided quickly. After investigation, it may be that the school is designated Schools Causing Concern (**Intensive**) or that no further interventions are required.

Any immediate threats to pupil or staff safety may be reported to other agencies, including police, etc.

### **Procedures after identification of Schools Causing Concern (Intensive)**

Once the identification has been made, by or on behalf of the Director of Children's Services, a Lead Officer will be appointed to work intensively with the school in planning for improvement, monitoring and evaluating progress and

brokering support. The Lead Officer will be experienced in school improvement issues related to the areas of underperformance.

The Lead Officer will accompany the Director of Children's Services, or their representative, on a visit to the school, where the school's perceptions and needs will be discussed. The designation will be confirmed by letter to the Headteacher and Chair of Governors.

The Lead Officer will work with the school, initially to discuss evidence, agree desired outcomes and timescale. A joint plan will be prepared, by modifying the School Development/Improvement Plan as appropriate, to focus on the issues, with agreed monitoring and evaluation procedures. The plan will be approved by the Lead Officers' line manager to ensure the officer has the capacity to deliver. The Lead Officer will broker the multi-agency support needed to support the plan, agree this with the school and the relevant line managers and deploy the support to meet the agreed actions and focus. The Lead officer will engage with the school in all aspects of the plan, including monitoring and evaluation and will report progress to the Director of Children's Services or their representative as required. The Lead Officer will manage focussed observations and evaluations of progress, including Outcomes for Children Reviews, using appropriate LA officers. (More detail on the Lead Officer's role is given in Appendix 2. The links and roles of the school SIP and the Lead Officer are tabulated in Appendix 3. Procedures for Outcomes for Children Reviews are given in Appendix 4.)

### **Exit Strategy**

Schools that meet the criteria of the action plan have a review meeting, which includes the Headteacher, chair of governors, Lead Officer and the SIP if necessary.

They will establish any continuing support which the school may need.

If a school does not engage with the procedures or where progress is insufficient, then the LA will invoke the appropriate procedures under the 2006 Education Act.

### **Procedures after identification of schools requiring Targeted engagement**

Once the identification has been made, by or on behalf of the Director of Children's Services, a Lead Officer will be appointed to work with the school in planning for improvement, monitoring and evaluating progress and brokering support. The Lead Officer will be experienced in school improvement issues related to the areas of underperformance.

The Lead Officer will visit the school, where the school's perceptions and needs will be discussed. The designation will be confirmed by letter to the Headteacher and Chair of Governors.

The Lead Officer will work with the school to prepare a plan, broker support, monitor and evaluate and plan an exit strategy, as described above.

### **Allocation of support**

#### **Intensive engagement (Schools Causing Concern)**

The Lead Officer will work intensively with the school. As a guide, this will be approximately 20 days per year for a secondary school and 10 days for a primary, but will vary over the year according to the planned activities. Actual activities will be agreed with the headteacher and senior leaders and specified in the plan.

Levels of support from multi-agency officers will be enhanced above the core offer from each specialist service in the areas identified as causing concern and prioritised in the plan. Where the LA does not have capacity to support the plan in a particular area, the Lead officer will make the Director of Children's Services aware of this and broker support from other sources. The actual support will depend on need and will be geared to resolving the issues. The Lead Officer will evaluate with the school the impact of the support.

#### **Targeted engagement**

The Lead Officer will work with the school to resolve the specific issues. It is envisaged that, because the range of issues is smaller, most would be resolved quickly. Therefore, the Lead Officer is likely to work intensively over a short timescale, perhaps ½ day per week, in their specialist area, with some support brokered for other areas. Where an issue can only be resolved over a longer time, the Lead Officer's role might be to set up the plan and support, then become more geared to monitoring activities.

#### **Expectations of schools**

Schools will be expected to:

- work with the LA staff and Lead Officer to resolve the issues;
- agree priorities, focusing on areas of concern;
- agree action plan and monitoring and evaluation activities involving governors, parents and pupils;
- enable and expect school staff to engage with LA officers offering support;
- actively engage with planning, monitoring and evaluation;
- gather and share evidence;
- demonstrate impact and progress to all stakeholders.

Where schools do not engage with the LA's challenge model, the LA may use its statutory powers under the Act regarding intervention and Warning Notices.

## **Procedures for schools given a Local Authority Formal Warning.**

The Assistant Director (School Improvement) will write to the governing body setting out the LA's concerns, actions the school needs to take and actions the LA will take if the school does not comply. This letter will be copied to the headteacher and appropriate appointing bodies for church schools.

Governors will be given the statutory 15 days within which to comply with the warning notice or register an appeal to Ofsted.

Ofsted, in considering the appeal, may decide to inspect the school and so determine whether the school requires significant improvement or special measures.

The Headteacher, all managers with personnel working in the school and the relevant members of the SCG will meet monthly to focus on the contribution which their service makes to the quality of education provided. This will be chaired by the relevant LIO who will report as necessary to the DCS and Children's Services CMT. The school's progress will become a standing agenda item on CSSMT where any further areas for action can be discussed based on the school's capacity to improve further.

## **Exit Strategy**

Schools that meet the success criteria of the action plan have a review meeting, which includes the Headteacher, chair of governors, Lead Officer and the SIP. They will determine any continuing support the school may need.

## **Appendices**

Appendix 1 – Primary and Secondary School Condition Documents and Judgement Criteria

Appendix 2 – Role of Lead Officer

Appendix 3 – Role of SIP in procedures for Schools Causing Concern

Appendix 4 – Procedures for Outcomes for Children Reviews

# APPENDIX 1

2000

## Primary Condition Document

Date Refreshed

|                      |
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|----------------------|

No. on roll (PLASC 2007)  
Change in Roll (%age- 2007 compared to 2006)

|                      |
|----------------------|
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### Achievement & Standards

#### Contextual Value Added Percentile Rank (05/06)\*

PANDA\*\*/FFT KS1-2  
FFT KS2 English  
FFT KS2 Mathematics  
FFT KS2 Science

| PandA                | FFT                  |
|----------------------|----------------------|
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FFT- Capped Points Score (SX model)

#### Attainment (05/06)

Foundation Stage- % attaining 6 or above (Total)  
Foundation Stage- % attaining 6 or above (PSE)  
Foundation Stage- % attaining 6 or above (CLL)  
KS1 Reading Level 2B+ (2006)  
KS1 Writing Level 2B+ (2006)  
KS1 Mathematics Level 2B+ (2006)  
KS2 English Test Level 4+ (2006)  
KS2 Mathematics Test Level 4+ (2006)  
KS2 Science Test Level 4+ (2006)

| School               | Target               | National data- 05/06 |
|----------------------|----------------------|----------------------|
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#### SEN (05/06)

Value Added Progress for SEN pupils from KS1-2  
Progress of SEN pupils as a %age of non-SEN

|                      |
|----------------------|
| <input type="text"/> |
| <input type="text"/> |

expected progress 12pts  
for SEN and whole cohort

#### Personal Development & Wellbeing (06/07)

Attendance (% of sessions attended)  
Authorised Absence  
Unauthorised Absence  
Percentage of pupils with less than 85% Attendance  
Percentage of pupils with less than 80% Attendance  
Days lost to exclusion  
% of pupil population excluded  
Number of Permanent Exclusions

| School               | Target               | National data- 05/06 |
|----------------------|----------------------|----------------------|
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#### Quality of Teaching and Learning

% of lessons good or better Review/Ofsted  
% of lessons satisfactory or better Review/Ofsted

|                      |
|----------------------|
| <input type="text"/> |
| <input type="text"/> |

Ofsted judgement on T&L  
(date)  
(judgement)

#### Finance & Resources (05/06)

Actual Closing Balance as proportion of Formula Budget Allocation

|                      |
|----------------------|
| <input type="text"/> |
|----------------------|

\*For achievement and standards schools are ranked in percentiles - compared to similar schools  
5 being in the top 5%, 95 being in the lowest 5%  
\*\*PANDA: Performance and Assessment FFT: Fischer Family Trust  
Personal Development & Wellbeing reporting period- Autumn Term 06/07



## Primary School Condition Document – How judgements are reached

|                                   | OUTSTANDING (1)   | GOOD (2)  | SATISFACTORY (3)   | INADEQUATE (4)  |
|-----------------------------------|---|---|--|---|
| <b>PANDA</b>                      | <ul style="list-style-type: none"> <li>PANDA (Primary) – Chart 2.1.5 School CVA score, range 1-20</li> <li>FFT (Primary) – CVA NC Level SX Model (3 years combined), rank 1-20</li> </ul> | <ul style="list-style-type: none"> <li>PANDA (Primary) – Chart 2.1.5 School CVA score, range 21-45</li> <li>FFT (Primary) – CVA NC Level SX Model (3 years combined), rank 21-45</li> </ul>   | <ul style="list-style-type: none"> <li>PANDA (Primary) – Chart 2.1.5 School CVA score, range 46-70</li> <li>FFT (Primary) – CVA NC Level SX Model (3 years combined), rank 46-70</li> </ul>  | <ul style="list-style-type: none"> <li>PANDA (Primary) – Chart 2.1.5 School CVA score, range 71-100</li> <li>FFT (Primary) – CVA NC Level SX Model (3 years combined), rank 71-100</li> </ul> |
| <b>Teaching &amp; Learning</b>    | Over 80% of lessons are good or better. 25% of lessons are outstanding. No unsatisfactory teaching.   | At least 75% of lessons are good or better. 10-15% of lessons are outstanding. No more than 5% of lessons are unsatisfactory.   | Between 65% and 75% of lessons are good or better. Some lessons are outstanding. No more than 10% are unsatisfactory.  | More than 10% of teaching is unsatisfactory. Teaching is mainly satisfactory with less than 65% good.   |
| <b>Special Educational Needs</b>  | At KS2 pupils with SEN achieve a Value Added Average Points Score of greater than 14.0 points.<br><br>Progress of SEN pupils as a percentage of non-SEN is greater than or equal to 100%  | At KS2 pupils with SEN achieve a Value Added Average Points Score of greater than 13.0 and less than or equal to 14.0 points.<br><br>Progress of SEN pupils as a percentage of non-SEN is greater than or equal to 90% but less than 100% | At KS2 pupils with SEN achieve a Value Added Average Points Score of greater than or equal to 10.0 and less than or equal to 13.0 points.<br><br>Progress of SEN pupils as a percentage of non-SEN is greater than or equal to 80% but less than 90% | At KS2 pupils with SEN achieve a Value Added Average Points Score of less than 10.0 points.<br><br>Progress of SEN pupils as a percentage of non-SEN is less than 80%                         |
| <b>Behaviour &amp; exclusions</b> | Days lost to exclusion less than 10<br>% of school population - <0.25   | Days lost to exclusion – 10-15<br>% of school population - 0.25- 1.05%  | Days lost to exclusion – 15-20<br>% of school population - 1.05-1.95%  | Days lost to exclusion – more than 20<br>% of school population - more than 1.95%   |
| <b>Attendance</b>                 | Pri<br>Above 95.1%<br>AA below 3.5%<br>UA below 0.14<br><br>% of pupils below 85%      % of pupils below 80%  | Pri<br>94.1%-95%<br>AA 3.6-5.0<br>UA 0.15-0.49<br><br>% of pupils below 85%      % of pupils below 80%  | Pri<br>93.1-94.0<br>AA 5.01-6.5<br>UA 0.50- 1.0<br><br>% of pupils below 85%      % of pupils below 80%  | Pri<br>Below 93%<br>AA above 6.5%<br>UA above 1.01%<br><br>% of pupils below 85%      % of pupils below 80%   |
| <b>Resources and Finance</b>      | School balances(high)<br>5-8%<br>School balances(low)<br>5-8%<br>Change in rolls<br>±0-2%   | School Balances (High)<br>8-12%<br>School Balances (Low)<br>3-5%<br>Change in rolls<br>± 2-3%   | School Balances (high)<br>12-15%<br>School Balances (low)<br>1-3%<br>Change in rolls<br>±3-4%  | School Balances ( high)<br>>15%+<br>School Balances (low)<br><1%<br>Change in rolls<br>±>4-5%+  |

## Secondary condition document

Date Refreshed

|  |  |
|--|--|
|  |  |
|--|--|

No. on roll (SSC Jan 2007)

Change in Roll (%age- Jan 2007 compared to Jan 2006)

### Achievement & Standards

#### Contextual Value Added Percentile Rank (05/06)\*

PANDA\*\*/FFT KS2-4

PANDA/FFT KS2-3

PANDA/FFT KS3-4

FFT KS3 English

FFT KS3 Mathematics

FFT KS3 Science

PANDA GCSE English KS2-4

PANDA GCSE Mathematics KS2-4

| PandA | FFT |
|-------|-----|
|       |     |
|       |     |
|       |     |
|       |     |
|       |     |
|       |     |
|       |     |
|       |     |
|       |     |

FFT- Capped Points Score (SX model)

FFT- Overall Points Score (SX model)

FFT- Capped Points Score (SX model)

#### Attainment (05/06)

5+ A\*-C (GCSE or equivalent)

5+ A\*-C (including English and Maths)

No Passes' (GCSE or equivalent)

| School | Target | National data- 05/06 |
|--------|--------|----------------------|
|        |        |                      |
|        |        |                      |
|        |        |                      |

#### SEN (05/06)

Value Added Progress for SEN pupils from KS2-3

Progress of SEN pupils as a %age of non-SEN

|  |
|--|
|  |
|  |

expected progress for SEN- 6pts

expected progress for cohort- 9pts

#### Personal Development & Wellbeing (06/07)

Attendance (% of sessions attended)

Authorised Absence

Unauthorised Absence

Percentage of pupils with less than 85% Attendance

Percentage of pupils with less than 80% Attendance

Days lost to exclusion

% of pupil population excluded

Number of Permanent Exclusions

| School | Target | National data- 05/06 |
|--------|--------|----------------------|
|        |        |                      |
|        |        |                      |
|        |        |                      |
|        |        |                      |
|        |        |                      |
|        |        |                      |
|        |        |                      |
|        |        |                      |
|        |        |                      |

#### Quality of Teaching and Learning

% of lessons good or better Review/Ofsted

% of lessons satisfactory or better Review/Ofsted

|  |
|--|
|  |
|  |

Ofsted judgement on T&L

(Date)

(Judgement)

#### Finance & Resources (06/07)

Actual Closing Balance as proportion of Formula Budget Allocation

|  |
|--|
|  |
|--|

\*For achievement and standards schools are ranked in percentiles - compared to similar schools □

5 being in the top 5%, 95 being in the lowest 5%

\*\*PANDA: Performance and Assessment FFT: Fischer Family Trust

Personal Development & Wellbeing reporting period is Autumn Term- 2006/07

|  |              |
|--|--------------|
|  | Outstanding  |
|  | Good         |
|  | Satisfactory |

## Secondary School Condition Document – How judgements are reached

|                                   | OUTSTANDING (1)   | GOOD (2)  | SATISFACTORY (3)  | INADEQUATE (4)  |
|-----------------------------------|---|---|---|---|
| <b>PANDA</b>                      | <ul style="list-style-type: none"> <li>PANDA (Secondary) – Chart 2.2.5 School CVA score, range 1-20</li> <li>FFT (Secondary) – CVA PTC/NC Level SX Model (3 years combined), rank 1-20</li> </ul> | <ul style="list-style-type: none"> <li>PANDA (Secondary) – Chart 2.2.5 School CVA score, range 21-45</li> <li>FFT (Secondary) – CVA PTC/NC Level SX Model (3 years combined), rank 21-45</li> </ul>   | <ul style="list-style-type: none"> <li>PANDA (Secondary) – Chart 2.2.5 School CVA score, range 46-70</li> <li>FFT (Secondary) – CVA PTC/NC Level SX Model (3 years combined), rank 46-70</li> </ul>   | <ul style="list-style-type: none"> <li>PANDA (Secondary) – Chart 2.2.5 School CVA score, range 71-100</li> <li>FFT (Secondary) – CVA PTC/NC Level SX Model (3 years combined), rank 71-100</li> </ul> |
| <b>Teaching &amp; Learning</b>    | Over 80% of lessons are good or better. 25% of lessons are outstanding. No unsatisfactory teaching.   | At least 75% of lessons are good or better. 10-15% of lessons are outstanding. No more than 5% of lessons are unsatisfactory.   | Between 65% and 75% of lessons are good or better. Some lessons are outstanding. No more than 10% are unsatisfactory.   | More than 10% of teaching is unsatisfactory. Teaching is mainly satisfactory with less than 65% good.   |
| <b>Special Educational Needs</b>  | <p>At KS3 pupils with SEN achieve a Value Added Average Points Score of greater than 8.0 points.</p> <p>Progress of SEN pupils as a percentage of non-SEN is greater than or equal to 80%</p>     | <p>At KS3 pupils with SEN achieve a Value Added Average Points Score of greater than 7.0 and less than or equal to 8.0 points.</p> <p>Progress of SEN pupils as a percentage of non-SEN is greater than or equal to 65% but less than 80%</p> | <p>At KS3 pupils with SEN achieve a Value Added Average Points Score of greater than or equal to 3.0 and less than or equal to 7.0 points.</p> <p>Progress of SEN pupils as a percentage of non-SEN is greater than or equal to 50% but less than 65%</p> | <p>At KS3 pupils with SEN achieve a Value Added Average Points Score of less than 3.0</p> <p>Progress of SEN pupils as a percentage of non-SEN is less than 50%</p>                                   |
| <b>Behaviour &amp; exclusions</b> | Days lost to exclusion – less than 300<br>% of school population - <4%  | Days lost to exclusion – 300-400<br>% of school population – 4-6%   | Days lost to exclusion – 400-500<br>% of school population -6-8%  | Days lost to exclusion – more than 500<br>% of school population – more than 8%   |
| <b>Attendance</b>                 | Above 95.1%<br>AA below 5.5%<br>UA below 0.5%   | 93.5%-95%<br>AA 5.51-6.5<br>UA 0.6-1.0  | 92.1-93.4<br>AA 6.51-7.5<br>UA 1.51-2.0   | Below 92%<br>AA above 7.51%<br>UA above 1.51%   |
|                                   | % of pupils below 80%    % of pupils below 85%  | % of pupils below 80%    % of pupils below 85%  | % of pupils below 80%    % of pupils below 85%  | % of pupils below 80%    % of pupils below 85%  |
| <b>Resources and finance</b>      | School balances(high)<br>3-5%<br>School balances(low)<br>3-5%<br>Change in rolls<br>±0-2%   | School Balances (High)<br>5-6%<br>School Balances (Low)<br>2-3%<br>Change in rolls<br>± 2-3%  | School Balances ( high)<br>6-7%<br>School Balances ( low)<br>1-2%<br>Change in rolls<br>±3-4%   | School Balances ( high)<br>>7%+<br>School Balances ( low)<br><1%<br>Change in rolls<br>±>4-5%+  |

## **APPENDIX 2**

### **Role of Lead Officer**

The Lead officer will work with the school Leadership Team to :

- Discuss the range of evidence from school, SIP and LA evidencing systems to identify strengths, areas for development and barriers to improvement.
- Modify the School Development/Improvement Plan as appropriate, to focus on and deal systematically with the agreed issues.
- Devise or implement the most appropriate monitoring and evaluation processes.
- Broker support from the wider LA support/challenge teams or beyond and agree deployment.
- Monitor and evaluate the impact of the deployed support/challenge team.
- Agree timescales and deadlines for action plan target areas relating to progress, behaviour and attendance of targetted pupils.
- Attend and participate in school Leadership Team and governing body meetings, provide feedback on progress and any training, modeling, etc., to support them in their roles.
- Ensure school has evidenced improvements and has fed into SEF.
- Develop an exit strategy to ensure sustainability of improvement.

The Lead officer will work with the LA to :

- Act as a link between the wider Local Authority teams and the school to devise the most appropriate support/challenge team deployment and broker the multi-agency support/challenge needed for the school.
- Agree deployment with appropriate line managers, including their own, to ensure officers have the capacity to deliver.
- Arrange review meetings with the deployed team or individuals to monitor performance against the agreed priorities. Evaluate the deployment and re-organise where appropriate.
- Ensure any additional monitoring/evaluation of practice, including Outcomes for Children reviews as agreed with the school, is properly negotiated, focused and is effective in moving the school forward.
- Provide feedback to the Director of Children's Services or their representative and the Access and Development team

on progress and for consultation.

- Determine whether there is evidence that improvements are secure and advise on exit strategies.
- Advise the Director of Children's Services or their representative if the school is not engaging with officers, so that formal interventions can be instituted.

## APPENDIX 3

### Role of SIP and Lead officer

#### Rationale

All Darlington schools will have a SIP appointed in accordance with the NRwS by Apr 08 when our special school becomes the final link in the process. As a part of our protocol for engagement with schools we allocate a lead officer to all schools in Darlington. The level of intensity of the Lead Officers engagement with a school is determined by the condition of the school. The role of the SIP is clear in other documentation. The Lead Officer will visit a school on a regular basis to facilitate the implementation of work agreed by the school and SIP. SCC often struggle with making things happen and the lead officer can act as a catalyst to ensure initiatives are followed through. Lead officers will facilitate work with LA services and other providers. They may also attend GB meetings. There follows a breakdown of the roles of SIP and lead officer. Our aim is to make the work of the SIP and lead officer as complementary as possible. These lists are not exhaustive as SIPs and lead officers may broker extra support from each other!

#### Role of SIP and link officer

| SIP   | Lead officer  |
|---|---|
| Challenge and support the school  | Provide regular support and capacity to SLT. Monitor progress. Attend SLT meetings to agreed timetable                                |
| Attend LA CPD events and discussions such as school review meetings as a part of their 2-day commitment. For schools in a category attend monitoring meetings as agreed with LA | Attend and possibly lead on school review meetings. For schools in a category lead monitoring meetings as agreed with relevant AD/DCS |
|   | Ensure that LA monitoring and evaluation procedures are aligned with the appropriate enhanced LA powers of intervention               |
| Evaluate the quality of self-evaluation processes including the SEF   | Support senior and middle leaders to develop self-evaluation processes  |
| Evaluate the quality of the SDP and agree priorities  | Support with writing of plans including the SEF   |

|   |   |
|---|---|
| Agree support necessary to meet priorities  | Work with SIP to broker support agreed  |
| Review progress of agreed priorities and SDP  | Monitor effectiveness of the LA and other support and report to SIP, LA and school  |
| Monitor and evaluate performance  | Support with data analysis, targets and tracking systems  |
| Set robust and challenging targets at whole school level  | Support to identify appropriate targets on a pupil-by-pupil, class-by-class and department-by-department basis                    |
| Performance Management. Advise GB on HT's PM and check PM system is fit for purpose                   | Facilitate training for reviewers. Provide evidence to reviewers, if requested by reviewees                                       |
| Support inspections and monitoring visits. Attend feedback, if possible. Be interviewed, if requested | Attend feedback and support inspections if SIP unavailable. Be interviewed, if requested  |
| Annual report to GB and NoVs to LA  | Attend all GB meetings. Provide NoVs  |
| Identify examples of best practice and share via NoVs and reports                                     | To disseminate examples of best practice  |
| If possible attend parts of the interview process to advise HT appointment panel                      | Facilitate HT appointments. Attend whole appointments process   |
|   | Lead on LA reviews of teaching and learning and support lesson observation training including moderated joint lesson observations |
|   | Support school with capability/competency issues including lesson observations  |
|   | Support for and observation of NQTs   |
|   | Pastoral support for HT including someone to talk to at   |

|                                |  |
|--------------------------------|--|
|                                | the end of a 'phone, especially for SCC              |
|                                |  |
|                                | Make arrangements for mentoring for new headteachers |
|                                |  |
| Other activity as agreed by LA | Other activity as agreed by school/LA                |