

# Quality standards and criteria for local authority self-evaluation

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## Introduction

The National Strategies has the responsibility, on behalf of the Department for Children, Schools and Families (DCSF) to report twice a year on the impact of its work and the progress of local authorities (LAs).

In applying Red, Amber, Green (RAG) ratings, we adhere to the following principles:

- **proportionality** – the focus of the process will be upon those aspects which will have maximum impact;
- **openness and honesty** – the evidence and data collected during the process will be shared and open to scrutiny except where it concerns the performance of individuals;
- **clarity** – when evidence is collected it will be clear for what purpose the information will be used;
- **partnership** – outcomes of the quality-management processes will be shared with stakeholders;
- **informed professionalism** – feedback from schools and the field force through self-evaluation is an essential component in measuring quality;
- **integration** – the process is an integral part of the National Strategies' relationship and engagement with LAs and is not an 'add-on';
- **usefulness** – the outcomes of the process will clearly be seen to inform change and indicate areas for improvement.

We have identified a number of key aspects of LA performance which, together with contextual information and related data, have been combined to form a 'dashboard'. This dashboard comprises two overall key ratings, one for the impact of the LA on raising standards and improving progress, the other for risk management and intervention. Each consists of a number of sub-ratings as indicated below.

Some of the ratings relate to all phases while other ratings apply only to primary and secondary or only to Early Years (EY). Colour-coding has been used to indicate those measures that only relate to certain phases. Those that relate to primary and secondary but not to EY are coloured in blue, while those that relate to EY but not primary and secondary are coloured red. Black print is used for all aspects that relate to all phases. In certain cases a similar rating will apply to EY and to primary and secondary but the precise details will differ to reflect the differences between schools and the wider delivery structure for EY – in these cases the colour-coding will be used to highlight the differences.

**Table 1**

<p><b>1. Impact of the LA on raising standards and improving progress</b></p> <p><b>1.1</b> Delivery of school improvement programmes, including appropriate National Strategies' programmes, in particular the Primary and Secondary Frameworks, in partnership with headteachers and providers.</p> <p>Delivery of quality improvement programmes in EY settings, including National Strategies programmes, in particular Early Years Foundation Stage (EYFS).</p> <p><b>1.2</b> Impact of LA leadership and management on raising standards and improving progress for all children and closing achievement gaps as part of a wider strategy to achieve Every Child Matters (ECM) outcomes.</p> <p><b>1.3</b> Impact of support, training and Continuing Professional Development (CPD) for EY Consultants, LA School Improvement Partners (SIPs)/National Challenge Advisers and LA National Strategies' Consultants.</p> <p><b>1.4</b> Brokering of support services to schools.</p> <p><b>1.5</b> Impact of target setting, tracking and intervention in schools.</p> <p><b>1.6</b> Meeting the needs of all children, including those with Learning Difficulties and Disabilities (LDD) in schools.</p>
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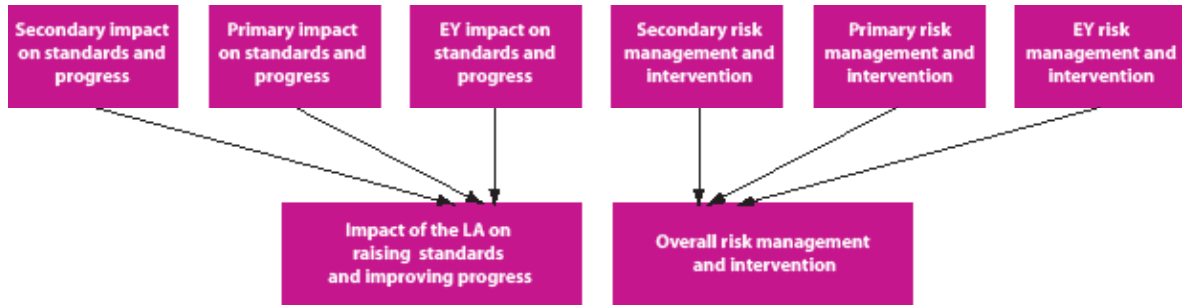
**Table 2**

<p><b>2. Risk management and intervention in schools and settings</b></p> <p><b>2.1</b> Impact of targeted LA National Strategies' resources.</p> <p><b>2.2</b> Impact of challenge and support in relation to standards in schools.</p> <p><b>2.3</b> Impact of management support for schools causing concern (SCC), including those in the National Challenge.</p> <p><b>2.4</b> Impact of gathering, analysing and making best use of intelligence from schools and settings to drive improved standards as part of a wider strategy to achieve ECM outcomes.</p> <p><b>2.5</b> Effective use of data to promote progress of all children.</p>
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The process of arriving at ratings for each LA will be transparent and will be carried out in partnership with the LA. Ratings will draw on each LA's own evaluation of its effectiveness (although there will be no form-filling or similar activity asked of LAs). Although of necessity these ratings are part of National Strategies reporting to the DCSF, experience shows that the self-evaluation approach can have a significant impact on improvement and can promote the partnership ethos that is so important to our productive working relationship with LAs.

Each sub-rating is supported by a set of quality standards and descriptors of practice at the four levels of: outstanding (OS); good (G); in need of some improvement (NI); in need of substantial improvement (SI). On the dashboard these will be coloured dark green, light green, amber and red respectively.

The overall ratings for each LA for these two RAGs are derived from ratings for EY, primary and secondary, each of which would be judged against the same series of sub-ratings, as indicated in the following diagram.



The dashboard will produce a read-out as shown in the following example.

**Any Borough LA**

	Impact of the LA on raising standards and improving progress						Risk management and intervention				
Phase	1.1	1.2	1.3	1.4	1.5	1.6	2.1	2.2	2.3	2.4	2.5
EY	G	G	OS	N/A	N/A	N/A	G	N/A	N/A	G	SI
EY overall	Good						Needs some improvement				
Primary	NI	NI	G	G	G	NI	NI	G	G	G	G
Primary overall	Needs some improvement						Good				
Secondary	G	G	OS	G	G	G	NI	G	NI	G	G
Secondary overall	Good						Needs some improvement				
Overall	Good						Needs some improvement				



### Using the criteria to self-evaluate LA practice

Self-evaluation judgements against the criteria should be based upon evidence of the extent to which practice is contributing towards meeting the Public Service Agreement (PSA) targets for raising achievement and closing the achievement gap by accelerating progress of underachieving groups and individuals. In addition there are some underpinning principles that should apply in all LAs where there should be:

- a focus on the progress and achievement of children **and young people** across the ability range, and the many factors which influence it, including well-being, the impact of extended services, children's centres and parental involvement;
- respect for the autonomy of schools and settings/providers in planning their development, starting from self-evaluation and the needs of the children **and young people** and of other members of schools or settings;
- professional challenge and support, so that practice and performance are improved;
- evidence-based assessment of the performance of schools and settings and their strategies for improving teaching and learning.

Critical criteria are highlighted in bold; these criteria are the key definitions for practice at that level. Where critical criteria are highlighted in the good or outstanding column, these are minimum requirements for an evaluation at that level, i.e. they are necessary but not sufficient. Where critical criteria are highlighted in the NI or SI columns then this shows the maximum rating that can be given for that aspect.

When reporting upon the framework in notes of visit or in national reports, the National Strategies' team will use the following vocabulary to describe the standard of practice:

Column 1: Outstanding, highly effective (evaluations of practice in this column must be accompanied by substantial evidence of impact)

Column 2: Good, effective (evaluations of practice in this column must be accompanied by evidence of impact)

Column 3: Requires some improvement, sound, satisfactory

Column 4: Requires substantial improvement, requires significant improvement, unsatisfactory, inadequate.

## RAG 1 – Impact of the LA on raising standards and improving progress

1.1 Delivery of school improvement programmes, including appropriate National Strategies' programmes, in particular the Primary and Secondary Frameworks, in partnership with headteachers and providers.

**Delivery of quality-improvement programmes in EY settings, including National Strategies' programmes, in particular EYFS.**

### Quality Standards

1.1 The LA:

- works effectively with parents and schools to achieve the PSA targets and the secondary and primary floor targets, bringing to bear the full range of school improvement programmes (including National Strategies) and resources to improve pedagogy and assessment for learning
- promotes the National Strategies' universal offer effectively, in particular the Primary and Secondary Frameworks, with all schools
- offers National Strategies' targeted advice and support according to school needs and achieves greater impact in targeted schools than in others as a result
- maintains an open dialogue with headteachers and SIPs in seeking to ensure schools are best placed to self-evaluate and improve National Strategies' programmes to bring about the desired improvements in schools.

The LA:

- works effectively with schools, settings and childminders to achieve the Early Years Outcomes Duty (EYOD) target, and in particular to narrow the gap, bringing to bear the full range of quality-improvement programmes (including National Strategies) and resources to improve pedagogy and assessment for learning
- is embedding the EYFS effectively with all schools, settings, after-school provision and with childminders and ensuring parents are fully conversant with the EYFS
- makes effective use of Government initiatives to secure quality improvement in settings, e.g. graduate leader fund, parent initiatives and EYFS
- provides high-quality training programmes matched to the needs of the EY sectors and children.

Criteria for self-evaluation			
Outstanding	Good	Requires some improvement	Requires significant improvement
<p><b>All criteria for a good service are met.</b></p> <p>The LA's:</p> <ul style="list-style-type: none"> <li>● use of improvement programmes including those of the National Strategies is highly effective resulting in rapid improvements in schools</li> <li>● deployment of LA National Strategies' Consultants is well-targeted and results in rapid improvements and significant and demonstrable gains in attainment and progress for children and young people.</li> </ul>	<p>The LA's promotion and support for implementation of the National Strategies' Frameworks is effective, valued by most schools and results in improvements in relation to the PSA targets.</p> <p>The LA:</p> <ul style="list-style-type: none"> <li>● effectively communicates national priorities to headteachers and how they relate to the National Strategies' offer</li> <li>● accurately and transparently matches school improvement resources to identified needs in schools</li> <li>● provides high-quality support for the effective implementation of National Strategies' programmes and materials from its LA National Strategies' Consultants</li> <li>● ensures that school improvement programmes are monitored and evaluated, and adjusted in the light of this evaluation.</li> </ul>	<p>The LA's promotion and support for implementation of the National Strategies' Frameworks is valued by most schools but there is little evidence that it is effective in securing improvements in relation to the PSA targets.</p> <p>The LA:</p> <ul style="list-style-type: none"> <li>● communicates national priorities and how they relate to the National Strategies' offer, but responses from headteachers shows a lack of understanding</li> <li>● matches school improvement resources to identified needs in schools but headteachers demonstrate a lack of clarity about how this is achieved</li> <li>● provides some effective support for the implementation of National Strategies' programmes and materials from its LA National Strategies' Consultants but impact is difficult to determine either because of weak practice or because systems are insufficiently robust to provide evidence of impact.</li> </ul>	<p>There is little or no evidence that the LA's promotion and support for implementation of the National Strategies' Frameworks is valued by schools or is effective in securing improvements in relation to the PSA targets.</p> <p>There is little or no evidence that the LA:</p> <ul style="list-style-type: none"> <li>● communicates national priorities to headteachers and how they relate to the National Strategies' offer</li> <li>● makes effective use of its LA National Strategies' Consultants to raise standards.</li> </ul>

<p><b>All criteria for a good service are met.</b></p> <p>The LA's:</p> <ul style="list-style-type: none"> <li>● use of a wide range of quality-improvement programmes (including those of the National Strategies) is highly effective resulting in rapid improvements in achievement, pedagogy and assessment for learning in schools and settings, including childminders</li> <li>● deployment of LA EY Consultants is well-targeted and results in rapid improvements and significant and demonstrable gains in achievement and progress for children in excess of EYOD targets.</li> </ul>	<p>The LA's promotion and support for embedding the EYFS is effective, valued by most schools, settings and childminders and results in good improvements in relation to EYOD targets, in particular to narrowing the gap.</p> <p>The LA:</p> <ul style="list-style-type: none"> <li>● effectively communicates national priorities to heads of settings and childminders and also how priorities relate to the EYFS and related quality-improvement programmes</li> <li>● accurately and transparently matches EY improvement resources to identified needs</li> <li>● provides good support for the implementation of quality-improvement programmes (including National Strategies' programmes) and materials from its LA EY Consultants</li> <li>● ensures that EY improvement, training and development programmes are effectively monitored, evaluated, and adjusted in the light of this evaluation.</li> </ul>	<p>The LA's promotion and support for embedding the EYFS is valued by most schools, settings and childminders but there is little evidence that it is effective in securing improvements in relation to EYOD targets, in particular to narrowing the gap.</p> <p>The LA:</p> <ul style="list-style-type: none"> <li>● communicates national priorities and how they relate to the EYFS and related quality-improvement programmes, but responses from heads of settings and childminders show a lack of understanding.</li> <li>● matches EY improvement resources to identified needs in settings but leaders and managers demonstrate a lack of clarity about how this is achieved</li> <li>● provides some effective support, training and development for the implementation of quality-improvement programmes and materials</li> <li>● EY Consultants are in place but impact is difficult to determine either because of weak practice or because systems are insufficiently robust to provide evidence of impact.</li> </ul>	<p>There is little or no evidence that the LA's promotion and support for embedding the EYFS is valued by schools, settings or childminders, or is effective in securing improvements in relation to EYOD targets, in particular to narrowing the gap.</p> <p>Training and development opportunities are delivered but are neither linked to priorities nor do they show evidence of impact on quality improvement.</p> <p>There is little or no evidence that the LA:</p> <ul style="list-style-type: none"> <li>● communicates national priorities to heads of settings and childminders and how they relate to the EYFS and related quality-improvement programmes</li> <li>● makes effective use of its LA EY Consultants to raise standards.</li> </ul>
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## 1.2 Impact of LA leadership and management on raising standards, narrowing the gap and improving progress for all children

### Quality Standards

- There is a clear vision for school improvement that is inclusive and focused upon impact and is effectively shared with all stakeholders.
- This vision leads to the development of an effective school improvement strategy that is based upon the clear recognition of the responsibility of schools for their improvement and the centrality of the SIP/National Challenge Adviser role in working with schools on this.
- **There is a clear vision for improving outcomes and working towards EYOD targets across the relevant services in the LA that is inclusive and focused upon impact and is effectively shared with all stakeholders in the private, voluntary, independent and maintained sector.**
- There is a clearly-defined and effective cycle of monitoring and evaluation, which is used to inform future planning.
- Communication at all levels is effective and roles, responsibilities and accountabilities are clear.
- All EY and school improvement professionals are fully briefed on school improvement processes, procedures and services in relation to their LA work.
- Effective performance management develops a fit-for-purpose workforce and informs CPD arrangements.
- Effective communications exist at all levels to ensure a coherent and consistent implementation of the school improvement strategy and of EYFS and quality improvement in EY settings.
- Overall, leadership and management of the LA contributes to improvement in standards and 'Enjoy and Achieve' outcomes for children and underpins the work of settings, schools, the LA and partners in improving all ECM outcomes.

Criteria for self-evaluation			
Outstanding	Good	Requires some improvement	Requires significant improvement
<p><b>All criteria for a good service are met.</b></p> <p>The impact of leadership and management of the service results in:</p> <ul style="list-style-type: none"> <li>● rapid improvement and achievement and progress for children and young people</li> <li>● sustainable improvement in all or the large majority of schools and settings</li> <li>● no schools in Ofsted categories and no settings identified as inadequate by Ofsted.</li> </ul>	<p>There is a compelling inclusive vision for EY/school improvement that is shared by all stakeholders and is determined through impact on children's achievement and progress. EY/school improvement planning is informed by effective monitoring and evaluation and evidently leads to improvement. Roles and accountabilities are clearly defined and are used to govern the deployment of those EY staff or SIPs/ National Challenge Advisers and other LA staff at the heart of the relationship between the LA and settings/schools. All EY/school improvement professionals are fully briefed on quality improvement processes, procedures and services in relation to LA work and this leads to an increase in impact and effectiveness of these staff. Effective performance management is in place to maintain a consistent high quality impact from the workforce, the outcomes of which determine CPD arrangements. Leadership and management of the LA EY/school improvement service leads to sustainable school and setting improvement and improved achievement and progress of children and young people.</p>	<p>There is a vision for EY/school improvement but it is not well understood by all stakeholders and does not inform their practice. It is likely to be unclear on the expected impact on the achievement and progress of children and young people. There is a monitoring and evaluation cycle but it does not clearly inform planning nor lead to improvement. There is some cross-over in roles and accountabilities are not clear. All EY/school improvement professionals are briefed on EY/school improvement processes, providers and services in relation to LA work but evidence of impact and increased effectiveness of staff is weak. Performance management procedures exist but they are not consistently followed for all staff and do not lead to improvements in consistency and quality of the workforce although at most only one or two members of the service are of poor quality. Stakeholders support the leadership and management of the LA EY/school improvement service leads but evidence of impact is weak.</p>	<p>There is no evidence of a vision for EY/school improvement. There is no monitoring and evaluation cycle or if there is one it is likely to be a bureaucratic exercise that yields little useful information and certainly does not contribute to planning or increased effectiveness. Roles and accountabilities are not clear, the structure is not fit for purpose and prevents fluid communication and timely action being taken. There is no performance management, although a policy may exist. There is widespread variability in the quality of the workforce. Ineffective communication leads to little or no EY/school improvement and there are concerns about the quality of the workforce. There is little or no support from stakeholders for the leadership and management of the LA EY/school improvement service leads and there is little or no evidence of impact. The LA EY/school improvement service acts as a barrier to EY/school improvement.</p>

### 1.3 Impact of support, training and CPD for EY Consultants, LA SIPs/National Challenge Advisers and LA National Strategies' Consultants

#### Quality Standards

- There is effective induction of EY Consultants/SIPs, National Challenge Advisers and LA National Strategies' consultants.
- Performance management arrangements identify a CPD plan for each SIP/National Challenge Adviser/National Strategies' Consultant for the year, which is recorded and monitored by the LA and includes National Strategies' programmes.
- EY Consultants/SIPs, National Challenge Adviser and LA National Strategies' Consultants access a suitable range of blended learning CPD activities including National Strategies' programmes in order to meet their identified needs.
- The skill level of EY Consultants/SIPs, National Challenge Advisers and LA National Strategies' Consultants increases.
- There is an increasingly consistent message delivered by EY Consultants/SIPs, National Challenge Advisers and LA National Strategies' Consultants to settings and schools about effective leadership and management, EY/school improvement planning and self-evaluation resulting in an increasingly expert and highly-skilled workforce.
- CPD for EY Consultants/SIPs, National Challenge Advisers and LA National Strategies' Consultants ensures they have the right knowledge, understanding and skill level to provide support and challenge to settings/schools on national and local priorities, where appropriate to the settings/schools' own priorities.

Criteria for self-evaluation			
Outstanding	Good	Requires some improvement	Requires significant improvement
<p><b>All elements of good practice in ongoing training and development of SIPs/National Challenge Advisers/LA National Strategies/LA National Strategies' Consultants are present.</b></p> <p>The CPD programme makes highly-effective use of the full blend of CPD activities.</p> <p>The impact of CPD is monitored and evaluated.</p> <p>There is evidence of impact from induction and CPD on the quality of provision in schools and on the achievement and progress of children and young people.</p>	<p>There is a rigorous induction and CPD programme for SIPs/National Challenge Advisers/LA National Strategies' Consultants based on needs identified through the performance management process together with local, regional and national priorities.</p> <p>LA QA demonstrates the impact of induction and CPD for SIPs/National Challenge Advisers and LA National Strategies' Consultants on the quality of challenge and support offered to schools.</p> <p>CPD is appropriately differentiated by phase.</p> <p>All SIPs/National Challenge Advisers and LA National Strategies' Consultants have an individual CPD plan relating to their individual needs as identified through performance management identifying their CPD for a full year ahead.</p>	<p>There is an induction and CPD programme but it is not sufficiently targeted to the needs of individual SIPs/LA National Strategies' Consultants and national, regional and local priorities.</p> <p>There is monitoring of induction and CPD for SIPs and LA National Strategies' Consultants but not on the impact on performance.</p> <p>CPD sessions are likely to be principally briefings though there is some structured development work.</p> <p>There is a CPD plan for SIPs/National Challenge Advisers and LA National Strategies' Consultants but it is likely to be generic or show modest differentiation and shows little linkage to the performance management process.</p>	<p>There is no strategically-planned CPD programme for SIPs/National Challenge Advisers /LA National Strategies' Consultants or it is minimal/inadequate with little or no account taken of individual CPD needs.</p> <p>There is no monitoring of induction and CPD for SIPs/National Challenge Advisers and LA National Strategies' Consultants or consideration of impact.</p> <p>CPD mostly focuses on 'meeting' structures and shows little evidence of being planned to meet the needs of SIPs/National Challenge Advisers/LA National Strategies' Consultants. There is very little structured development activity.</p> <p>There are no plans for CPD or where they do exist they are cursory and inadequate – performance management procedures are not followed and do not result in identified CPD needs being met.</p>



#### 1.4 Brokering of support services to schools

##### Quality Standards

- Schools make use of a range of support services available locally, regionally and nationally and in particular schools in the National Challenge have a well-tailored responsive support package brokered by their National Challenge Adviser (City Challenge Adviser for City Challenge areas).
- Deployment of support services matches the needs of schools identified as a result of the school improvement dialogue with the leadership of the school.
- The LA school improvement team
  - brokers and commissions support to schools that is timely, fit for purposes and avoids conflict of interest
  - supports and challenges schools to monitor and evaluate impact to inform further development of support
  - works strategically with regional and other support services
  - works with schools to commission services from and across schools through networks/partnerships
  - supports results in improvements in the outcomes for children.

Criteria for self-evaluation			
Outstanding	Good	Requires some improvement	Requires significant improvement
<p><b>All elements of good brokering of support services are present.</b></p> <p>The LA supports schools in accessing a wide range of fit-for-purpose quality-assured sources of support including independent consultants, other schools within and beyond the LA and a range of national providers.</p> <p>Support services result in rapid progress in the schools' identified priorities, ultimately leading to improvement in the outcomes for children.</p>	<p><b>LA systems encourage schools to make use of a wide range of additional support from local, regional and national providers.</b></p> <p>Deployment of support services is closely matched to the priorities of schools.</p> <p>Brokering and commissioned support services for schools are timely, fit for purpose and avoid conflict of interest. The LA supports and challenges schools and assists them in monitoring and evaluating impact to inform further development of these services.</p> <p>The LA works:</p> <ul style="list-style-type: none"> <li>● strategically with regional and other support services</li> <li>● with schools to commission services from and across schools through networks/partnerships.</li> </ul> <p>Support services result in progress on the school's identified priorities and which in turn lead to improvements in attainment and progress for children and young people.</p>	<p>There is an unhelpful dominance of school support from LA sources and insufficient expertise brought in to support schools from other sources. This may be exacerbated by preference being given to encouraging schools to use the LA-traded services where these exist.</p> <p>There is little consistency in provision or facilitation of access to support services for schools, much is dependent upon the particular knowledge and contacts of specific members of the school improvement team.</p> <p>Evidence of progress towards the schools' identified priorities is difficult to discern.</p>	<p>School support services work in an ad hoc way; there may be some effective provision but this is not the result of the work of the LA.</p>

### 1.5 Impact of target setting, tracking and intervention in schools

#### Quality Standards

- The LA and schools set targets which are ambitious and show a trend for improvement in line with DCSF guidance for all the children within the LA and for specific underachieving groups within that population.
- The LA and school targets take account of and build on prior attainment and previous best performance and:
  - focus on progression with the expectation:
    - at Key Stage 2 that all children make at least two levels of progress
    - at Key Stages 3 and 4 that increasing numbers of children make two levels of progress
    - that at all key stages no children make less than one level of progress.
  - reflect an ambition to narrow the attainment gap between pupils nationally and pupils eligible for free school meals, black and minority ethnic pupils and gifted and talented pupils
  - represent improvement over current attainment and progress
  - represent a reduction in persistent absence for secondary-aged pupils
  - for secondary schools that are part of the National Challenge ensure that they are above the floor target by 2011.
- The tracking and monitoring of progress by schools and the LA is accurate, comprehensive, regular, systematic and timely.
- SIPs/National Challenge Advisers provide support and challenge for schools to ensure the effectiveness of their tracking systems and intervention strategies.
- Tracking systems identify progress in meeting the learning needs of children and young people and inform the review of teaching programmes and the effective use of intervention strategies.
- Intervention brings about the desired improvements in attainment and progress for children and young people.

Criteria for self-evaluation			
Outstanding	Good	Requires some improvement	Requires significant improvement
<p><b>The LA and at least 95% of schools set targets which are ambitious and show a trend of improvement in line with DCSF guidance.</b></p> <p>The tracking and monitoring of pupil progress by almost all schools and the LA is accurate, comprehensive, regular, systematic and timely.</p> <p>SIPs provide support and challenge for almost all schools to ensure the effectiveness of their tracking systems and intervention strategies.</p> <p>Tracking systems in almost all schools identify pupils' learning needs and inform the review of teaching programmes and use of intervention strategies.</p> <p>Target setting, tracking and intervention improve progress and attainment and narrow the attainment gap for children and young people in almost all schools.</p>	<p><b>The LA and between 80% and 95% of schools set targets which are ambitious and show a trend of improvement in line with DCSF guidance.</b></p> <p>The tracking and monitoring of pupil progress by over 80% of schools and the LA is accurate, comprehensive, regular, systematic and timely.</p> <p>SIPs provide support and challenge for over 80% of schools to ensure the effectiveness of their tracking systems and intervention strategies.</p> <p>Tracking systems in over 80% of schools identify pupils' learning needs and inform the review of teaching programmes and use of intervention strategies.</p> <p>Target setting, tracking and intervention improve progress and attainment and narrow the attainment gap for children and young people in over 80% of schools.</p>	<p><b>The LA and between 50% and 80% of schools set targets which are ambitious and show a trend of improvement in line with DCSF guidance.</b></p> <p>The tracking and monitoring of pupil progress by schools and the LA is not consistently accurate, comprehensive, regular, systematic and timely.</p> <p>SIPs provide inconsistent support and challenge for schools to ensure the effectiveness of their tracking systems and intervention strategies.</p> <p>Tracking systems are inconsistent in identifying pupils' learning needs and inform the review of teaching programmes and use of intervention strategies.</p> <p>Target setting, tracking and intervention improve progress and attainment and narrow the attainment gap for children and young people in a minority of schools.</p>	<p><b>The LA and less than 50% of schools set targets which are ambitious and show a trend of improvement in line with DCSF guidance.</b></p> <p>The tracking and monitoring of pupil progress by schools and the LA is not accurate, comprehensive, regular, systematic and timely.</p> <p>SIPs provide ineffective support and challenge for schools to ensure the effectiveness of their tracking systems and intervention strategies.</p> <p>Tracking systems do not adequately identify pupils' learning needs and inform the review of teaching programmes and use of intervention strategies.</p> <p>There is little evidence that target setting, tracking and intervention are having any impact in most schools.</p>

### 1.6 Meeting the needs of all children, including those with LDD in schools

#### Quality Standards

##### School effectiveness

- The gap between the lowest-attaining pupils and the majority of their peers is narrowing.
- The LA takes appropriate steps to support/challenge schools with the development of provision management and to ensure that schools understand the resources available to them, use the resources effectively and can demonstrate the impact on pupil progress and outcomes.
- School improvement services (including SIPs/National Challenge Advisers) monitor and challenge the quality of the provision made by schools and schools are supported to evaluate and evidence the impact that they make for children identified as having LDD.
- Children and young people identified as having LDD, who are working below expected levels of the National Curriculum, are assessed appropriately through the use of P Scales and other forms of assessment. Robust arrangements to support moderation of P Scale assessments are in place, as part of a continuum alongside National Curriculum moderation procedures.
- Data is systematically used to monitor standards and progression and to support the setting of appropriate and stretching targets for all children and young people. Schools are challenged appropriately and are encouraged to set ambitious and stretching targets for children and young people working below expected levels of the National Curriculum.
- Professional development for all staff, including those directly responsible for children identified as having LDD, is provided to improve skills and confidence and address identified skill shortages.

##### Children and families

- Children and young people and their parents/carers benefit from the coordinated and targeted person-centred support of multi-agency specialist services and are able to contribute effectively to case discussions and reviews, particularly at transition.
- The LA exploits opportunities to improve services through collaboration and learning from others, including through regional special educational needs (SEN) hubs.
- The LA maintains or commissions high-quality Parent Partnership and Information Services which meet the required standards for the provision of such services.
- The LA evaluates parental satisfaction with provision and services.

##### Compliance

- The LA completes statutory assessments within required timescales, including amending statements by 15 February for children transferring between phases. Statements are used appropriately and are suitably specific, detailed and quantified.
- The LA complies with Information Regulations in relation to SEN.
- Schools meet their duties under the Disability Discrimination Act (DDA) and the requirements to have Disability Equality Schemes.
- The LA can demonstrate that it has in place or is developing a flexible range of provision for children and young people identified as having LDD that is supported by clear strategy and funding which includes careful analysis of need and evidence of what works.

<ul style="list-style-type: none"> <li>● Resources are aligned to LA strategy. The LA can evidence the impact that its resources are having on raising standards and improving outcomes for children and young people.</li> <li>● The LA monitors and evaluates placements in out-of-area schools and attendance and exclusions of pupils identified as having LDD.</li> </ul> <p>Leadership and management</p> <ul style="list-style-type: none"> <li>● The LA has the capacity to continue to improve its performance and the quality of the services it provides.</li> </ul>	<b>Criteria for self-evaluation</b>		
Outstanding	Good	Requires some improvement	Requires significant improvement
<p><b>All quality standards for the provision for good LA services for SEN/LDD are met.</b></p> <p>Percentage of pupils below expected levels at the end of each key stage is in the top quartile with evidence that gaps are narrowing.</p> <p>98% of statutory assessments (where there are no exceptions) are completed within required timescales and in 90% of all cases (with exceptions).</p> <p>The LA can evidence compliance with the DDA by all its schools.</p>	<p>School improvement services (including SIPs) make good use of data to monitor and challenge the quality of the provision made by schools and its impact on the attainment and progress of pupils with SEN/LDD.</p> <p>The educational attainment of children and young people in care is good (top quartile).</p> <p>Percentage of pupils below expected levels at the end of each key stage is in the second quartile or above with evidence that gaps are narrowing/ progress is good.</p> <p>LA strategy is robust with a clear vision that addresses needs. Key stakeholders, including parents, engage with strategy development and review.</p> <p>There is a good Parent Partnership Service (PPS) that meets most of the standards.</p>	<p>Percentage of pupils below expected levels at the end of each key stage is in the third quartile but with some evidence that gaps are narrowing/ progress is good.</p> <p>The LA makes some use of data to monitor and track progress and to provide support and challenge to schools. There is evidence that many schools set stretching and ambitious targets for pupils with SEN/LDD.</p> <p>LA strategy is in some need of development/evidence base is not secure/impact on standards is not clear/planned reviews are not in place.</p> <p>PPS service is reasonable but is not able to consistently demonstrate impact on LA policy or parental confidence. Not all standards are met.</p> <p>The LA can demonstrate that most, but not all, schools comply with the requirements of DDA.</p>	<p>Percentage of pupils below expected levels at the end of each key stage is in the third or fourth quartiles with little/ no evidence that gaps are narrowing/ progress is adequate.</p> <p>The LA makes inadequate use of data to monitor and track progress and to provide support and challenge to schools. There is little evidence that schools are systematically challenged to set ambitious and stretching targets for pupils with SEN/LDD.</p> <p>School improvement/inclusion services are not well aligned and do not appropriately support schools to improve standards.</p> <p>LA strategy is in need of significant development or renewal – the evidence base is limited as is congruence with other strategic plans.</p>

	<p>The LA can demonstrate high parental confidence in provision and services.</p> <p>The LA has evidence that schools meet the requirements of the DDA.</p> <p>90% of statutory assessments (where there are no exceptions) are completed within required timescales and in 80% of all cases (with exceptions).</p> <p>Statements are used appropriately and are suitably specific, detailed and quantified.</p> <p>The LA complies with Information Regulations in relation to SEN/LDD.</p>	<p>80% of statutory assessments (where there are no exceptions) are completed within required timescales and in 60% of all cases (with exceptions).</p> <p>The LA partially complies with SEN Information Regulations.</p>	<p>PPS is not able to demonstrate positive impact on LA policy or improving parental confidence. Referrals to SEN and Disability Tribunal are likely to be above average.</p> <p>Performance in completing statutory assessments within timescales is below acceptable standards (less than 80% completed on time without exceptions and less than 60% when there are exceptions).</p> <p>The LA does not have comprehensive evidence to demonstrate that its schools comply with the DDA.</p>
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## RAG 2 – Risk management and intervention in schools and settings

### 2.1 Impact of targeting LA National Strategies' resources

#### Quality Standards

- All EY/school improvement staff are knowledgeable about the full range of available National Strategies' resources and use them appropriately to support LA priorities.
- National Strategies' consultant resources are deployed in line with school priorities that have been agreed with each school's SIP or National Challenge Adviser.
- **Deployment of EY Consultants is in inverse proportion to success.**
- The LA:
  - matches National Strategies' provision to the needs of schools/settings.
  - uses intelligence gathered on schools and settings to differentiate the support available.
  - supports schools and settings in monitoring and evaluating the implementation and impact of resources/programmes.
- The resources/strategies brokered bring about the desired improvements in schools.
- Implementation of targeted National Strategies' programmes is effective in meeting milestones and demonstrating impact.



Criteria for self-evaluation			
Outstanding	Good	Requires some improvement	Requires significant improvement
<p><b>All elements of good targeting of LA National Strategies' resources are present.</b></p> <p><b>Almost all schools and settings make highly effective use of National Strategies' resources and programmes resulting in rapid improvement of the schools'/ settings' priorities.</b></p> <p>The targeted use of resources and programmes leads to rapid and sustained improvements in achievement and progress for children and young people.</p> <p>The work of the LA EY/school improvement service is used as a transferable model of good practice.</p>	<p><b>The LA strategically deploys the full range of National Strategies' resources and programmes to have maximum impact on agreed LA, school/setting priorities.</b></p> <p>All in the EY/school improvement team have a thorough understanding of the range of National Strategies' resources and support available.</p> <p>Schools and settings are supported in monitoring and evaluating the impact of support from National Strategies' resources and programmes.</p> <p>This results in improved progress and achievement for children and young people.</p>	<p>The LA EY/school improvement service deploys the full range of resources and programmes but this is carried out with little regard to agreed LA and setting/school priorities.</p> <p>Some EY/school improvement service staff have significant gaps in their knowledge of National Strategies' programmes and resources.</p> <p>There is little evidence of monitoring and evaluation of the impact of National Strategies' resources and programmes.</p>	<p><b>The LA EY/school improvement service does not employ the expected range of resources and programmes.</b></p> <p>Deployment of resources and programmes is not strategic. No reference is made to agreed LA and setting/school priorities.</p> <p>There are few LA personnel that know about National Strategies' resources or how these can be used to support improvement.</p>

## 2.2 Impact of challenge and support in relation to standards in schools

### Quality Standards

- Challenge and support are provided by the LA for schools by SIPs and National Challenge Advisers for headteachers and their leadership teams and by LA National Strategies' Consultants for curriculum leaders and teachers. For secondary schools 75% of SIPs/National Challenge Advisers have secondary headship experience or 75% of schools have SIPs or National Challenge Advisers with headship experience allocated to them.
- SIPs and National Challenge Advisers:
  - support improvement in the quality of schools' self-evaluation (SSE) processes and in the record of the outcomes
  - challenge and support financial planning which improves the extent to which spending meets schools' priorities.
- SIPs, National Challenge Advisers and LA National Strategies' Consultants:
  - provide a robust but sensitive challenge to schools that helps them to identify the priorities for improvement and high-impact strategies for tackling these priorities
  - provide dialogue which results in improved planning and better outcomes for children and young people
  - work with schools as part of a continuous process of improvement. Each meeting evaluates progress since the last and identifies further priorities, actions to be taken and the support required.
- Challenge and support results in gains in attainment and increased proportions of children and young people making at least two levels of progress and accelerated progress for vulnerable and underachieving groups.
- The LA ensures that all schools have SIPs or National Challenge Advisers allocated to them as appropriate and that they advise the governors and management committees of Pupil Referral Units (PRUs) on the headteacher's performance management in accordance with regulations and guidance.

Criteria for self-evaluation		Requires significant improvement	Requires some improvement	Good
<b>Outstanding</b>	<p><b>All the features of good challenge and support are present and supported by appropriate evidence.</b></p> <p>Challenge and support for schools contributes to gains in attainment and progress across the LA that are in the top quartile of performance nationally.</p>	<p>Schools and/or LAs are dissatisfied with the challenge and support provided by SIPs/LA National Strategies' Consultants and there is no evidence of impact upon:</p> <ul style="list-style-type: none"> <li>the progress and attainment of children and young people</li> <li>the quality of self-evaluation in schools where such improvements are required</li> <li>the quality of school improvement planning where such improvement is required</li> <li>the effective use of resources by the school where such improvements are required.</li> </ul> <p><b>SIPs are not providing advice to the governors of all schools and management committees of PRUs within the LA.</b></p>	<p>Schools and LAs are satisfied with the challenge and support provided by SIPs/LA National Strategies' Consultants but there is little evidence of impact upon:</p> <ul style="list-style-type: none"> <li>the progress and attainment of children and young people</li> <li>the quality of self-evaluation in schools where such improvements are required</li> <li>the quality of school improvement planning where such improvement is required</li> <li>the effective use of resources by the school where such improvements are required</li> <li>those areas of school activity targeted as national priorities.</li> </ul>	<p>Schools and LAs state that the challenge and support provided by SIPs/LA National Strategies' Consultants is bringing about improvements and there is evidence of a discernible positive impact upon:</p> <ul style="list-style-type: none"> <li><b>the progress and attainment of children and young people</b></li> <li><b>accelerated progress of underachieving and vulnerable groups</b></li> <li>the quality of self-evaluation in schools where improvement is required</li> <li>the quality of school improvement planning where improvement is required</li> <li>the effective use of resources by the school where improvements are required</li> <li>those areas of school activity targeted as national priorities.</li> </ul> <p>The 75% quota for secondary schools SIPs/National Challenge Advisers is met.</p>

### 2.3 Impact of management support for SCC including those in the National Challenge

#### Quality Standards

- The LA has a clear, agreed and transparent policy on SCC which complies with legislation and statutory guidance. It ensures schools take responsibility for their own improvement, with the SIP or National Challenge Adviser (where appropriate) in a central role of challenge and support.
- This policy includes an effective system for categorising schools against published criteria taking account of a range of evidence including SSE and SIP intelligence. This policy places appropriate emphasis upon National Challenge schools.
- Early and decisive LA intervention in SCC brings about rapid improvement and removal from the category of concern.
- Where the LA has a National Challenge school it has effective plans for supporting school improvement or where appropriate, structural interventions, that will bring it above the floor target by 2011.
- The LA:
  - makes appropriate use of the range of statutory powers available to it
  - makes appropriate use of radical approaches to improving governance where appropriate, including promotion of Academy and Trust developments and use of hard federations and/or school amalgamations or closure
  - makes intelligent use of a range of telling information to pinpoint schools' needs and identify barriers to improvement using SSE and SIP intelligence
  - ensures action plans/statements of action are evaluated as meeting requirements
  - identifies and commissions appropriate support that enables schools to make rapid progress including using outstanding schools, National Leaders in Education, etc
  - actions at school level which help schools be self-sustaining once support is reduced or removed
  - effectively reviews progress and plans further actions.
- This results in rapid sustainable improvement of SCC.

Criteria for self-evaluation		Requires significant improvement	Requires some improvement	Good
<p><b>Outstanding</b></p> <p><b>The LA works effectively to establish an enabling environment where school capacity is built and sustainable improvement results.</b></p> <p><b>All the elements of good practice for management support of SCC are present.</b></p> <p>The LA's work with SCC can be used as a transferable model of best practice.</p> <p>There are no schools in Ofsted categories.</p>	<p>Intervention is rarely considered prior to school failure and then it is ineffective.</p> <p>Less than 80% of National Challenge schools are on trajectory to be above the floor target by 2011.</p> <p><b>The number of schools in Ofsted categories is in the top quartile nationally.</b></p> <p>There are above national average schools in Ofsted categories.</p> <p>The LA has no SCC policy, or the policy has significant weaknesses.</p> <p>There are significant weaknesses of strategies structures and systems (under 60% of 'good' criteria are secure).</p> <p>The LA has not accurately evaluated the degree of risk of a school going into an Ofsted category.</p> <p>Schools do not make sufficient progress or continue to decline.</p> <p>The LA makes no use of its statutory powers.</p>	<p>Intervention is tardy, frequently using an Ofsted categorisation as the trigger for action rather than trying to prevent school failure in the first place.</p> <p>More than 80% of National Challenge schools are on trajectory to be above the floor target by 2011.</p> <p><b>There are above national average schools in Ofsted categories.</b></p> <p>The LA policy for SCC is not fully aligned with legislation and has some weaknesses.</p> <p>There are some weaknesses in the implementation of the strategies, structures and systems (over 60% of 'good' criteria are secure).</p> <p>Schools make satisfactory progress with key issues, but cannot sustain this progress when support is removed.</p> <p>The LA makes some use of the range of statutory powers available.</p>	<p><b>Early intervention in SCC brings about rapid improvement and removal from category of concern.</b></p> <p>All National Challenge schools are on trajectory to be above the floor target by 2011.</p> <p>The LA has an agreed policy for SCC that complies with legislation and DCSF guidance.</p> <p>Within the context of the policy, which takes account of the full range of stakeholders and agencies, including SIPs, the LA:</p> <ul style="list-style-type: none"> <li>● makes intelligent use of a range of telling information to pinpoint schools' needs and identify barriers to improvement</li> <li>● has an effective system for identifying SCC against published criteria and agreeing the list</li> <li>● draws up action plans/statements of actions that are evaluated as meeting requirements</li> <li>● identifies and commissions appropriate support</li> <li>● reviews progress, plans further action and adapts approaches</li> </ul> <p>LA actions with SCC result in self-sustaining improvement and support is reduced or removed.</p> <p>The LA makes appropriate use of the range of statutory powers available to it, including taking radical action.</p>	

#### 2.4 Impact of gathering, analysing and making best use of intelligence from schools and settings to drive improved standards as part of a wider strategy to achieve ECM outcomes

##### Quality Standards

- The LA's data systems are used strategically to form a view about the progress of children and of setting/school quality to:
  - inform the target-setting process for the EYOD.
  - brief SIPs and National Challenge Advisers on areas of enquiry prior to each visit to a school; all such intelligence is gathered into a simple format to encapsulate the key information the LA has about the school and is shared with schools.
- Reports from EY Consultants/SIPs and National Challenge Advisers identify the needs of schools/settings and show what needs to be done to improve quality and provide evidence of challenge on the specific areas of concern and any others that have been identified.
- SIP and National Challenge Adviser reports are:
  - timely
  - accurate and precise, identifying the school's response to all the issues emerging from the data
  - informative
  - evaluative
  - concise.
- Reports from EY Consultants/SIP and National Challenge Adviser:
  - identify key strengths and priorities for further action
  - provide a judgement on the robustness of the self-evaluation including the strength of the evidence base.
  - form an agenda for action for the setting/school, noting progress since the last meeting and agreed actions before the next
  - are direct yet sensitive, add value to the quality improvement/school's improvement processes and impact upon outcomes for children and young people
  - record the school's targets and progress towards achieving them.
- Based upon SIP/National Challenge Adviser reports and other intelligence, the LA undertakes a comprehensive and accurate risk analysis of all schools, resulting in effective deployment of resources which have the maximum impact on pupil progress and attainment. The result is fewer schools falling into Ofsted categories and improved outcomes for children and young people.
- The impact of the work of EY Consultants is evident in improved Ofsted inspection outcomes and progress of children.
- The LA is on track to meet the threshold EYOD target.
- The LA is on track to meet the gap narrowing EYOD target.

Criteria for self-evaluation		Good	Requires some improvement	Requires significant improvement
<p><b>Outstanding</b></p> <p><b>All the elements of good use of intelligence are present.</b></p> <p>The LA's intelligence management system/risk management system results in rapid and decisive intervention with evidence of significantly high positive impact and prevention of failure.</p> <p>Improvement of achievement and progress for children/young people is:</p> <ul style="list-style-type: none"> <li>● <b>in line with EYOD targets and may be in excess.</b></li> <li>● <b>in the top quartile nationally for schools.</b></li> </ul> <p>There are no schools in Ofsted categories.</p> <p>The LA's intelligence management/risk management system is used as a transferable model of best practice.</p> <p><b>The LA is on track to exceed both national EY targets.</b></p>	<p><b>Good</b></p> <p><b>The LA has effective management information systems for gathering relevant intelligence on settings and schools and using this to:</b></p> <ul style="list-style-type: none"> <li>● <b>form a robust picture of children's progress and school and setting quality</b></li> <li>● predict and manage risk of school failure.</li> </ul> <p>The risk register created is shared with senior officers (and elected members) on a regular basis.</p> <p>These processes are transparent and schools and settings understand the range of intelligence held on them.</p> <p>The key document for gathering intelligence from schools is the SIP report. These:</p> <ul style="list-style-type: none"> <li>● are timely</li> <li>● are accurate</li> <li>● are supported by evidence</li> <li>● identify the issues for action and a timescale</li> <li>● provide evidence of the challenge provided</li> <li>● provide a clear agenda for action</li> <li>● have a clear agenda and format</li> <li>● feed into the LA management information system and risk register.</li> </ul>	<p>The LA risk management system gathers much information but fails to do so systematically, or fails to present it in a useful form that facilitates interrogation.</p> <p>It is likely that there will not be one risk register but many different locations for intelligence. This is not routinely shared at senior levels in the LA.</p> <p>Schools and settings are unable to articulate the LA's processes for EY information management/risk management in schools.</p> <p><b>One or two of the eight critical criteria for good reports are missing.</b></p> <p>There is some inconsistency across and within reports.</p> <p>LA QA arrangements lack rigour and fail to ensure reports are of good quality.</p> <p><b>There are above national average schools in Ofsted categories.</b></p> <p><b>The LA is on track to meet one of the national EY targets.</b></p>	<p>The LA has limited processes for undertaking EY management information/risk analysis of schools.</p> <p>Schools and settings are not provided with the outcomes of EY management information/school risk analysis.</p> <p><b>Three or more of the critical criteria for good reports are missing.</b></p> <p>There is a lack of consistency across and/or within reports.</p> <p>There may be no LA QA arrangements or if there are they are weak and inconsistently applied.</p> <p><b>The number of schools in Ofsted categories is in the top quartile nationally.</b></p> <p><b>The LA is unlikely to meet either of the national EY targets.</b></p>	

		<p>There are effective QA arrangements to ensure there is a good level of consistency across and within reports.</p> <p>The result is fewer schools falling into Ofsted categories and improved progress and attainment for children and young people.</p> <p>EY consultant reports and other evidence from management information system (MIS) evaluations are shared with senior officers (and elected members) on a regular basis.</p> <p>The LA is on track to meet both national EY targets.</p>	
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### 2.5 Effective use of data to promote progress of all children

#### Quality Standards

- The use of data in schools, settings and the LA contributes to improved achievement and progress of children and young people and accelerated progress of underachieving groups.
- The advice to schools and settings about the use of data is effective.
- The LA has a clear strategic vision for effective use of performance data and this vision contributes to improved attainment and progress.
- This vision results in provision of data that is timely, accurate, useful, accessible and uncluttered.
- Range of data provided and used by the LA includes all the relevant performance data, and also the range of contextual and socio-economic data.
- Each school's SIP/National Challenge Adviser is briefed on the analysed data and effectively challenges schools as a result and provides accurate reports.
- The LA demonstrably and effectively uses its data to inform its improvement strategy and resource deployment.
- The improvement strategy for schools is adjusted in the light of this cycle of data provision, use and feedback.
- The data provision supports effective target setting and intervention and tracking of pupils in schools.

Criteria for self-evaluation			
Outstanding	Good	Requires some improvement	Requires significant improvement
<p><b>All the elements of good use of data are present.</b></p> <p>The use of data contributes to the progress of all children in the LA and results in the LA being in the top quartile (for EY in either the threshold or gap closing measure).</p> <p>All or nearly all schools and settings in the LA show well embedded practice in use of data to promote progress.</p>	<p>The use of data contributes to the progress of children in the LA and a rate of improvement in achievement above the median.</p> <p>Data includes performance and contextual information and is:</p> <ul style="list-style-type: none"> <li>● timely</li> <li>● accurate</li> <li>● useful</li> <li>● accessible</li> <li>● uncluttered.</li> </ul> <p>The majority of schools and settings in the LA show well-embedded practice in use of data to promote progress.</p> <p>The LA demonstrably uses its data to effectively inform its improvement strategy and resource deployment for schools and settings.</p> <p>LA briefing of SIPs/National Challenge Advisers results in effective challenge on relevant issues.</p> <p>The improvement strategy for schools and settings is shaped by this data cycle.</p>	<p>Provision of data is satisfactory or better but evidence that its use contributes to progress and improvement is weak.</p> <p>Two of the critical criteria for good provision are missing.</p> <p>Less than half of schools and settings in the LA show well-embedded practice in use of data to promote progress.</p>	<p>Provision of data has significant weaknesses and/or there is little or no evidence that the use of data contributes to the progress for children in the LA.</p> <p>Three of the critical criteria for good provision are missing.</p> <p>Few schools and settings in the LA show well-embedded practice in use of data to promote progress.</p>

## Appendix 1

### Data indicators

In addition to RAG ratings against the criteria listed in the main part of this document there will also be a range of quantitative judgements derived from the data on standards and progress for the LA and the number of schools that are coasting or below the floor target. Derivation of the criteria for these judgements will be the subject of a separate exercise. The tables below show examples of the sort of data that we expect to use for these quantitative judgments.

Standards and progress		
EY	Primary	Secondary
<ol style="list-style-type: none"> <li>1. Threshold 2006–08</li> <li>2. Gap closing 2006–08 (percentage and box in green if at or above target)</li> </ol>	<ol style="list-style-type: none"> <li>1. KS2 level 4 English and mathematics combined 2006–08</li> <li>2. ERT* with Red/Amber/Green depending on degree to which on trajectory</li> <li>3. KS2 English two levels of progress</li> <li>4. KS2 English two levels of progress ERT</li> <li>5. KS2 mathematics two levels of progress ERT</li> <li>6. Schools below floor target 2007 and 2008</li> <li>7. Primary free school meals gap, i.e. the gap between the KS2 level 4 English and mathematics achievement of children on free school meals in the LA compared to the national average of those not entitled to free school meals (to avoid local deprivation profile as a factor in relative performance)</li> <li>8. KS2 below level 3</li> <li>9. KS2 level 4 English and mathematics for Children in Care</li> </ol>	<ol style="list-style-type: none"> <li>1. KS3 level 5 English and mathematics 2006–08</li> <li>2. KS3 level 5 English and mathematics 2006–08 ERT</li> <li>3. KS3 English two levels progress</li> <li>4. KS3 English two levels of progress ERT</li> <li>5. KS3 mathematics two levels progress</li> <li>6. KS3 mathematics two levels of progress ERT</li> <li>7. Schools below KS3 floor target for 2007 and 2008</li> <li>8. 5 A*–C including English and mathematics 2006–2008</li> <li>9. KS4 English two levels of progress</li> <li>10. KS4 mathematics two levels of progress</li> <li>11. No passes at GCSE or equivalent</li> <li>12. Schools below GCSE floor target for 2007 and 2008</li> <li>13. Secondary free school meals gap i.e. the gap between the 5A*–C English and mathematics for children on free school meals and the national average of those not entitled to free school meals</li> <li>14. 5+A*–C including English and mathematics for Children in Care</li> <li>15. Priority absence for LA 2006–2008</li> <li>16. Priority absence schools 2007 and 2008.</li> </ol>
<p>* The Estimated RAISE Trajectory (ERT) refers to our data set to show the trajectory needed by each LA to reach the National PSA targets for 2011. This is considered more relevant than the current comparison with LA targets and will also encourage LAs to look at their RAISE data which includes the ERT.</p>		

## Appendix 2

### The National Strategies' regional team

The National Strategies' regional structure is at the heart of its approach to providing tailored and coherent support to LAs. There is a range of personnel within each region who liaise with specific personnel within each LA.

At the head of each region is a Senior Regional Director (SRD) who leads and manages the National Strategies' regional team and has responsibility for liaison with the Director of Children's Services (DCS) in each LA. Each SRD is supported by a regional management team comprising a secondary Senior School Improvement Adviser (SSIA) and deputy SSIA, a primary regional SIP coordinator (SIPCo), a primary Senior Regional Adviser (SRA) and an EY Senior Regional Adviser (EYSRA). In turn these senior staff line-manage a team of EY, primary and secondary Regional Advisers (RAs).

The SRD has overall responsibility for the RAG-rating process on behalf of the National Strategies within the region. The senior managers for each phase are responsible for advising the SRD on the ratings for each LA in each phase which results from their detailed discussions with their key contacts within the LA. During these discussions, senior phase managers will draw upon evidence from RA notes of visit and from visits to schools and meetings with headteachers that take place as part of the QA of the SIP programme. Relationships between National Strategies' activity and RAG ratings are shown in the table below.

RAG aspect	All ratings arrived at in discussion between National Strategies' senior phase managers and LA key contacts
1.1 Delivery of school and setting improvement programmes, including appropriate National Strategies' programmes, in particular the EY, Primary and Secondary Frameworks, in partnership with headteachers and providers.	RA evidence would be a key input to the discussion around these RAG aspects. RA notes of visit will include contributory RAG ratings resulting from discussion with their contacts at the LA.
1.3 Impact of support, training and CPD for LA SIPs and consultants.	
1.5 Impact of target setting, tracking and intervention.	
2.1 Impact of targeted LA National Strategies' resources.	
2.5 Effective use of data in schools and settings to promote pupil progress.	
1.6 Meeting the needs of all children, including those with LDD.	The National Strategies' SEN team will provide the key input to this RAG aspect. SEN RA notes of visit should include this RAG rating.

1.2 Impact of LA leadership and management on raising standards and improving progress in schools and settings	<p>These ratings would principally be derived from the discussions between National Strategies' senior regional managers and their key contacts, typically SIP manager, strategy manager and head of school improvement/assistant director. Such discussions are supported by evidence gathered from triangulation with performance data and visits to schools.</p>
1.4 Brokering of support services to schools and settings.	
2.2 Impact of challenge and support (primary and secondary only).	
2.3 Impact of management support for SCC including those in the National Challenge (primary and secondary only).	
2.4 Impact of gathering, analysing and making best use of intelligence from schools and settings.	

## Appendix 3

### Agendas for discussion with LA contacts

The following represents a comprehensive agenda that would cover the entire set of quality standards from the RAG criteria. The intention is neither that the entire agenda would be covered in one meeting, nor that the agenda is necessarily covered stepwise as a series of questions. Rather it is intended to serve as an aide-memoire for the areas that need to be covered during the course of the year.

#### 1. Impact of the LA on raising standards and improving progress

##### 1.1 Delivery of school and setting improvement programmes, including appropriate National Strategies' programmes, in particular the EY, Primary and Secondary Frameworks, in partnership with heads and providers

- Does the LA:
  - work effectively with schools and settings to achieve the PSA targets?
  - promote the National Strategies' universal offer effectively?
  - ensure that National Strategies' targeted advice and support results in greater impact?
  - maintain an open dialogue with headteachers/providers and SIPs/National Challenge Advisers in seeking to ensure schools and settings are best placed to self-evaluate and improve?
- Do National Strategies' programmes bring about the desired improvements in schools and settings?

##### 1.2 Impact of LA leadership and management on raising standards and improving progress in schools and settings

- What is the vision for school/setting improvement?
- How effective is the school/setting improvement strategy? What are the roles of schools/settings and SIPs/National Challenge Advisers within this?
- How does the cycle of monitoring and evaluation lead to clearly-defined and effective planning?
- Is communication effective at all levels? Are roles, responsibilities and accountabilities clear?
- Is performance management effective? How do you know? How does it link to CPD arrangements?

##### 1.3 Impact of support, training and CPD for SIPs/National Challenge Advisers and LA National Strategies' Consultants

- What are the arrangements for induction of SIPs/National Challenge Advisers/LA National Strategies' Consultants? What is the evidence of their effectiveness?
- How do SIPs/National Challenge Advisers/LA National Strategies' Consultants meet their identified CPD needs?
- What is the evidence of the effectiveness of SIPs/National Challenge Advisers/Consultants? Do SIPs/National Challenge Advisers and National Strategies' Consultants have the right skills and knowledge to carry out their role effectively?

##### 1.4 Brokering of support services to schools and settings

- How does the LA ensure that schools/settings have access to the right support and ensure that it is fit for purpose, has the desired impact and results in improved outcomes for children and young people?

### 1.5 Impact of target setting, tracking and intervention

- Are LA and school-set targets ambitious and do they show a trend for improvement in line with DCSF guidance for all the children within the LA and for specific underachieving groups within that population?
- How comprehensive and effective is tracking and monitoring of progress by schools and settings and the LA? And do SIPs/National Challenge Advisers support and challenge schools in their tracking and intervention?
- What evidence is there that tracking systems identify progress in meeting the learning needs of children and young people and inform the review of teaching programmes and the effective use of intervention strategies?
- How effectively does the LA support schools in narrowing gaps in achievement for children and young people in underachieving groups?

### 1.6 Meeting the needs of all children, including those with LDD

#### School effectiveness

- What steps does the LA take to support and challenge schools with the development of provision management, to ensure that schools understand the resources available to them, use resources effectively and can demonstrate the impact on pupil progress and outcomes?
- How well is data used to set ambitious targets for children and young people identified with LDD?

#### Children and families

- To what extent does the LA exploit opportunities to improve services through collaboration and learning from others, including through Regional SEN Hubs?
- How satisfied are parents with provision and services?

#### Compliance

- Does the LA:
  - complete statutory assessments within required timescales? Are statements used appropriately and are they suitably specific, detailed and quantified?
  - comply with Information Regulations in relation to SEN?
- Do schools meet their duties under the DDA and the requirements to have Disability Equality Schemes?

## 2. Risk management and intervention in schools and settings

### 2.1 Impact of targeting LA National Strategies' resources

- What are the deployment arrangements for consultants? To what extent do they take into account school priorities that have been agreed with each school's SIP?
- What is the impact of resources/strategies brokered?

### 2.2 Impact of challenge and support

- What is the impact of SIPs/National Challenge Advisers on improvement in:
  - the quality of SSE processes and in the record of the outcomes?
  - financial planning and the extent to which spending meets schools' priorities?
- What is the impact of SIPs/National Challenge Advisers and LA National Strategies' Consultants on:
  - identification of priorities for improvement and high-impact strategies for tackling these priorities?
  - planning and outcomes for children and young people?
  - the ongoing process of improvement?

### 2.3 Impact of management support for SCC

- What is the impact of the LA's policy for SCC?
- Does the LA:
  - make appropriate use of the range of statutory powers available to it and use radical approaches to improving governance where required?
  - ensure action plans/statements of action meet requirements?
  - identify and commission appropriate support that enables schools or settings to make rapid progress?
  - effectively review progress and plan further actions?
  - help schools be self-sustaining once support is reduced or removed?

### 2.4 Impact of gathering, analysing and making best use of intelligence from schools and settings

- How are the LA's data systems used strategically to form a view about the progress of each school/setting and what use is made of this data and intelligence?
- Are SIPs/National Challenge Advisers and National Strategies' and EY Consultants' reports of high quality and what is their impact?
- Does the LA National Challenge make effective use of SIPs'/National Challenge Advisers' reports?

### 2.5 Effective use of data in schools and settings to promote progress of children and young people

- How effective is the LA's data strategy in raising standards for children and young people?
- Are schools/settings provided with data that is timely, accurate, useful, accessible and uncluttered and does it include the range of contextual and socio-economic data as well as data for performance in national tests?
- How effective is the LA's use of data in informing its improvement strategy and resource deployment and is this adjusted in the light of this cycle of data provision, use and feedback?



## Appendix 4

### Agendas for discussion with headteachers and other staff in schools

An essential element of National Strategies' QA of the SIP programme is discussions with headteachers and other staff in schools. In negotiation with LAs we will need to identify a sample of schools to visit and discuss with headteachers their experiences of working with the LA in general and their SIP/National Challenge Adviser in particular. The following agenda is not intended to be covered comprehensively on each visit to a school, rather it is expected that relevant elements will be selected.

#### 1. Impact of the LA on raising standards and improving progress

##### 1.1 Delivery of school and setting improvement programmes, including appropriate National Strategies' programmes, in particular the Primary and Secondary Frameworks, in partnership with headteachers and providers

- What is your understanding of your LA's role in supporting you in meeting your statutory targets?
- Is your SIP/National Challenge Adviser able to support you in the use of National Strategies and other school improvement resources?

##### 1.2 Impact of support, training and CPD for SIPs/National Challenge Advisers and LA National Strategies' Consultants

- Is your SIP/National Challenge Adviser sufficiently knowledgeable about the issues that face your school and about how the national agenda can be used to support your school's improvement?
- Are consultants deployed to your school sufficiently skilled and up to date?
- Are you asked for formal feedback on your SIP/National Challenge Adviser or the consultants who work in your school?

##### 1.3 Brokering of support services to schools

- Does the LA ensure that schools have access to the right support and ensure that it is fit for purpose?

##### 1.4 Impact of target setting, tracking and intervention

- Has your SIP/National Challenge Adviser or your LA worked through the DCSF target-setting guidance?
- Do your targets:
  - build on prior attainment and previous best performance?
  - focus on progression, ensuring that no children fail to make progress?
  - represent improvement over current attainment for the school?
- Do the targets identify and tackle underperformance of individual pupils and groups of pupils?
- Can you explain your pupil-tracking systems? How does pupil-tracking work through to intervention? Has your SIP/National Challenge Adviser assisted or challenged you on your tracking and intervention systems?

##### 1.5 Meeting the needs of all children, including those with LDD

- Have your SIPs/National Challenge Advisers discussed provision for pupils with LDD? If so what improvements have you been able to make as a result?
- Do you use P Scales and if so what arrangements are there for moderation?
- How do you ensure targets are ambitious for children and young people with LDD?

## 2. Risk management and intervention in schools

### 2.1 Impact of targeting LA National Strategies' resources

- What are the LA's arrangements for deploying consultants to your school?
- Is it clear to you how this resource is contributing to the priorities you have agreed with your SIP/National Challenge Adviser?

### 2.2 Impact of challenge and support

- Has your SIP/National Challenge Adviser been able to assist you with your SSE and Self-Evaluation Form (SEF)?
- Does your SIP/National Challenge Adviser extend the challenge beyond the data and into your plans to tackle your priorities and your school improvement plan?
- Can you give an example of when your SIP/National Challenge Adviser has challenged you, where you have subsequently taken action and where there has been an improvement as a result?
- Can you give an example of successful support from National Strategies' Consultants where the impact has been improved outcomes for children/young people?

### 2.3 Impact of management support for SCC

- What is the LA's policy for SCC and what is the SIP/National Challenge Adviser role within this?

### 2.4 Impact of gathering, analysing and making best use of intelligence from schools

- Do your SIP/National Challenge Adviser reports provide a useful record and agenda for future action for you and your governors, noting progress since the last meeting and agreed action before the next?
- Are they:
  - timely so that actions are not delayed?
  - accurate and precise, identifying your response to all issues emerging from the data?
  - informative?
  - evaluative?
- Do they:
  - identify key strengths, priorities and strategies for improvement?
  - record the school's targets and the progress towards achieving them?
  - provide a useful agenda for action including timescales?

### 2.5 Effective use of data in schools to promote progress of children and young people

- Does the LA provide you with data that is timely, accurate, useful, accessible and uncluttered and does it include the range of contextual and socio-economic data as well as data for performance in national tests?

## Appendix 5

### Shadowing SIP/National Challenge Adviser visits to primary, secondary and special schools

#### Purposes of joint visits

The primary purpose of joint visits is to contribute to the overall QA of the programme, thus securing maximum impact on the outcomes for children and young people in the LA.

In conjunction with other QA activities joint visits will contribute to:

- the development of LA systems and procedures
- ensuring high-quality challenge and support by SIPs/National Challenge Advisers
- an overall evaluation of the effectiveness of the LA's SIP programme
- the LA's SIP/National Challenge Adviser performance management process
- the national understanding of how the SIP/National Challenge programmes work.

#### Protocols for joint visits

The regional SIPCo or SSIA and deputies will:

- identify schools in consultation with the LA who will notify the SIP/National Challenge Adviser
- seek the permission of the headteacher
- clarify the purpose and the timings of the visit with all parties, giving reasonable notice
- provide brief oral feedback to the SIP/National Challenge Adviser, and a written summary of the visit to the headteacher and the LA focused on the purpose of the visit as part of the national QA procedures.

Not all of the areas identified in the following sections will be evaluated in any one visit, where headings are not appropriate for the visit in question this will be indicated.

SIP	LA
<p><b>1. The quality and effectiveness of challenge and support (2.2)</b></p> <ul style="list-style-type: none"> <li>● The SIP/National Challenge Adviser is thoroughly prepared for the meeting and is clear about the issues the school is facing and the priorities that emerge from the data.</li> <li>● The SIP/National Challenge Adviser discusses underperforming groups of children and has highlighted Black and Minority Ethnic (BME), SEN and Children in Care.</li> <li>● The SIP/National Challenge Adviser is knowledgeable about SSE and is able to give guidance on the quality of the school's processes and SEF likely to result in improvement in SSE over time.</li> <li>● The SIP/National Challenge Adviser extends the challenge beyond the data and into the school's priorities and plans to tackle them.</li> <li>● The meeting starts with a review of action since the last meeting and ends with agreed actions for the next.</li> <li>● The SIP/National Challenge Adviser is able to engage in a fruitful dialogue with the school about its financial planning and the extent to which spending meets the priorities the school has set itself.</li> </ul>	<p><b>1. The quality and effectiveness of challenge and support (2.2)</b></p> <ul style="list-style-type: none"> <li>● The LA provides the SIP/National Challenge Adviser with all necessary information, data and advice including local and national priorities.</li> <li>● LA data includes information about the performance of groups including BME, SEN and Children in Care.</li> <li>● The LA has communicated clear expectations of the SIP's impact and level of challenge in supporting schools to meet their particular priorities.</li> <li>● The LA's induction and CPD provide the SIP/National Challenge Adviser with the skills and knowledge to challenge and support the school.</li> <li>● The LA has determined an appropriate framework for meetings with the school.</li> </ul>
<p><b>2. The quality of target setting (1.5)</b></p> <ul style="list-style-type: none"> <li>● Through professional dialogue with SIPs/National Challenge Advisers, the schools set ambitious targets that: <ul style="list-style-type: none"> <li>- accord with DCSF guidance</li> <li>- build on prior attainment</li> <li>- build on previous best performance</li> <li>- focus on progression, ensuring that no children are predicted to make less than two levels' progress</li> <li>- represent improvement over current attainment for the school and are at or above the top-quartile performance for Contextual Value Added compared to similar schools other than in the most exceptional circumstances</li> </ul> </li> </ul>	<p><b>2. The quality of target setting (1.5)</b></p> <ul style="list-style-type: none"> <li>● The LA has provided clear guidance and CPD on target setting in line with annual DCSF guidance.</li> </ul>

SIP	LA
<ul style="list-style-type: none"> <li>- identify and tackle underperformance of individual pupils and groups of pupils</li> <li>- factor in the impact of support and resources available from the school, LA and DCSF.</li> <li>• The SIP/National Challenge Adviser has the skills and experience, moderated and quality-assured by the LA, to distinguish between genuine additional context factors and low expectations.</li> <li>• Aggregated schools' targets across each LA indicate challenge at least in line with national targets.</li> </ul>	
<p><b>3. Effectiveness in brokering support (1.4)</b></p> <p>The SIP/National Challenge Adviser:</p> <ul style="list-style-type: none"> <li>• identifies the support resources required to achieve the school's priorities;</li> <li>• evaluates the impact of the actions taken and any external support;</li> <li>• is clear about the LA's policy for SCC, his/her role within this and how this applies to the school;</li> <li>• is knowledgeable about the range of available National Strategies' resources;</li> <li>• is knowledgeable about the range of additional support available both locally, regionally and nationally;</li> <li>• is able to broker support from other schools within and beyond the LA;</li> <li>• is able to advise the LA on the deployment of wider children's services to the school;</li> <li>• is able to broker support from other providers including national organisations, independent consultants and such initiatives as National Leaders in Education and Consultant Leaders.</li> </ul>	<p><b>3. Effectiveness in brokering support (1.4)</b></p> <p>The LA:</p> <ul style="list-style-type: none"> <li>• has fully briefed the SIP/National Challenge Adviser about: <ul style="list-style-type: none"> <li>- the LA's National Strategies' resources</li> <li>- other children's services support</li> <li>- good practice in other schools</li> <li>- external providers.</li> </ul> </li> <li>• has considered the SIP's previous reports in allocating its National Strategies' resource allocation</li> <li>• has ensured the SIP/National Challenge Adviser is clear about their policy for SCC and the SIP's role within this</li> <li>• has fully briefed the SIP/National Challenge Adviser about the range of available National Strategies' resources and provided appropriate CPD</li> <li>• has fully briefed the SIP/National Challenge Adviser about sources of external support including other schools within and beyond the LA</li> <li>• ensures that there is separation of roles between the SIP and providers of additional support.</li> </ul>
<p><b>4. The overall effectiveness of the SIP/National Challenge Adviser in their work with the school</b></p> <p>Particular strengths for dissemination. Areas for improvement.</p>	<p><b>4. The overall effectiveness of the LA in supporting the SIP/National Challenge Adviser in their work with the school</b></p> <p>Particular strengths for dissemination. Areas for improvement.</p>









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