

*The best outcome for every  
child in Cambridgeshire*

CAMBRIDGESHIRE LOCAL AUTHORITY'S  
**Strategy for School Improvement  
2016–18**



# Foreword

The County Council's shared vision with schools is:

**Cambridgeshire – a great place to learn, teach, work and volunteer.**



**Cllr Joan Whitehead**

*Chairwoman, Children and Young People Committee*



**Cllr David Brown**

*Vice Chairman, Children and Young People Committee*

We aim for an educational system that:

- is ambitious, innovative and collaborative;
- supports all children to achieve their potential;
- excites and stimulates, giving a lifelong love of learning;
- enables children to grow up as healthy, confident, safe and resilient young people who can, and want to, play an active role in their communities; and
- provides stimulating and rewarding jobs for all those who work and volunteer in learning.

Our school improvement strategy sets out how the County Council will play its part in achieving this. In the last two years important progress has been made but we need all of our schools to be good or outstanding, we still need to accelerate the achievement of vulnerable groups and we need to ensure that we can recruit and retain the very best teachers and support staff across the whole of the county. We must ensure that children make progress at all key stages and we must rise to the challenge of opening more than 20 new schools in the next 15 years.

Working in partnership is at the heart of this strategy and we will work with, and through, Teaching School Alliances and school and Early Years partnerships. The County Council is fully committed to the work of the Cambridgeshire School Improvement Board because it is essential that all parts of the educational system work together successfully if our shared vision is to be realised.

We recognise the important part that parents and carers play in ensuring the best outcomes for their children and the need for all our services that support children, families and young people to work together.

We urge you to support this strategy so that Cambridgeshire really is a 'great place to learn, teach, work and volunteer'.

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# Introduction

## Purpose

The purpose of this strategy is to set out Cambridgeshire Local Authority's vision, aims and priorities for school improvement, 2016-18. It is the outcome of discussions with Headteachers, governors, parents, Members and Local Authority Officers during the school year 2015-16. As such, it represents a shared ambition for Cambridgeshire's children and young people.

This strategy also addresses the role and responsibility of the Local Authority, the growth and developing significance of school to school support and the protocols and procedures that the Local Authority follows when a school or academy is causing concern.

## National and local context

There have been a number of significant changes to the educational system in recent years. These include the expansion of the academies and Free Schools programme; the creation of University Technical Colleges and Studio Schools; the development of school to school support, including Teaching Schools, National / Local and Specialist Leaders of Education and National Leaders of Governance; and raised Ofsted expectations of schools, settings and Local Authorities.

With the introduction of the Department for Education White Paper: 'Educational Excellence Everywhere' (March 2016) and the Green Paper 'Schools that work for everyone' (September 2016) a new role for the Local Authority is being defined. The White Paper gives LAs three core functions:

- Ensuring every child has a school place: including that there are sufficient school, special school and alternative provision places to meet demand
- Ensuring the needs of vulnerable pupils are met: including identifying, assessing and making provision for children with special educational needs and disability and looked after children.
- Acting as champions for all parents and families: including listening to and promoting the needs of parents, children and local community. Championing high standards locally for all pupils and where necessary calling for action from the Regional Schools Commissioner.

These changes are developing an increasingly autonomous and diverse school system, a changed role for the Local Authority and an even greater need for schools to work together through a range of partnership and alliance arrangements. As of August 2015, 20% of Cambridgeshire's primary schools were, or were about to become, academies, and all but one secondary school is an academy or free school. Our eight Teaching School Alliances and the growing number of system leaders are described in more detail below, as is the Cambridgeshire School Improvement Board that brings together all with an interest in educational outcomes.



Cambridgeshire is one of the fastest growing counties in the country, and faces significant pressures on education places in many parts of the county as a result of both new housing development as well as demographic change resulting from increased birth rates.

The Local Authority will continue to maintain a rolling programme of capital investment to secure additional early years and childcare and school places to maintain best possible match between demand and supply. This will include commissioning of basic need places from academies to respond to changing need in their catchment areas.

It will also continue to broker and facilitate school to school support, both through formal and informal relationships, with the aim of further improving standards in education across the county. This includes working with schools who wish to consider entering into or expanding a statutory partnership in the form of federation and facilitating the process for a school to convert to an Academy once a decision has been taken that it will no longer be maintained by the authority.

## Recruitment and retention

Recruitment and retention of school staff is a concern both nationally and locally.

Population estimates and forecast projections identify a significant growth in the numbers of school aged children within the County area which will necessitate significant expansion in schooling capacity. Between 2013 and 2021 there is a projected 20% increase in the numbers of children aged between five and 10, and a 15% increase in the numbers aged 11 to 15, with significant implications on both primary and secondary school teacher numbers.

Analysis of the annual schools workforce return (compiled and submitted each November and returned to the Department for Education) shows that as of November 2015:

- Average teacher pay in Cambridgeshire is around £600 lower than the regional average and £1,500 than the national average. This difference is to a large extent because Cambridgeshire is, and has been for many years, one of the lowest funded education authorities in the country.
- The number of declared vacancies by Cambridgeshire schools is increasing;
- The percentage of vacant full time posts is higher in Cambridgeshire in comparison to the regional and national averages; and
- Although falling, the Pupil:Teacher ratio is higher in Cambridgeshire in comparison to the regional and national averages.

## Special Educational Needs

We have worked hard to support schools and other stakeholders to implement the Children and Families Act 2014 and the Special Educational Needs Code of Practice. The SEND Advisory team together with SEND Specialist Services:

- offer regular briefings for SENCOs
- carry out reviews of schools where there are concerns about SEND provision
- provide a wide range of training offers to support schools to develop their SEND provision.
- run training for Governors on their role in monitoring and reviewing school's SEND provision
- contribute to Headteacher induction to enable them to understand their role in developing SEND provision in their schools.

A set of core competencies for all staff have been developed and these are being offered to all staff across the authority.

The SEND Performance and Commissioning Board oversees the SEND Commissioning Strategy and action plan. This seeks to improve provision for universal, targeted and specialist provision.

## The role of the Local Authority

In the White Paper 'Educational Excellence Everywhere' Local Authorities retain certain statutory duties. These include:

- Growing functions in relation to the education of two, three and four year olds. Local Authorities are responsible for delivering 15 hours per week of early education for disadvantaged two year olds and all three and four year olds. From September 2017 Local Authorities will deliver an additional 15 hours to working parents of three and four year olds.
- With regard to admissions: Local Authorities will need to plan ahead to ensure that there are sufficient places for pupils
- Local Authorities will take a lead on crisis management and emergency planning
- Ensuring the needs of vulnerable pupils are met: including identifying, assessing and making provision for children with special educational needs and disability and looked after children
- Promoting school attendance and tackling persistent absence
- Ensuring that alternative provision is available for Headteachers to commission for children excluded from school
- Leading on safeguarding responsibilities for all children
- Acting as corporate parent for looked after children using the Virtual School Head role to work with schools and other agencies and to promote their educational achievement and decided how to spend the Pupil Premium Plus
- Acting as champions for all parents and families: including listening to and promoting the needs of parents, children and the local community
- Championing high standards locally for all pupils and where necessary calling for action from the Regional Schools Commissioner to tackle underperformance.



**Cambridgeshire Local Authority's role is developing in line with these responsibilities and can be summarised as:**

**Champion** – for children and parents, ensuring that the school system works for every family; achieved through monitoring, challenge, intervention and support.

**Commissioner** – of school places for every child living in the County who is of school age and whose parents want their child educated in the state funded sector; of provision for children with Special Educational needs; and of services, e.g. funding Specialist Leaders of Education to support a school causing concern.

**Broker** – matching need with support, e.g. identifying a leadership team that would benefit from the support of a National Leader of Education, and making it easy for schools to find the support they need.

**Partner** – e.g. encouraging and working with, and through, school-to-school support partnerships.

**Provider** – of services e.g. targeted services for the most vulnerable; and intervention and support in maintained schools where there is a cause for concern.



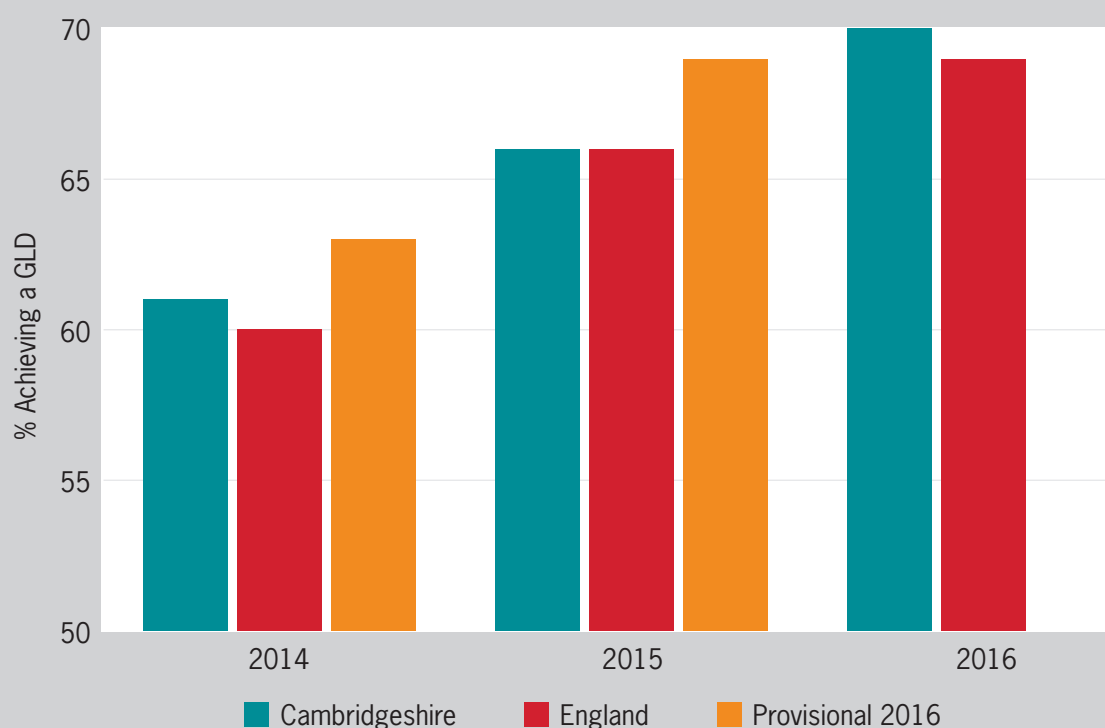
# Current performance

Overall, school performance in Cambridgeshire has improved in recent years and the majority of children do well. However, some aspects of our performance relative to similar local authorities remains weak and there are some key areas where further rapid improvement is required.

## End of Key Stage Standards

Figure 1 shows that, at the end of Reception, Cambridgeshire's performance is above the level nationally but in 2015 it was slightly below the level across our statistical neighbours.

**Figure 1** The percentage of pupils achieving a Good Level of Development in the Early Years Foundation, for 2014 and 2015 and provisionally for 2016, for all pupils

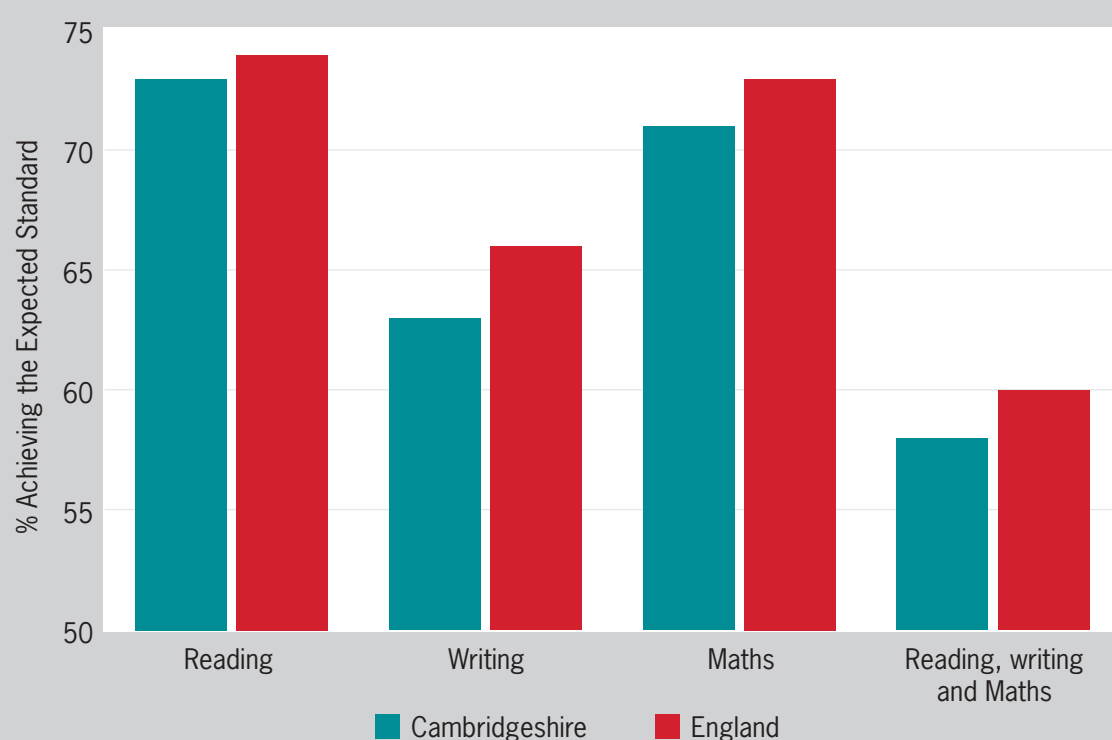


Source: The DfE Local Authority Interactive Tool (July 2016) and internal NEXUS data as at August 2016.

Figure 2 shows that, at the end of Key Stage 1, Cambridgeshire's provisional performance in the new assessment measures, is marginally below the national level in Reading and in Maths but below the national level in Writing. However, in Reading, Writing and Maths combined Cambridgeshire's performance is marginally below the level seen nationally.

Note that this year's results are not comparable with previous years.

**Figure 2** The percentage of pupils achieving the expected standard in Key Stage 1 Reading, Writing and Mathematics, and in all three subjects combined, 2016, for all pupils (provisional).

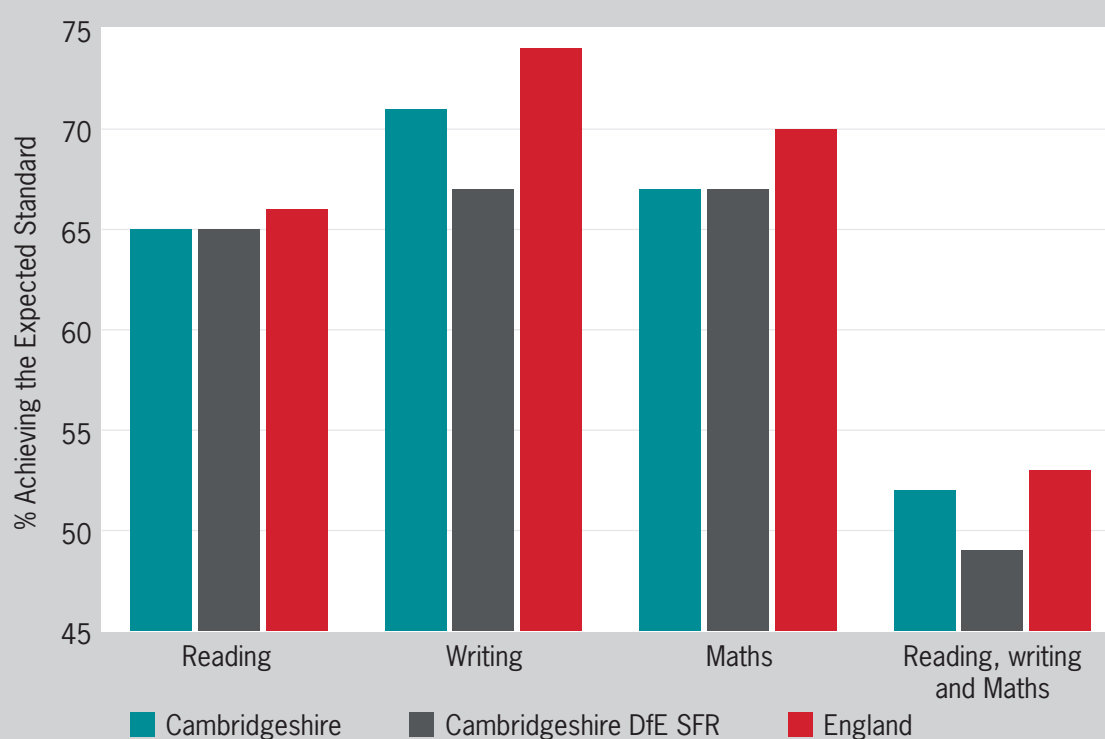


Source: Internal NEXUS data as at August 2016

Figure 3 shows that, at the end of Key Stage 2, Cambridgeshire's provisional performance in the new assessment measures, is marginally below the national level in Reading but below the national level in both Writing and Maths. However, in Reading, Writing and Maths combined Cambridgeshire's performance is marginally below the level seen nationally.

Note that this year's results are not comparable with previous years and that the outcomes in the Department for Education statistical first release are based on earlier data that that used in the Local Authority and NEXUS calculations.

**Figure 3** The percentage of pupils achieving the expected standard in Key Stage 2 Reading, Writing and Mathematics, and in all three subjects combined, 2016, for all pupils (provisional).



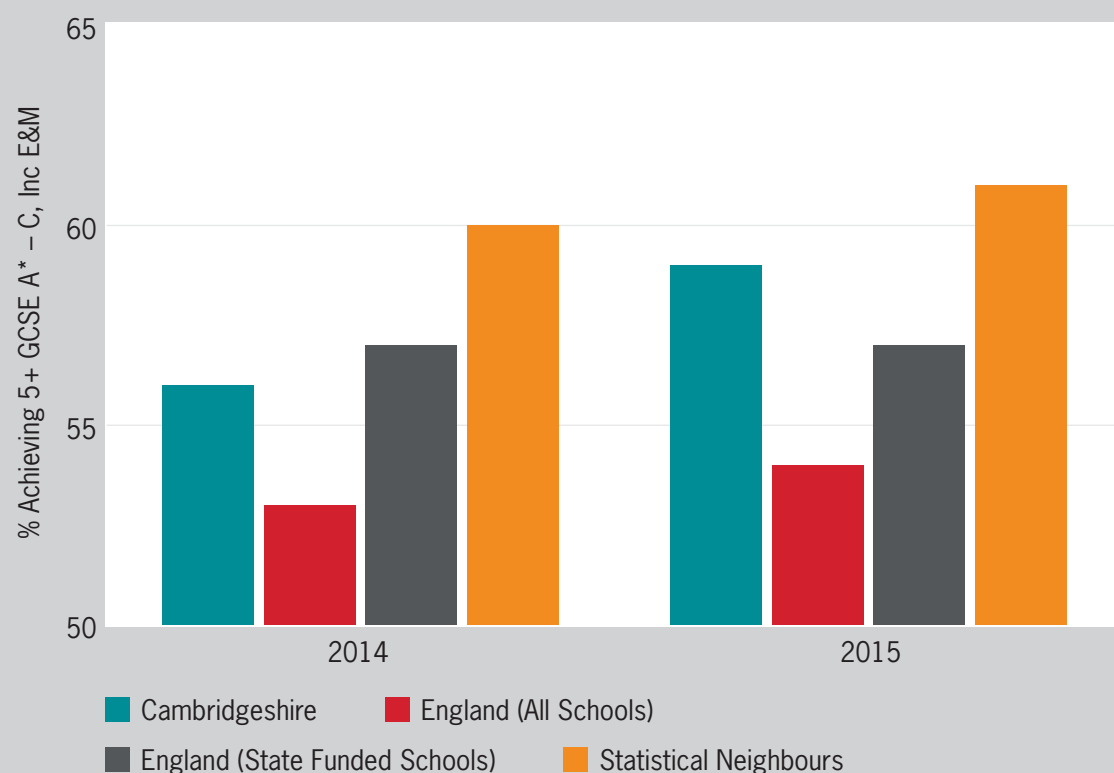
Source: Internal NEXUS data as at August 2016 and DfE SFR 39/2016

Due to the implementation of recommendations from the Wolf Review (restricting the range and value of Key Stage 4 qualifications) and the Department for Education adopting an early entry policy (only counting a pupil's first attempt at a qualification) the 2014 and 2015 Key Stage 4 results are not directly comparable with those in previous years.



Figure 4 shows that in 2015, Cambridgeshire performance at the end of Key Stage 4 was above the national level for all schools (and the higher level seen nationally across state funded schools and academies) but below the level seen across our statistical neighbours.

**Figure 4** The Percentage of pupils achieving 5+ GCSE grades A\*-C including English and Maths (all pupils) (First Entry).



Source: The DfE Local Authority Interactive Tool (July 2016) and the DfE School Performance Tables 2014 and 2015.

## Variations in achievement

Differences in achievement between groups of children have become a particular focus for research since the introduction of the national curriculum and improvements in the availability of performance data. For example, girls outperform boys at most Key Stages in most subjects and strategies to improve boys' performance are a key focus for teachers' initial training and professional development.

In Cambridgeshire, the differences in performance between certain vulnerable groups and their peers are wider than in other parts of the country. For example, children claiming Free Schools Meals achieve less well at school than almost anywhere else in the country. Children with additional needs but who do not have a Statement of Special Educational Needs (SEN) or Education, Health and Care Plan (EHCP), defined as 'school support', are also vulnerable to underachievement and are a priority.

Figure 5 presents an analysis of the 48% of the Key Stage 2 cohort (3,071 pupils) who failed to achieve the new expected standard in Reading, Writing and Maths combined in 2016 (compared with a figure of 47% nationally). It shows that the largest most vulnerable group is children on Free School Meals who also have Special Educational Needs; only 5% of children with SEN who were also eligible for FSM and 10% of similar pupils nationally achieved the new expected standard. This is further complicated because more boys have SEN than girls.

**Figure 5** Cohort analysis of the 48% (3,047) Cambridgeshire pupils who failed to achieve the new expected standard in Key Stage 2 Reading, Writing and Maths combined in 2016 (national figure 47%)

	SEND	SEND/ FSM	SEND/ BME	BME	BME/ FSM	FSM*	SEND/ BME/FSM
KS2 Cohort	692	192	162	994	79	337	37
The Cambridgeshire 3071 cohort	614	183	147	384	52	197	35
<b>% of total</b>	<b>88.7</b>	<b>95.3</b>	<b>90.7</b>	<b>38.6</b>	<b>65.8</b>	<b>58.5</b>	<b>94.6</b>
% of England '3071' cohort	84.4	90.2	86.2	38.6	50.8	55.5	88.7

Source: Cambridgeshire County Council internal analysis of Key Stage 2 pupil performance in 2016 and national data from NEXUS.

### Key

SEND = Special Educational Needs and Disabilities  
FSM = Free School Meals  
BME = Black, Minority and Ethnic

■ >5ppt above national  
■ 1-5ppt above national  
■ In-line with national

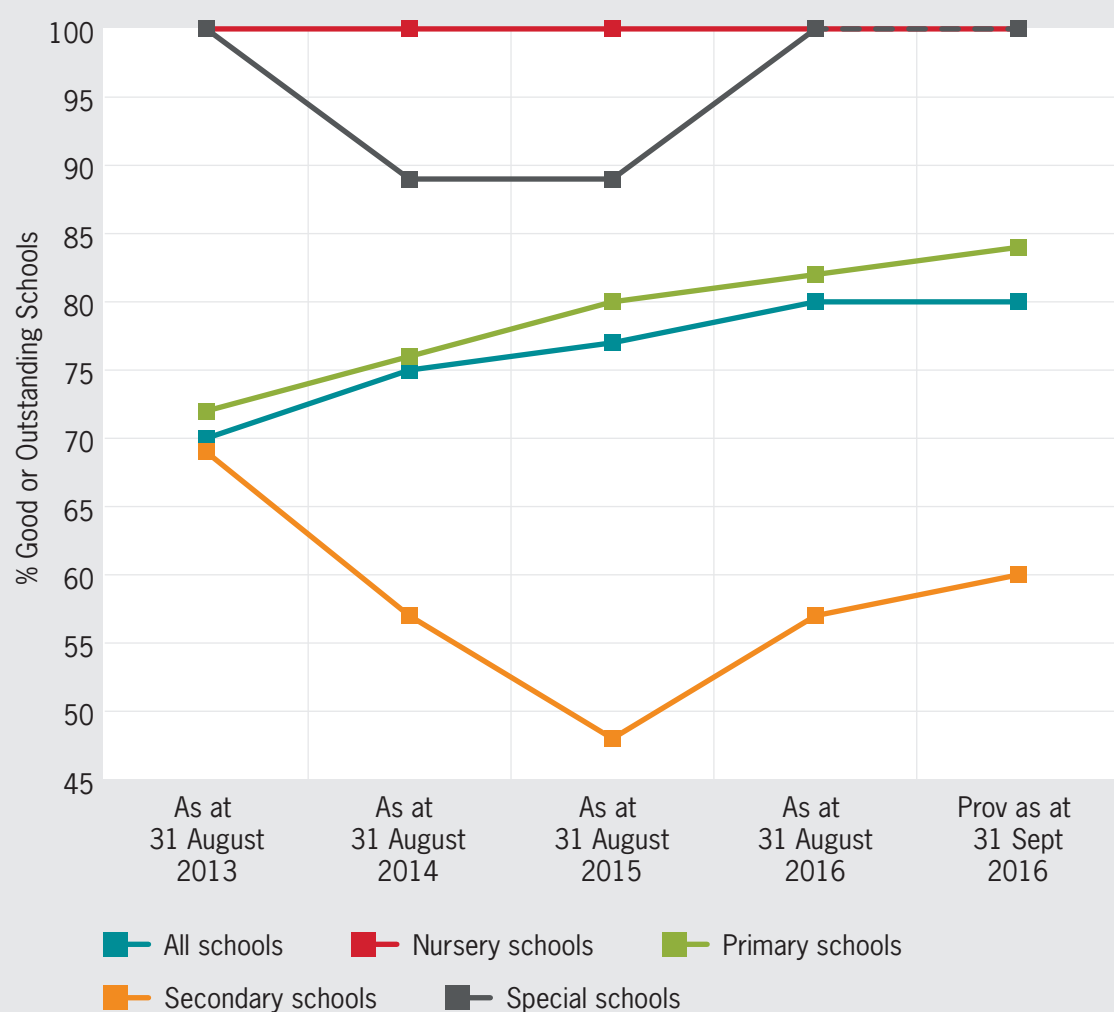
## School quality – Ofsted inspections

The proportion of children attending a good or outstanding primary school in Cambridgeshire has risen steadily and at 83.6% (September 2016) is the highest it has ever been. However, this is still well below the national average of 90.1%.

The proportion of children attending a good or outstanding secondary school in Cambridgeshire fell dramatically in 2014-15 to 46% but rose last year to its current figure of 63.6% (September 2016). This is still below the national figure of 78.8%.

100% of nursery and special schools are judged good or outstanding by Ofsted.

**Figure 6** The percentage of secondary, primary, nursery and special schools at good and outstanding August 2013 to 2016 and provisionally for September 2016.



Source: Ofsted Data View and Ofsted Monthly Management Information.

Note that only schools and academies that have been inspected are included in Ofsted figures and that figures have been rounded.



## Geographical variation

Pupil outcomes in Cambridgeshire continue to vary according to where pupils live with the strongest outcomes generally in South Cambridgeshire and the weakest in Fenland. This is a long standing issue with similar patterns at each Key Stage but it should be noted that the performance of pupils resident in the Fenland District has been improving at a faster rate than that of pupils resident in the South Cambridgeshire District.



A detailed analysis of geographical variations in educational performance can be found on the Cambridgeshire School Improvement Board's web page [www.cambridgeshire.gov.uk/learn-together/homepage/298/school\\_improvement\\_board](http://www.cambridgeshire.gov.uk/learn-together/homepage/298/school_improvement_board); select 'Geographical analysis of school performance 2016' from the Documents and Presentations section.

# School Improvement Priorities

If we are to secure the best outcome for every child in Cambridgeshire, improvement across the educational system as a whole is needed. Five over arching priorities define what needs to be done. The five priorities are interlinked and have common threads running through each of them.

## The first priority is

**to increase the percentage of schools in**

**Cambridgeshire that are good or outstanding.** By August 2018, the period of this strategy, our target is that 90% of all schools will be good or outstanding

To achieve this target, some of the key actions we will take are:

- Monitor, challenge, intervene and support all schools and academies, as required and as appropriate > see pages 18 – 26
- Encourage and enable school to school support / partnerships / system leadership through commissioning, brokering and signposting > see page 21 and Appendix 8.
- Work with neighbouring Local Authorities, schools, the Cambridgeshire School Improvement Board and Teaching School Alliances to help recruit and retain a highly skilled, strongly motivated and valued workforce. Please see our *School to School Support* section.
- Provide, as a traded service, the *Primary School Improvement Offer* and the *Early Years Improvement Offer*, and consider a secondary school improvement offer, in partnership with other local authorities.
- Offer comprehensive support for school governance, through an annual *Service Level Agreement*.
- Provide a range of school improvement and enrichment services, on a buy back basis, through its *Learn Together Cambridgeshire website*.

## The second priority is

**to accelerate the achievement of vulnerable**

**groups.** The gap in achievement between many of our vulnerable groups and their peers is wider than in similar authorities. This is particularly true for those who have a combination of vulnerable group factors e.g. those who are eligible for Free School Meals (FSM) and have a Special Educational Needs and Disabilities (SEND).

Our target is to narrow the gap between vulnerable groups and non vulnerable groups to be in line with national data. A particular focus will be those pupils who have FSM, children who are Looked After by the Local Authority (CLA), Previously CLA, speak English as an additional language (EAL) or SEND, as well pupils who are FSM and have SEND.

Our action plan for Accelerating Vulnerable groups will be based on the DfE document; 'Supporting the attainment of disadvantaged pupils' (DFE November 2015) focussing the following areas:

- The whole school ethos of attainment for all
- Addressing behaviour and attendance
- High quality teaching for all
- Meeting individual learning needs
- Deploying staff effectively
- Data driven and responding to evidence
- Clear responsive leadership

These core activities will be included as part of our first priority, increasing the number of schools rated as good or better by Ofsted, link to the recruitment and retention of staff in priority three and help to fulfil the Local Authority role of Champion of young people.

### **The third priority is**

**to recruit and retain a high quality workforce.**

By August 2017, the period of this strategy, two of our key targets are that the number of vacancies is below 0.1% of the teaching workforce and that the overall quality of teaching is judged to be good or outstanding in at least 90% of schools and academies.

#### **To achieve these targets, key actions will include:**

- Collaborating with Suffolk and Norfolk Local Authorities, schools, Teaching School Alliances and providers of Initial Teacher Training to develop and implement a cross-border recruitment initiative to address the issues in the more rural north and west of the county
- Continuing to facilitate a working group of Cambridgeshire primary, secondary and special school headteachers to develop and implement collaborative activities. Initiatives include:
  - representation at Newly Qualified Teacher recruitment fairs
  - a shared Cambridgeshire teacher recruitment website
  - conferences for Recently Qualified Teachers
  - an event to encourage people to train as teachers
  - negotiating with recruitment agencies and with advertising companies such as etach and the TES, to secure discounts for Cambridgeshire schools
  - a teacher internship programme
  - a Primary NQT Pool
- Work with school partnerships to construct and signpost Cambridgeshire-based professional development pathways to retain outstanding teachers and develop their leadership potential



**Our fourth priority is**

**to improve pupil outcomes in writing and phonics at Key Stage 1 and in mathematics at KS2.** Over the last three years the outcomes for pupils at the end of Key Stage 1 writing has been slightly below the national level (one or two percentage points). Although phonics improved in 2016, Cambridgeshire is still three percentage points below national. In mathematics at KS2 Cambridgeshire is below national for attainment and progress.

Our targets for 2018 is to be two points above national levels in writing at the end of KS1 and to be one percentage point above national in phonics. At KS2 the target is to achieve two percentage points above national.

- To achieve this we will continue the work to recruit and retain high quality teachers and to continue to provide support and training to develop the quality of teaching and learning in Cambridgeshire. School leaders will be given the support they need to improve the quality of teaching in their schools. We will encourage schools to identify and intervene to support individual pupils early on in their schools career. High quality training in phonics, writing and mathematics will be offered to schools. Support will also be brokered and facilitated from the Teaching School Alliances and the Cambridgeshire School Improvement Board.

**Our fifth priority is**

**to secure suitable and sufficient early years, childcare, state-funded school and post-16 places to meet the needs of Cambridgeshire's children, young people and families.** Our target for 2018 is to have commissioned and secured delivery of 5,000 additional primary, secondary and special school places.

To achieve this we will continue to:

- Undertake analysis of demographic data, school and setting capacity information and available information on housing developments;
- Undertake reviews of existing provision in line with statutory regulations and guidance;
- Undertake negotiations with housing developers to secure s106 contributions to fund the capital investment needed to meet the educational needs of the families who will live in the new communities and homes created;
- Publicise opportunities for and invite applications to establish high quality new early years and childcare and school places;
- Plan, deliver and manage a rolling five-year programme of capital investment in Cambridgeshire's schools and educational facilities, including academies, in line with the Council's agreed priorities for meeting basic need.

# Cambridgeshire's Framework for School Improvement

The Local Authority has a statutory responsibility to ensure that arrangements are in place for school improvement in both maintained schools and academies, although responsibility for intervention in academies and free schools rests with the DfE and the EFA (Education Funding Agency). Cambridgeshire's framework for fulfilling this responsibility is structured around four functions – monitoring, challenge, intervention and support.

We have developed a systematic approach for schools requiring high and medium levels of support. Monitoring, challenge, intervention and support for these schools is key to achieving our target to increase percentage of schools that are good or outstanding.

## Monitoring

### For all schools

First hand understanding of performance continues to be the starting point for school improvement. The LA examines and evaluates the evidence from attainment, progress and cohort data; information from regular visits by the Schools Intervention service team; and intelligence from across children's services, gathered through a termly School Performance Forum for all maintained schools and academies.



We use this evidence to categorise schools as either ‘low support offered’ (performing well), ‘medium level of support offered’ requiring improvement and/or vulnerable) or ‘high level of support offered’ (significant cause for concern and/or in special measures / serious weaknesses). The criteria used are given in Appendix 3. The categorisation criteria for Early Years Foundation Stage in Primary Schools is given in Appendix 4. Both sets of criteria include the key outcomes against which Ofsted judge school performance. They are ‘best fit’, i.e. a school does not have to meet all bullet points listed to be judged in any one category. School ratings may change during the year, so direction of travel is monitored carefully on at least a half termly basis.

### **For maintained schools**

The LA carries out direct monitoring, including lesson observation, work scrutiny, and discussion with staff, governors and parents in schools where there are performance concerns. The information gathered is used to guide the nature and form of challenge, intervention and support.

### **For academies**

The LA has no power to carry out direct monitoring in academies, which is the responsibility of the Trust. However, we offer an annual performance review to all academies and use our discussions with Academies and MATs to inform our view of their and any action that we should take. Monitoring of assessment and examination data, of key indicators such as attendance and exclusions and of Ofsted reports and referrals takes place throughout the year.

## **Challenge and Intervention**

### **For all schools**

The success of all schools and academies is celebrated, e.g. congratulatory letters on outstanding performance and/or success in Ofsted inspections. Eligible headteachers are encouraged to become Local or National Leaders of Education and schools/academies judged ‘outstanding’ by Ofsted are encouraged to apply to become Teaching Schools.

### **For maintained schools**

‘High level of support’ schools require intervention and support. These schools will receive support from a Primary Adviser and will be visited monthly (as a minimum). They will also have access to support from the English and maths team as well as Improvement Adviser support. These schools will also have access to the Early Years Improvement Adviser. In most cases a Local Authority Improvement Plan is prepared that sets out priorities, targets and actions for improvement. Progress will be monitored half termly by the Local Authority Implementation Group (LAIG). If concerns remain, a Warning Notice (Appendix 5) may be issued. This sets out actions that, if not met, can lead to the removal of the governing body. Members are alerted if a school in their ward is causing significant concern.

‘Medium level of support offered’ are schools which may require improvement in order to be good. The Local Authority will seek reassurance from the governing body that the right

steps are being taken. If concerns remain it is likely that a Significant Concerns letter (Appendix 6) will be issued that will direct the governing body to take specified actions or face more formal intervention. These schools will receive half termly visits from a Primary Adviser or Associate and can access English and maths support as well as an Early Years Improvement Adviser. They may choose to buy in Improvement Adviser support. These schools may also be supported by Teaching Schools and LLEs or NLEs.

'Low level of support offered' are schools which are likely to be judged as good or outstanding at their next ofsted inspection. These schools will be visited once a term. Schools can access support through the Primary School Improvement Offer or through Teaching School Alliances. Schools can buy into the Early Years Improvement Offer.

### **For academies**

If there is concern about an academy, the LA will contact the academy's principal/headteacher and/or the MATs CEO to arrange a meeting to discuss the concerns and the actions the academy/Trust is taking. If, in the Local Authority's opinion, an academy requires intervention we will discuss our concerns with the Regional Commissioner for Academies. The steps outlined in Appendix 7 will be followed.

## **Support – Overview**

### **For all schools**

The Local Authority offers a wide range of services to schools and academies on a traded basis, which contribute to school improvement. These range from support for learning outside of the classroom, to support for health and well-being, to support for vulnerable groups, e.g. the Cambridgeshire Race Equality and Diversity Service. A full listing can be found on our Learn Together Cambridgeshire website.

### **For maintained schools**

The Local Authority's Primary School Improvement Offer is a charged offer offering a range of bespoke school improvement activities. The Offer is available to Primary Maintained schools and academies. At present around 90% of Primary Schools buy into the Offer which entitles them to attend at a range of conferences, courses and briefings. Element 1 of the Primary Offer entitles schools to at least four visits from a Primary Adviser/Associate plus at least two visits from an English and maths adviser per academic year.

Maintained schools have access to the support of an Education Adviser whose role includes: supporting Headteacher wellbeing, assisting with parental complaints, allegations and advising on safeguarding issues.

### **For academies**

Academies receive first line critical incident support from the LA at no charge. All other school improvement support is provided on a traded basis.

## School to School Support

School improvement depends on high quality teaching and the relationship between all those who work in a school and the children they work with. Cambridgeshire needs to recruit, train and retain the best school leaders, teachers and support staff if our collective vision and aims are to be delivered.

The government has encouraged school to school support as the most effective way of enabling school improvement. We have a systematic approach to working with Teaching School Alliances to facilitate school to school support.

## Cambridgeshire School Improvement Board

The CSIB brings together representatives of all phases with FE, the Teaching School Alliances, school partnerships, the Diocesan Authorities, the universities, elected members, governors, the teacher unions and the Regional Schools Commissioner.

The aim of the Board, which has an independent chair, is to help all of these groups work together to meet the County's priorities. It is playing an increasingly influential role in developing the school-led system in Cambridgeshire. Further details can be found on its website [www.cambridgeshire.gov.uk/learntogether/homepage/298/school\\_improvement\\_board](http://www.cambridgeshire.gov.uk/learntogether/homepage/298/school_improvement_board).

**Teaching Schools** are outstanding schools that have been designated by the National College for Teaching and Leadership to deliver key strands of school improvement through school to school support. Specifically, they are required to:

- lead the development of school-led initial teacher training (ITT), either through School Direct or by securing accreditation by an ITT provider;
- lead peer-to-peer professional and leadership development and CPD;
- identify and develop leadership potential (succession planning and talent management);
- provide support for other schools;
- designate and broker specialist leaders of education (SLEs);
- engage in research and development activity.

Teaching Schools form alliances with other Teaching Schools, or good and outstanding schools, to co-deliver these strands of work. Cambridgeshire has eight Teaching School Alliances (TSAs), which are outlined in Appendix 8.

The Local Authority is committed to working with, and through, Teaching Schools and school partnerships. We have actively encouraged eligible schools to apply to become Teaching Schools and, as a strategic partner, we support the work of all of the County's TSAs. We commission TSAs to support schools requiring improvement and we regularly broker TSA support for all schools.



The government has also established four categories of '**system leader**', outstanding leaders designated by the NCTL, with capacity to support other schools:

- National Leaders of Education – outstanding Headteachers who, with their staff, support schools in challenging circumstances, in addition to leading their own school;
- Local Leaders of Education – Headteachers who want to work with other schools to improve pupil outcomes;
- Specialist Leaders of Education – outstanding and experienced middle leaders who support leaders in other schools; and
- National Leaders of Governance – experience chairs of governors who are interested in supporting chairs of governors in other schools.

Cambridgeshire has a growing cadre of system leaders, recruited and deployed through the Teaching School Alliances.

For more information please see School to School Support on the Learn Together Website.

## Support for Governors

There are nearly 4,000 school governors in Cambridgeshire, the largest group of volunteers in the county. With the greater autonomy of schools, the governing body's role has become increasingly important. Whatever the organisation of the school, the governing body has the same core strategic functions:

- ensuring clarity of vision, ethos and strategic direction
- holding the leadership to account for the educational performance of the school and its children and
- overseeing the financial performance of the school and making sure that money is well spent

Cambridgeshire Local Authority offers a comprehensive service to governors and runs a well-attended and positively evaluated programme of induction, training, briefing and support, which recognises the importance of governance to school improvement.

## Support for Families

Parents play a vital role in ensuring good educational outcomes for their children and this is recognised by schools and the Local Authority. The Local Authority runs a range of targeted support programmes for families, which address barriers to achievement such as attendance, emerging mental health needs and additional educational needs.



## Performance Monitoring

An **Educational Achievement Board** comprising Members and Senior Officers meets termly to hold Children, Families and Adults Service (CFA) to account to ensure the best educational outcomes for all children in Cambridgeshire.

Progress is reported to the **Children and Young People Service Committee** of the County Council on a monthly basis and an annual report is prepared.

Performance monitoring and quality assurance is reported to the Learning Directorate's, and the Children, Families and Adults Service's, **Performance Boards**.

## Appendix 1

# Key Supporting Activities and Strategies

## Early Years

In order to maintain and develop the standards of early education, the Early Years (EY) Service provides support and challenge across the sector. This includes working with providers in the Private, Voluntary and Independent (PVI) sector, nursery, infant and primary schools and child minders. The PVI sector, which includes school-run provision, accommodates approximately 80% of funded education places for three and four year olds. They are also the largest provider of free early education for eligible two year olds.

The EY Service supports providers to effectively deliver the Early Years Foundation Stage, ensuring that children learn and develop well and are kept healthy and safe. The Service provides the support, guidance and challenge necessary to fulfil its statutory duties and ensure high standards of early years education. In order to do this most effectively the service is organised into three different teams:

- The Quality Assurance team offers a service to all providers, on a traded basis, ensuring that high standards are maintained. This team has the function that ensures that funded providers comply with the statutory framework.
- The Intervention team work intensively across the PVI and schools early years sector where standards need improving. This team leads the Accelerating Achievement strategy in early years.
- The Sector Development Team manages the comprehensive training offer for the sector, including qualifications. This team leads systems for the traded activity and ensures productive partnerships and information sharing with the sector.

## Early Help

Early Help refers to preventative and early intervention support provided to children and families which is aimed at stopping problems deepening, avoiding crises and ultimately reducing the demand for specialist and statutory intervention services. The intention is to help families when problems are first emerging, to help build their resilience and positive relationships and reduce the demand for longer term and intensive support. The early help approach is central across a range of needs amongst children and families.

The Early Help Strategy for Cambridgeshire expresses this direction of travel through the following key principles which state that Early Help should:

- be based and designed within communities
- support families as a whole and build resilience – use evidence based interventions to maximise impact
- be joined up and coherent across organisations and sectors
- be flexible and creative, helping families with a wide range of issues
- offer clear targeted support to the right families at the right time
- provide a seamless interface with specialist services where required

The Early Help Strategy provides the framework for the service offer made by locality-based early help services (including Family Workers and Young People's Workers) within Cambridgeshire County Council. The overarching aim of the early help 'offer' is to support positive parenting, ensure social and educational inclusion, build resilience in children and families and promote healthy relationships. The strategy adopts the Thrive Model to categorise different types of activity which can be deployed to meet the needs of children and families. Key priorities for the directorate include ensuring that:

- Children are ready for and attend school, and make expected progress
- Parents support their child's learning and independence
- Young people have the skills, qualifications and opportunities to succeed in the employment market
- The number of families who need intervention from specialist or higher threshold services is minimised

## Alternative Provision (Secondary)

Five District based-BAIPs (Behaviour and Attendance Improvement Partnerships), which are partnerships of head teachers; take responsibility for alternative provision and the reduction of permanent exclusions. Funding is devolved from the Local Authority and the BAIPs are underpinned by a partnership agreement.

The Local Authority has a statutory responsibility to provide alternative provision to pupils who are permanently excluded from school from the sixth day of their exclusion. Given the devolved model of funding in Cambridgeshire it has been agreed that the schools take on this responsibility themselves as the funding for this provision has been devolved to them.

In this devolved arrangement, the Local Authority has an important quality assurance role. The current Ofsted guidance pays much closer attention to the provision made by schools for those on their roll who receive 20% or more variation to the mainstream curriculum offer and this is a particular focus for the Local Authority's quality assurance and monitoring of alternative provision.

Statutory Guidance from Ofsted requires schools to keep a Register of pupils who are receiving alternative education. This list will be reviewed by Ofsted Inspectors during inspections.

In addition information about all pupils who receive 20% or more of the mainstream offer in an alternative provision setting should be made available to the Local Authority as part of the agreed quality assurance process. This ensures that those young people are known to services including the County Alternative Provision Manager, the Education Inclusion Officers and Locality Teams.

The County Alternative Education Provision Directory offers a guide to Cambridgeshire Schools ; the Providers that are working with the County Alternative Education Provision Manager to meet the rigorous Local Authority quality assurance processes overseen by the Alternative Provision Quality Assurance Board.

Ultimately it is the responsibility of each individual Commissioning School to reassure themselves of the quality and suitability of any Alternative Provision. However, the Directory explains the quality assurance checks that have been undertaken by the Local Authority and provides direction towards good quality and local availability of Provision.

## Post-16

Building on work in recent years to prepare for the raising of the participation age we will focus our energies through this strategy on shaping the 14-19 education sector to provide learning which results in all young people leaving education with the skills, qualifications and confidence to succeed in the real economy and breaking down the barriers to this learning for vulnerable groups of young people.

Our programme of work will aim for:

- A match between the skills required by the economy and those attained by young people – offering a curriculum for employability and ensuring young people access it;
- The raising of economic awareness amongst young people and parents about the skills and qualifications required to secure jobs in areas with good prospects;
- Closing gaps in the market for post-16 learning, brokering new provision meaning young people have choice and can find learning routes which inspire them or match their aptitudes;
- Linking employers with young people in meaningful ways early enough in their learning pathway – we need to inspire young people early in their secondary education and show them the steps to follow to secure a job in their chosen industry – building on the examples that exist of good employer engagement;
- All young people to receive robust, targeted and inspiring Information Advice and Guidance, in particular help for young people who are better suited to non-academic routes; and
- Addressing transport issues, particularly in rural areas. Detailed network analysis is being undertaken to try to avoid unnecessarily long journeys to and from school and to try to ensure that children and young people are not disadvantaged in their access to educational opportunities due to where they live. The Council committed to maintaining school transport for financially disadvantaged groups in its 2016-17 budget and to advise students about the availability of bursaries
- Continuing to develop specific targeted support which breaks down the barriers for young people in vulnerable groups and ensures they are prepared to succeed independently in the world of work.

## Virtual School

Cambridgeshire's Virtual School for Looked After Children fulfils the local authority's statutory responsibility to "promote the education of Looked After children" (July 2014).

The Cambridgeshire Virtual School supports and monitors the progress of children and young people who are looked after as if they were in a single school. In reality this involves the team working closely with schools and alternative providers across Cambridgeshire and in other counties where Cambridgeshire pupils are placed.

The Virtual School works in partnership with Children's Social Care as corporate parent, schools and settings to ensure that all pupils have an appropriate PEP (Personal Education Plan) which provides the best possible education opportunities for each child to achieve their potential. By supporting the development of the PEPs, monitoring the child's progress and challenging schools as required, the Virtual School is able to support raising achievement. The Pupil Premium Plus funding is allocated by the Head of the Virtual School to support strategies and developments identified in the PEP and for additional targeted activities to further accelerate progress.

## Education Health and Wellbeing

### A strategic approach to promoting health, safety and wellbeing

The strategic approach included in the refreshed Cambridgeshire Health and Wellbeing Strategy 2012-17, published in May 2015, recognises the importance of working with a range of partners to ensure that all children and young people are supported to fulfil their potential, have ongoing opportunities to develop their interests and talents and to explore their identities and relationships. Health inequalities, particularly for our vulnerable groups, are addressed through a range of evidence based initiatives promoting excellence in practice and policy to improve the emotional resilience, physical and mental health of Cambridgeshire's children and young people.

The core purpose of our Education Wellbeing Team in the Learning Directorate is to improve the health and wellbeing outcomes and educational achievement of children and young people. This is achieved through leading the provision of health promotion and preventative interventions for children and young people with schools and partners. The Team also develops and delivers innovative approaches which support schools and settings. It includes four service areas: Physical Education (PE), The Duke of Edinburgh's Award (D of E), Outdoor Education, Personal Social and Health Education (PSHE). Within each of these services there are four 4 areas of activity: professional development, programmes, child –facing work and consultancy. The Team integrates their various work programmes, initiatives and projects to maximise effective use of income and to exploit fully the skills and experience of all staff. There is a strong focus on developing and maintaining excellent standards of service that match or exceed those in other sectors.



## Education Child Protection Service

The Education Child Protection Service helps protect and safeguard children and young people by training and supporting staff in schools, colleges and early years settings. We provide services to education personnel across Cambridgeshire so that they can fulfil their responsibilities under current legislation and government guidance on child protection.

Training, support and advice to schools, colleges, early years settings and Local Authority services is provided across Cambridgeshire. Through our work with schools, we raise awareness of safeguarding issues and enable staff to keep up to date with current legislation and guidance.

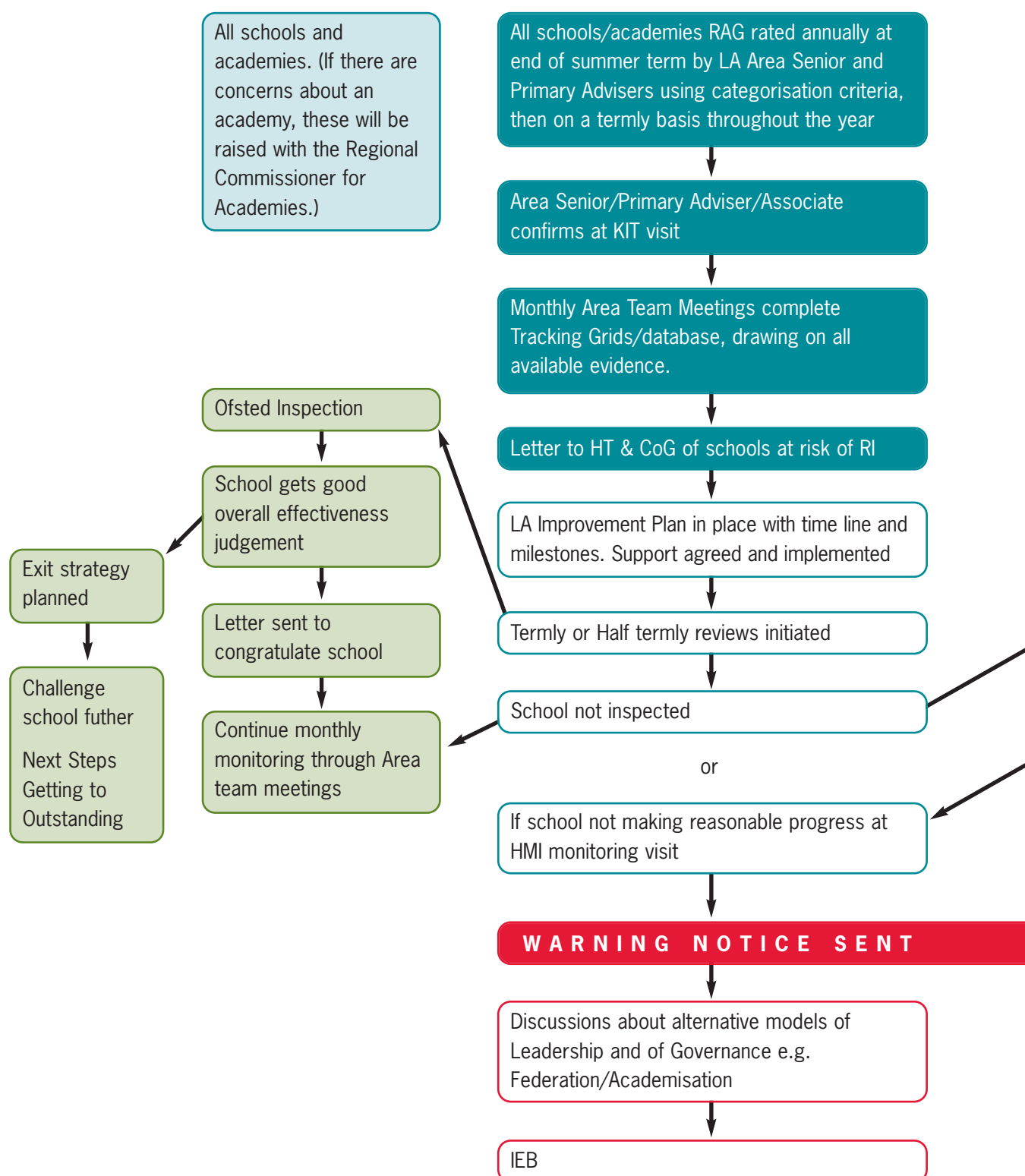
As a county-wide service we work closely with Children's Services to support all aspects of safeguarding children. Through our work we strive to promote consistent best practice and responses to safeguarding and promoting the welfare of children

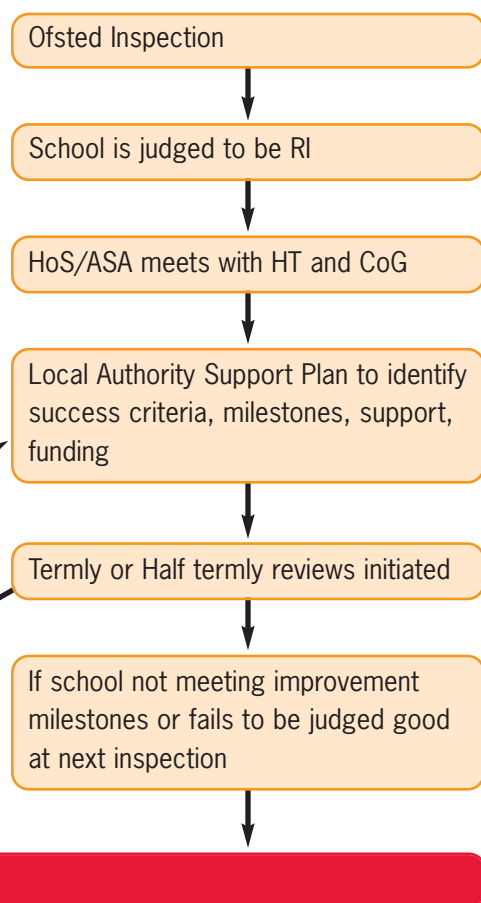
We produce guidance on a range of topics and also procedures and model policies which can be adopted by schools, educational settings and Local Authority services.

As the responsibility of schools and settings increases in this area, ensuring they meet their statutory obligations is essential. We play an important role in monitoring the performance of schools and settings around safeguarding and promoting the welfare of children and young people.

## Appendix 2

# Strategy for Schools Requiring Improvement





### Termly/Half termly reviews

To receive analysis of data, review quality of teaching and learning, governance and overall progress of school.

Review support for the school. If school is not making progress – what are the barriers?

What will be done to overcome the barriers?

## Appendix 3

# Cambridgeshire Local Authority School Categorisation Criteria

March 2016

**A school will be categorised as 'Low level of support offered' by the Local Authority when it meets most of the criteria below or, where it does not, it is moving rapidly towards doing so**

### Leadership and Management

- The school's self-evaluation is rigorous and accurate and monitoring processes are robust
- Assessment systems are used consistently across the school and are accurate
- Leaders and governors use incisive performance management effectively to improve teaching
- Governance is effective and systematically holds the school leaders to account
- The impact of additional funding, e.g. PPG, Sports Premium is monitored rigorously
- Leaders ensure that all teachers have access to appropriate CPD
- The school manages its finances effectively
- The curriculum is broad and balanced; the quality of work in books is good in all subjects
- Provision for SMSC is good, including the promotion of British Values
- The school website meets all statutory requirements
- Comments about the school on Parent View are favourable
- There are no significant or very few parental complaints
- Safeguarding is effective; leaders take appropriate action to protect pupils at risk
- Staff are trained to challenge extremist views and leaders respond swiftly to concerns
- Stability of leadership, including governance, and staffing generally is secure, with sound succession planning in place
- The effectiveness of the leadership of the Early Years Foundation Stage (EYFS) is judged as good

### Teaching, Learning and Assessment

- Teaching and learning is good or better (judged by outcomes, work scrutinies, lesson observations)
- Teachers have consistently high expectations of what each pupil can achieve, including disadvantaged pupils
- Teachers' judgements about pupils' progress and attainment are accurate and underpinned by robust tracking and moderation
- Pupils are keen to improve their learning and use feedback to do so; they demonstrate resilience and enjoy challenge
- Teachers develop pupils reading, writing, communication and where appropriate maths across the curriculum

## **Behaviour, Safety and Welfare**

- Attendance is high or, where it is not, it is rapidly improving
- There are positive relationships between parents, staff and pupils
- Behaviour for learning is consistently good and low level disruption is rare
- Exclusion rates are well below the national average
- Behaviour is good and any bullying or discriminatory behaviour is addressed swiftly
- Pupils know how to keep themselves safe, including when using ICT

## **Outcomes**

- School monitoring shows that pupils in all year groups/classes are making strong progress from their starting points
- Work in pupils' books demonstrates the majority of pupils make good progress
- The proportion of pupils reaching age-related expectations is broadly in line with or above national averages or, where attainment is low overall, it shows consistent improvement
- There are no significant gaps between different groups of pupils or, where there are gaps, they are closing. This includes disadvantaged pupils, more able, LAC, EAL and SEND
- In the EYFS, outcomes are improving and are in line with or above national GLD
- The large majority of pupils achieve the expected standard or exceed it in the phonics screening assessment
- Progress of specific groups of pupils is in line with/above national or is rapidly improving

**A school will be categorised as 'Medium Level of support offered' when there is insufficient evidence to categorise the school, or when it meets some of the criteria below:**

## **Leadership and Management**

- The school was judged to Require Improvement at the most recent inspection
- The school meets or is at risk of meeting the criteria to be judged as 'coasting'
- A new Headteacher in the first term of Headship
- A high proportion of Newly Qualified Teachers
- There are concerns about the school's financial management
- Governors do not yet sufficiently hold the school to account and challenge senior leaders
- The effectiveness of the leadership of the EYFS is judged as requiring improvement

## **Teaching, Learning and Assessment**

- Teaching, learning and assessment are not yet good
- Planning and implementation of the new assessment framework is not sufficiently well-developed
- Evidence for judgements on the quality of teaching is not sufficiently robust
- Poor performance is not tackled sufficiently urgently



## **Behaviour, Safety and Welfare**

- Attendance is low and not improving sufficiently quickly
- Pupils' personal development and welfare are not yet good
- Behaviour in and around the school is not yet good
- Exclusions are used with increasing frequency

## **Outcomes**

- There are concerns about outcomes for the pupils currently on roll
- Outcomes are declining
- The school is not on track to meet its agreed targets
- There are significant gaps between groups of pupils, especially disadvantaged, EAL, LAC, more able and SEND pupils

**A school will be categorised as 'High level of support offered' when there is a strong risk of being placed in an OFSTED category at the next inspection or the most recent inspection has deemed it to be Inadequate**

## **Leadership and Management**

- The school has been issued with a Warning Notice or Significant Concerns letter
- The school has been judged to require Special Measures or to have Serious Weaknesses
- Leadership is inadequate or, where there is capacity for improvement, there is not yet sufficient evidence of impact
- Safeguarding does not meet statutory requirements
- Leaders are not acting quickly or robustly enough to tackle poor teaching, learning and assessment
- The effectiveness of the leadership of the Early Years Foundation Stage is inadequate
- The curriculum is unbalanced and poorly taught; leadership of core subjects is inadequate and pupils are not being prepared for life in modern Britain
- There is insufficient provision to develop pupils' spiritual, moral, social and cultural entitlements
- Leaders and governors are not protecting pupils from radicalisation and extremist views
- Financial management is poor there is insufficient accountability for the expenditure of Pupil Premium Grant
- The school website does not meet statutory requirements
- Staffing is not stable; there is significant staff turbulence and/or a high level of vacancies and long term agency staff

## **Teaching, Learning and Assessment**

- The quality of teaching is poor in the majority of classes/year groups
- Pupils do not reach age-related expectations and are not making sufficient progress
- Teachers do not routinely have access to high quality training or professional development
- Weak assessment practices leads to poor planning; teaching fails to meet pupils' needs
- Equality of opportunity and diversity are not understood and promoted, resulting in discrimination
- Pupils cannot communicate, read, write or apply maths as well as they should

## **Behaviour, Safety and Welfare**

- A significant minority of pupils demonstrate negative attitudes and disrupt learning
- Behaviour around the school is poor
- Pupils complain that they do not feel safe; they say bullying is not adequately addressed
- Exclusions are excessively high
- Discriminatory behaviour and prejudice occur and are not challenged
- Attendance is consistently well below the national average and action to improve it is not having impact
- There is a high number of parental complaints

## **Outcomes**

- Outcomes are below the floor standard in the combined measure of reading, writing and maths
- The school is below the median for progress in reading, writing and maths
- The in-school gap between disadvantaged and non-disadvantaged pupils is high and persistent; disadvantaged pupils are well behind 'all pupils' nationally
- Progress from individual starting points is not sufficient including more able pupils
- Pupils with SEND are not adequately supported and their outcomes are well below their potential
- EAL pupils and LAC are not adequately supported and their outcomes are well below their potential
- Pupils are underachieving in English and maths and there is insufficient capacity within the school to secure more rapid progress
- Teacher assessment of pupils' progress and achievement is inaccurate

## Appendix 4

# Categorisation criteria for the Early Years Foundation Stage (EYFS)

## in Primary Schools September 2016

The Early Years Foundation Stage will be categorised by the Head of Service for Early Years Service and Early Years Senior Advisers. The Early Years categorisation for schools may change during the year depending on changing school circumstances. On occasion the EYFS categorisation may be different from the Primary categorisation based on the criteria outlined below.

The criteria below are for 'best fit' purposes, that is, a school does not have to meet all bullet points listed to be judged in any one category. Each school will be categorised according to its own individual circumstances.

### 'Low Level of Support Offered'

#### Leadership and Management

- The school self-evaluation of the EYFS is secure and monitoring processes are robust
- The tracking of children's progress, identification of their next steps and analysis of data is having a positive impact on outcomes
- Governance is effective and holds school leaders to account for the EYFS
- Impact of additional funding e.g. Early Years Pupils Premium and Pupil Premium is monitored rigorously
- Early Years is graded as Good or Outstanding in a recent monitoring or full Ofsted inspection
- Areas for improvement in the EYFS identified by Ofsted at the last inspection are being / have been successfully addressed
- Senior Leaders are driving and sustaining improvement through the development of staff and ensuring the EYFS provision is highly effective
- Senior Leaders and the EYFS team work well with all parents and / or carers (especially those who find it difficult to engage with the EYFS) to ensure parents are fully engaged in children's learning at school and at home
- The school works effectively in partnership with other local Early Years providers, external agencies and the community and the school influences and supports other local practice

## Teaching, Learning and Assessment

- Practice and provision is rich, stimulating, carefully organised and is consistent across the EYFS
- Staff nurture and motivate children, promoting their sense of achievement and commitment to learning
- The quality of teaching and learning (as judged by outcomes, work scrutiny and lesson observations) is Good or better
- The high quality teaching of phonics ensures children are thoroughly prepared for early reading and writing

## Behaviour, Safety and Welfare

- Safeguarding and Child Protection procedures in the EYFS are robust and are effectively implemented by the whole EYFS team
- Children behave in a way that is safe and can articulate how to keep themselves safe

## Outcomes

- Starting points and assessments made throughout the year are accurate and robust; including high quality observations from all those involved in the children's learning and development. Children are involved in this process.
- End of EYFS outcomes are broadly in line with or above the national GLD average or, where attainment is low overall, it shows consistent improvement.
- End of EYFS outcomes are consistent across all areas of learning and development.
- Where attainment and progress gaps exist between different groups (SEND, LAC and EAL) there is evidence they are closing rapidly and these groups are making necessary progress.
- Parents and/or carers are well informed about their children's achievements. They are encouraged to support and share information about their children's learning, which contribute significantly to the judgements made by practitioners.
- All groups of children are making substantial and sustained progress, including the more able and children in receipt of Early Years and Pupil Premium funding.

## 'Medium Level of Support Offered'

### Leadership and Management

- The school self-evaluation of the EYFS is not rigorous and is not accurate
- The tracking of children's progress, identification of their next steps and analysis of data is ineffective.
- Governance is supportive of the EYFS but not yet holding the school to account or monitoring the work of the EYFS
- There is little impact of additional funding e.g. Early Years Pupils Premium and Pupil Premium
- Early Years has been graded as Requiring Improvement in a recent monitoring or full Ofsted inspection.
- Areas for improvement in the EYFS identified by Ofsted at the last inspection have not yet been successfully addressed.

- The capacity of Senior Leaders for driving and sustaining improvement in the EYFS and the development of staff is not yet good.
- Work with parents and / or carers is not yet effective or having a positive benefit in supporting children's learning at school or at home.
- There are developing links with other local Early Years providers, external agencies and the community.

### **Teaching, Learning and Assessment**

- Practice and provision is well organised but does not meet all children's needs, interests and stages of development and is not consistent across the EYFS
- Staff are developing their understanding of how to nurture and motivate children to promote their sense of achievement and commitment to learning.
- The quality of teaching and learning (as judged by outcomes, work scrutiny and lesson observations) is not yet good.
- The high quality teaching of phonics is not consistently in place.

### **Behaviour, Safety and Welfare**

- Support and training is required for the EYFS team to implement procedures on Safeguarding and Child Protection.
- Strategies for managing children's behaviour are not consistent.

### **Outcomes**

- Starting points and assessments processes are not sufficiently rigorous and teacher assessment is unreliable in the EYFS.
- End of EYFS outcomes are sustained but are not improving and / or are below the national GLD average.
- There are inconsistencies in outcomes across areas of learning and development at the end of the EYFS.
- There are significant gaps in the attainment and progress of disadvantaged groups (SEND, LAC and EAL) and the gaps show little sign of closing.
- Children in receipt of additional funding e.g. Early Years Pupil Premium and Pupil Premium do not make good progress.
- Parents and/or carers are encouraged to share information about their children's learning, although this information is not used to contribute significantly to the judgements made by practitioners.

## **'High Level of Support Offered'**

### **Leadership and Management**

- There is no effective school self-evaluation of the EYFS in place.
- The tracking of children's progress, identification of their next steps and analysis of data is not in place.
- Governance does not hold the Leadership of the EYFS to account or monitor the work of the EYFS.



- There is no monitoring of the impact of additional funding e.g. Early Years Pupils Premium and Pupil Premium
- Early Years has been graded as Inadequate in a recent Ofsted inspection
- Priorities for the EYFS identified by Ofsted at the last inspection have not been addressed
- Senior Leaders lack the capacity to drive and sustain improvements in the EYFS
- Work with parents and / or carers is ineffective, parents contribute very little about their child, information sharing is weak and as a result parents do not know what their child is learning or know how they can improve
- There are ineffective or absent links with other local Early Years providers, external agencies and the community

### **Teaching, Learning and Assessment**

- Practice and provision is not well organised and does not link to children's needs, interests and stages of development.
- There is evidence to suggest staff do not have the knowledge and skills to nurture and motivate children
- The quality of teaching and learning (as judged by outcomes, work scrutiny and lesson observations) requires improvement or is inadequate
- The teaching of phonics is ineffective

### **Behaviour, Safety and Welfare**

- Concerns have been raised about Safeguarding and Child Protection procedures in the EYFS
- Strategies for managing children's behaviour is ineffective

### **Outcomes**

- Starting points are inaccurate and / or Senior Leaders are unaware of the children's starting points
- End of EYFS outcomes are not sustained or improving and / or are significantly below the national GLD average
- The curriculum does not ensure consistency in outcomes across areas of learning and development at the end of the EYFS
- There are significant gaps in attainment, between different groups, which are high and persistent – there are no signs of the gaps closing
- Children in receipt of additional funding are not identified e.g. Early Years Pupil Premium and Pupil Premium and / or do not make good progress
- Assessment processes are not methodical, do not include information from parents and / or carers and therefore teacher assessment is unreliable in the EYFS

## Appendix 5

# Letters to schools

### Congratulations Letter

- Where a school has improved its Ofsted grade or sustained good/outstanding overall effectiveness.
- Where there has been a significant improvement in pupil performance.
- Where a school has significantly accelerated the achievement of disadvantaged groups.

### Significant Concerns Letter

**Where one or more of the following indicators apply.**

- Risk assessment confirms a declining trend in pupil performance.
- Leadership does not have the capacity to address the school's problems in a timely manner.
- There are concerns that the Governing Body is not effective in holding the school to account.
- A drop in Ofsted rating.
- There is a combination of concerns relating to, for example, parental complaints, safeguarding, moderation, attendance, exclusions, inclusion practice, and staff turnover.
- There are consistently wide attainment/progress gaps between disadvantaged pupils and their peers.
- There are persistent concerns about achievement and/or teaching quality in one or more key stages.
- Self-evaluation is not robust or realistic enough and engagement with school improvement is weak.

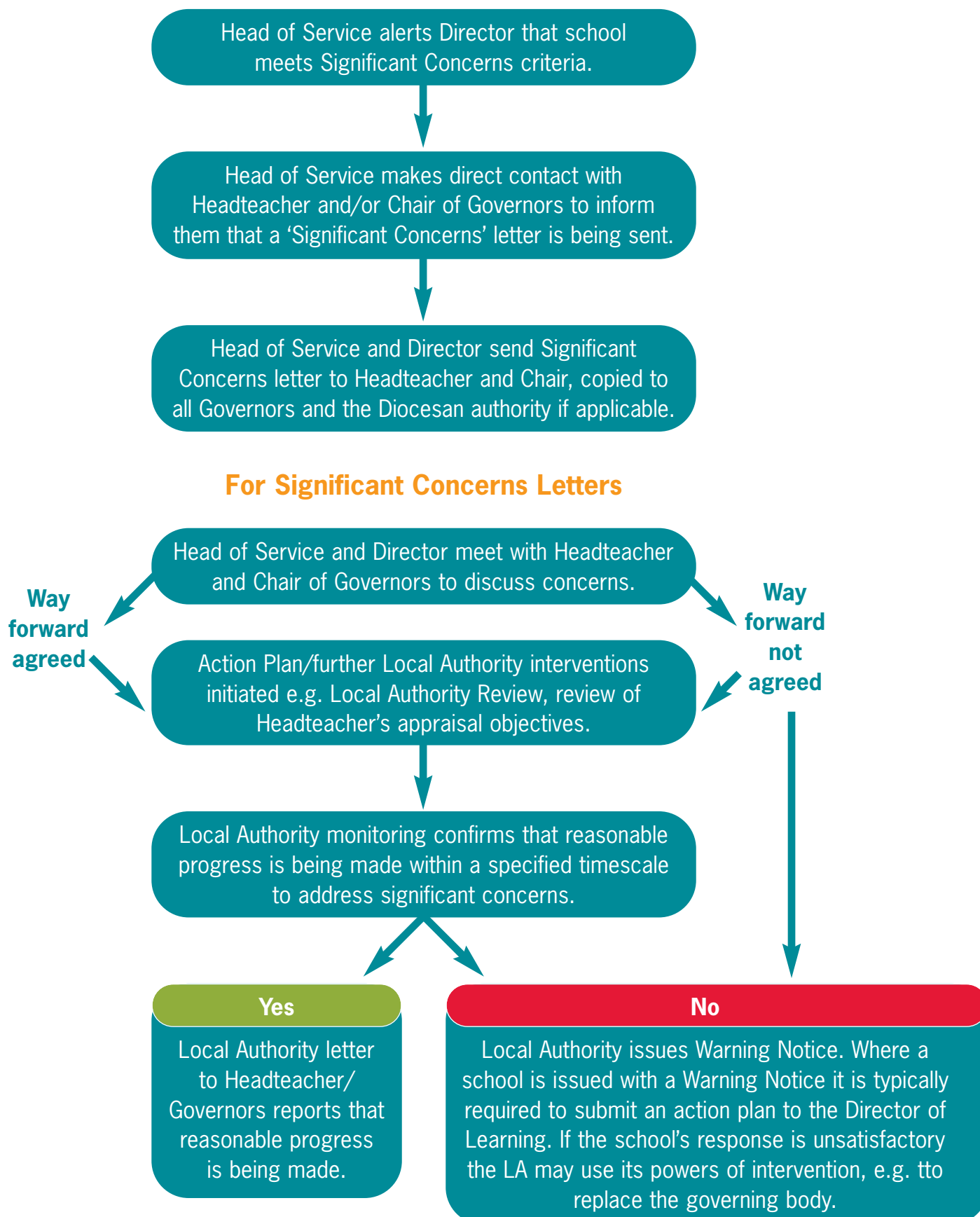
### Warning Notice

**Where one or more of the following indicators apply.**

- Evidence of unacceptably low standards, i.e. school has been below the floor standard.
- Evidence of a breakdown in leadership or management, e.g. declining school popularity (school rolls falling more rapidly than might reasonably be expected from demographic changes), high/increasing absence rates, high rates of staff turnover or numbers of staff grievances, significant/increasing numbers of parental complaints.
- School leaders are not taking urgent and appropriate action to resolve the problem.
- Governors are not acknowledging the seriousness of the position nor challenging school leaders to secure rapid improvements.
- School is at risk of being put in Serious Weaknesses or Special Measures.
- School is subject to Required to Improve monitoring and/or a Local Authority Improvement Plan but is not making sufficient progress.

## Appendix 6

# Significant Concerns



## Appendix 7

# Where the LA has concerns about an academy

Where the LA receives complaints from parents about an academy, the LA will advise parents to make their complaint directly to the academy, following its complaints procedure. If parents contact the LA about undue delay or non-compliance by the academy with its own complaints procedure, the LA will advise parents to contact the Education Funding Agency.

Whistleblowing concerns raised with the LA will be re-directed to the Education Funding Agency.

The LA has overarching duties under the Children Act of 1989 in respect of the safeguarding of children in need, or those suffering or at risk of suffering significant harm, regardless of where those individual children are educated. To comply with these duties the LA will need to work with academy trusts, (or independent schools, wherever the individual child concerned is educated) to investigate what action is needed to safeguard such a child, as it does with maintained schools.

Where the Local Authority has concerns about an academy or free school's safeguarding arrangements or procedures (arising as a result of investigations about individual children or otherwise), these concerns will be reported to the RSC, as well as to the academy / MAT. If, as is often the case, the concern has been raised by Ofsted, the outcome of the investigation will also be reported to Ofsted.

The LA may have its own concerns about an academy. These may relate to one or more of the following issues (but the list is not exclusive):

- declining trend in pupil performance
- high absence or persistent absence
- high exclusions
- persistent underperformance of disadvantaged groups, e.g. those eligible for Pupil Premium or with SEN
- continued reluctance to admit, or provide for, disadvantaged groups
- behaviour and/or safety
- evidence of a breakdown in leadership or management
- refusal to engage with the LA through ongoing processes
- inadequate progress towards becoming a good school
- a drop in Ofsted rating.

Where the LA has concerns, the LA Head of Service and/or Director of Learning will contact the academy's principal/headteacher and/or the Chief Executive Officer off the Multi-Academy Trust to arrange a meeting to discuss the concerns. It is hoped that, in most cases, concerns will then be resolved informally or a way forward agreed. Should that not be the case, the LA will write formally to the Chair of the Academy Trust, setting out the concerns and seeking a meeting as soon as possible. If this does not lead to a satisfactory conclusion, the LA may escalate matters by, depending on the urgency and nature of the concerns, contacting:

- the Education Funding Agency
- the Regional Commissioner for Academies
- Ofsted

LA senior officers hold regular meetings with Ofsted and the Department for Education. Where the LA has its own significant concerns about an academy, these concerns are likely to be raised at either or both of these meetings.

## Appendix 8

# Teaching School Alliances

## Teaching School Alliances in Cambridgeshire

Cambridgeshire Local Authority is committed to supporting and promoting a school-led school improvement system and works in partnership with Teaching School Alliances to support and promote their work.

## What are Teaching School Alliances?

- Teaching Schools give outstanding schools a leading role in the training and professional development of teachers, support staff and headteachers, as well as contributing to the raising of standards through school-to-school support.
- Schools work together within a Teaching School Alliance – a group of schools and other partners that is supported by the leadership of one or more designated teaching schools.
- Teaching Schools can be redesignated every four years, following a redesignation process.

## What do they do?

Working together, teaching schools in each alliance will:

- lead the development of school-led initial teacher training (ITT), either through School Direct or by securing accreditation by an ITT provider;
- lead peer-to-peer professional and leadership development and CPD;
- identify and develop leadership potential (succession planning and talent management);
- provide support for other schools;
- designate and broker specialist leaders of education (SLEs);
- engage in research and development activity.

High quality teaching and learning is the core theme throughout all of the above.

## What is the situation in Cambridgeshire?

There are currently eight Teaching School Alliances that cover, or partly cover, Cambridgeshire. Please see their websites, as given below, for full details of the full range of support and CPD opportunities available:

**Cambridge Teaching Schools Network (CTSN)** – the original TSA in the county. Led by Comberton, Swavesey, Parkside Federation, Histon&Impington Junior and Saffron Walden County High Schools. [www.camteach.org.uk](http://www.camteach.org.uk)



**Anglian Gateway Teaching School Alliance** – Led by Bottisham VC in partnership with Swaffham Bulbeck, an outstanding local primary school. There are currently six secondary and seventeen primary schools who are Alliance members. Cambridgeshire and Suffolk LAs are strategic partners, along with Soham VC, King Edward VI School in Suffolk, the ELC and the Faculty of Education at University of Cambridge. [www.angliangatewaytsa.org](http://www.angliangatewaytsa.org)

**Cambridge and Suffolk Schools Alliance (CASSA)** – Led by Linton VC, Sawston VC, Impington VC, Thurston Community College, Castle Partnership and Long Road 6th Form College. The leading primary partners are Bassingbourn Primary, Babraham, Linton Infants and Great Barton. Granta School is also a partner. Cambridgeshire and Suffolk LAs are strategic partners, along with the Faculty of Education at the University of Cambridge. [www.cassateaching.co.uk](http://www.cassateaching.co.uk)

**Fenland Teaching School Alliance** – Led by Lionel Walden Primary School and focused on the Fenland areas of Wisbech, Chatteris and March. Partners include primary and secondary schools in Chatteris and March. [www.fenlandTSA.co.uk](http://www.fenlandTSA.co.uk)

**The Kite Teaching School Alliance** – Led by The Spinney Primary School and focused on Cambridge City – wide range of early years and children's centres, primary, special and secondary partners. The Kite TSA is providing a professional lead to the staff of the Cambridge Learning Bus. [www.spinney.cambs.sch.uk](http://www.spinney.cambs.sch.uk)

**Cambridge Early Years Teaching School Alliance** – A partnership of Cambridgeshire nursery schools working in partnership with the Faculty of Education and the LA's Early Years Service. [www.huntingdon-nur.cambs.sch.uk](http://www.huntingdon-nur.cambs.sch.uk)

**Discovery Teaching School Alliance** – Led by two outstanding special schools, Spring Common and Meadowgate, but also including primary and secondary partners in Huntingdonshire, Fenland and West Norfolk. [www.springcommon.cambs.sch.uk](http://www.springcommon.cambs.sch.uk)

**Diamond Teaching School Alliance** – Our newest Alliance, led by the Diamond Learning Partnership Trust, based in St Neots. [www.middlefield.cambs.sch.uk/](http://www.middlefield.cambs.sch.uk/)

## How does the LA relate to Teaching Schools?

The LA will not compete with Teaching Schools but will work in partnership with them:

- Presence on strategic groups
- Sharing priorities/support needs from KIT visits and data analysis
- Brokering/signposting support
- Commissioning support packages
- Collating and sharing strengths that other schools have
- Ensuring that schools that would benefit from linking with a TSA do so.
- Informal co-ordinating role re TSAs operating within the county, especially re school-to-school support protocols

[www.cambridgeshire.gov.uk/learntogether/homepage/134/school\\_to\\_school](http://www.cambridgeshire.gov.uk/learntogether/homepage/134/school_to_school)

## Appendix 9

# Glossary

<i>Term</i>	<i>Definition</i>
<b>BAIPs</b>	Behaviour and Attendance Improvement Partnerships
<b>BME</b>	Black, Minority and Ethnic
<b>CPD</b>	Continuing Professional Development
<b>DfE</b>	Department for Education
<b>EFA</b>	Education Funding Agency
<b>EYFS</b>	Early Years Foundation Stage
<b>FSM</b>	Free School Meals
<b>ITT</b>	Initial Teacher Training
<b>KS</b>	Key Stage
<b>LA</b>	Local Authority
<b>LAC</b>	Looked After Child
<b>LLE</b>	Local Leader of Education
<b>MATs</b>	Multi-Academy Trusts
<b>NCTL</b>	National College for Teaching & Leadership
<b>NLE</b>	National Leader of Education
<b>NLG</b>	National Leader of Governance
<b>PEPs</b>	Personal Education Plan
<b>PP</b>	Pupil Premium
<b>PVI</b>	Private, Voluntary and Independent
<b>SEN</b>	Special Educational Needs
<b>SLE</b>	Specialist Leader of Education
<b>TSA</b>	Teaching School Alliances
<b>UTC</b>	University Technical College





***The best outcome for every  
child in Cambridgeshire***

Cambridgeshire County Council  
Children's Families and Adults Service  
Learning Directorate  
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