

## Appendix 5 - Categorisation

Category	Are likely to have most of the following characteristics	Role of SSIO (to be reassessed from April 2013 as part of review of Sold Services package)
Leading School (1)	<ul style="list-style-type: none"> <li>• <b>Leadership and management is judged to be outstanding based on revised Sept 2012 Ofsted criteria</b></li> <li>• Attainment at the end of each key is (in most cases) <b>at least in line with the national average with many pupils attaining above this</b></li> <li>• The learning, quality of work and progress of groups of pupils, particularly those who are disabled, SEN pupils and those eligible for pupil premium, show that they achieve exceptionally well</li> <li>• Progress rates <b>exceed</b> national benchmarks, taking into account pupils' starting points</li> <li>• Teaching quality is judged to be <b>outstanding overall based on revised Sept 2012 Ofsted criteria</b></li> <li>• Recent (within 3 years) Ofsted report judges most aspects to be good or outstanding with no inadequate features</li> <li>• School self-evaluation is accurate and an effective improvement plan demonstrates impact</li> <li>• The school shares good practice with other schools and stakeholders and can evidence impact of this partnership working</li> <li>• Headteacher is designated as or meets the criteria for a National Leader in Education (NLE)</li> </ul> <p><b>Leading Post 16 provision (See appendix 1a)</b></p>	<p><u>Written reports</u> 2 SSIO reports providing an external evaluation for governors, Ofsted and other audiences</p> <p><u>Purpose of visits (2 per year)</u> Agree LA category Quality assure headteacher and Senior Leadership Team (SLT) self evaluation Professional dialogue with headteacher and SLT around school priorities/SDP Attend Ofsted feedback Identify good and outstanding practice within the school and facilitate sharing of this expertise across and beyond LA Advise on national programmes/initiatives relevant to school</p> <p><i>Additional SSIO time can be purchased via the Sold Services package</i></p>

	<ul style="list-style-type: none"> <li>Achieves an overall points score between 9-13</li> </ul>	
<b>Good school with potential to become outstanding (2a)</b>	<ul style="list-style-type: none"> <li><b>Leadership and management is judged to be at least good based on revised Sept 2012 Ofsted criteria</b></li> <li>Attainment at the end of each key stage ( and in reading at the end of Y1) is above the national average/expectation or is improving at a faster rate than nationally over a sustained period</li> <li>Attainment is above the DfE floor standard</li> <li>The learning, quality of work and progress of groups of pupils, particularly those who are disabled, SEN pupils and those eligible for pupil premium, is good</li> <li>Progress rates compare favourably with national benchmarks, taking into account pupils' starting points; where this is not the case, an improving trend can be seen</li> <li>Teaching quality is judged to be <b>good overall based on revised Sept 2012 Ofsted criteria</b></li> <li>Recent (within 3 years) Ofsted report judges most aspects to be good or outstanding with no inadequate features</li> <li>School self-evaluation is accurate and an effective improvement plan is in place</li> <li>Headteacher is designated as or meets the criteria for a Local Leader in Education (LLE)</li> </ul> <p><b>Good Post 16 provision – potential for leading(See appendix 1a)</b></p>	<p><u>Written reports</u> 2 SSIO reports summarising school priorities and progress made towards them</p> <p><u>Purpose of visits (2 per year)</u> Agree LA category Quality assure headteacher and SLT self evaluation Hold a professional dialogue with headteacher and SLT around school priorities, SDP Work with school to evaluate 4 key areas and identify aspects with potential for further improvement Signpost potential sources of training and support (eg via Learning Partnership) Support school in presentation of self evaluation information Provide pre and post Ofsted support and attend feedback Identify good practice at the school and facilitate sharing of these skills within LA Advise on national programmes/initiatives relevant to school</p> <p><i>Additional SSIO time can be purchased via the Sold Services package</i></p>

	Achieves an overall points score between 14-18	
<b>Good school but temporarily vulnerable (2b)</b>	<p>School currently displays majority of above characteristics but is vulnerable to a change of category as a result of one or more of the following factors:</p> <ul style="list-style-type: none"> <li>• Significant change in senior leadership</li> <li>• High levels of staff turnover/staff absence</li> <li>• High levels of pupil turnover</li> <li>• Potential merger</li> <li>• Significant and unexpected dip in pupil outcomes</li> <li>• Parental complaints to LA</li> <li>• Serious issues around governance, finance, Child Protection</li> </ul> <p><b>Good Post 16 provision – but temporarily vulnerable (See appendix 1a)</b> Achieves an overall points score between 19-22</p>	<p><u>Written reports</u> At least 2 per year</p> <p><u>Purpose of visits , at least 2 per year</u> Agree LA category Quality assure headteacher and SLT self evaluation Discuss SDP and agree school priorities Support school in presentation of self evaluation information Work with school to draw up and monitor a short term action plan ( if applicable) aimed at addressing current barriers to improvement Report progress with plan to Chair of Governors as part of SSIO meetings at least once per term Signpost potential sources of training and support (eg via Learning Partnership/Academies/School to School ) Enlist LA and multi agency support to address school issues where appropriate Provide pre and post Ofsted support and attend feedback</p> <p><i>Additional SSIO time can be purchased via the Sold Services package</i></p>

<p><b>Grade 3 school with potential to become good (3a)</b></p>	<ul style="list-style-type: none"> <li>• Leadership and management is judged to be at least good based on revised Sept 2012 Ofsted criteria</li> <li>• Attainment at the end of each key stage ( and in reading at the end of Y1) is above the national average/expectation <b>or</b> is improving at a faster rate than nationally over a sustained period</li> <li>• Attainment is above the DfE floor standard</li> <li>• The learning, quality of work and progress of groups of pupils, particularly those who are disabled, SEN pupils and those eligible for pupil premium, is good</li> <li>• Progress rates compare favourably with national benchmarks, taking into account pupils' starting points; where this is not the case, an improving trend can be seen</li> <li>• Teaching quality is judged to be good overall based on revised Sept 2012 Ofsted criteria</li> <li>• School self-evaluation is accurate and an effective improvement plan is in place</li> </ul> <p><b>Satisfactory Post 16 provision –potential to be good (See appendix 1a)</b></p> <ul style="list-style-type: none"> <li>• Achieves an overall points score between 23-27</li> </ul>	<p><u>Written reports</u>  3 Termly SSIO reports summarising school priorities and progress made towards them  Evaluation reports summarising SSIO monitoring visits  Pupil progress meeting summary reports</p> <p><u>Purpose of visits 3 per year</u>  Agree school category  Quality assure headteacher and SLT self evaluation by carrying out joint monitoring activities  Discuss SDP and agree school priorities  Support school in presentation of self evaluation information</p> <p>Signpost potential sources of training and support (eg via Learning Partnership/Academies/School to School)</p> <p>Enlist multi agency support for school issues where appropriate</p> <p>Support school in brokering targeted support from LLEs/ leading teachers across City  Provide pre and post Ofsted support and attend feedback</p> <p><i>Additional SSIO time can be purchased via the Sold Services package</i></p>
<p><b>Vulnerable school</b></p>	<ul style="list-style-type: none"> <li>• <b>Leadership and management require</b></li> </ul>	<p><u>Written reports</u></p>

<p><b>requiring improvement (3b)</b></p>	<p><b>improvement but are demonstrating the capacity to secure improvements</b></p> <ul style="list-style-type: none"> <li>• Pupils' achievement does not meet the criteria for a good school as defined by the Sept 2012 revised Ofsted framework</li> <li>• There is some evidence of sustained improvement in pupil achievement</li> <li>• Teaching quality is judged to require improvement and there may be some examples of inadequate teaching which are being addressed</li> <li>• Issues identified in the most recent inspection have been partly addressed but impact has been limited</li> <li>• Unless significant improvements are made, the school is likely to be made subject to <b>Requires Improvement or Serious Weaknesses</b></li> </ul> <p><b>Satisfactory Post 16 provision – but could be vulnerable (See appendix 1a)</b> Achieves an overall points score between 28-31</p>	<p>SSIO evaluation reports following visits made to the school, summarising priorities, progress made and evidence of improvements Twice yearly Ofsted style report following LA review of Teaching and Learning</p> <p><u>Purpose of visits (included in 10 day LA support)</u> Agree school category and timescale to remain in this category Quality assure headteacher and SLT self evaluation by carrying out lesson observations and reviews of teaching and learning Support school in presentation of self evaluation information</p> <p>Work with school to draw up and monitor a one-year Action Plan/Raising Attainment Plan (RAP) aimed at bringing about rapid improvement in performance Report progress with plan to Chair of Governors via regular meetings /PB meetings</p> <p>Put in place/broker strategies to significantly enhance the school's current capacity to make improvements (eg leading teachers, LLE, additional governors, secondees to SLT, input via Learning Partnership, school to school support) Signpost HR support for competency issues Enlist multi agency support for school issues where appropriate Provide pre and post Ofsted support and attend</p>
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		feedback
<b>Underperforming (4)</b>	<ul style="list-style-type: none"> <li>• <b>The leadership team does not demonstrate the capacity to bring about rapid improvements</b></li> <li>• <b>Improvements which have been made are fragile, too slow or dependent on external support</b></li> <li>• School has been identified by DfE as underperforming</li> <li>• The school is currently subject to or is likely to be subject to <b>Notice to Improve, Serious Weaknesses or Special Measures</b></li> <li>• Attainment is consistently below the floor standards or is in decline and shows little, fragile or inconsistent improvement</li> <li>• There are wide gaps in attainment and/or the learning and progress of different groups</li> <li>• Pupils overall or particular groups of pupils are making less than expected progress given their starting point</li> <li>• Teaching quality is judged to require improvement and there may be some examples of inadequate teaching which are not being addressed</li> <li>• High level of pupil exclusions</li> <li>• Attendance is <b>consistently low for all pupils or groups of pupils and shows little sign of improvement</b></li> <li>• <b>The school is currently supported by an executive headteacher/NLE from another school</b></li> </ul>	<p><u>Written reports</u>  Termly SIO reports summarising school priorities and progress made towards them  RAP/Pupil progress meeting summary reports  Termly Ofsted style report following LA reviews  Reports to Partnership Board, DfE and Inspectorate (HMI) as required  <u>Purpose of visits (included in 30 day SSIO support)</u>  Agree school category and timescale to remain in this category  Set up at least termly PB meetings involving relevant teams, Head of Service and Chair of Governors  Carry out (with colleagues) a termly review of teaching and learning, behaviour and school leadership  Support leadership team in collecting and presentation of self evaluation information for DfE/HMI  Work with school to draw up and monitor a short term Raising Attainment Plan (RAP) or post-Ofsted Action plan aimed at bringing about rapid improvement in performance  Report progress against milestones in Plan to governors and senior LA staff/DfE/HMI  Put in place/broker as necessary strategies to transform the school's current capacity to make improvements (eg ASTs, NLE/LLE/executive head, IEB or additional governors, secondees to</p>

	<b>Underperforming Post 16 provision</b> <ul style="list-style-type: none"> <li>• Achieves an overall points score over 32</li> </ul> <b>(See appendix 1a)</b>	SLT, school to school support) Provide pre and post Ofsted support and attend feedback/ HMI seminars Be part of recruitment and appointment process for key staff
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