

*the best outcome for every
child in Cambridgeshire*

CAMBRIDGESHIRE LOCAL AUTHORITY'S
Strategy for School Improvement
2014–16



Foreword

The County Council has a shared vision with schools:
Cambridgeshire – a great place to learn, teach, work and volunteer.

We aim for an educational system that:

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

Our school improvement strategy sets out how we will achieve our vision and aims. There is much to be proud of but we need all of our schools to be good or outstanding, we need to accelerate the achievement of vulnerable groups and we need to ensure that we can recruit and retain the very best teachers and support staff across the whole of the county.

Working in partnership is at the heart of this strategy and we will work with, and through, Teaching School Alliances and school and Early Years partnerships. With the educational system becoming increasingly autonomous and diverse we do not underestimate the challenge of this ambition but it is essential that all parts of the educational system work together successfully if our shared vision is to be realised.

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

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



Cllr Joan Whitehead, Chairwoman,
Children and Young People Committee



Cllr David Brown, Vice Chairman,
Children and Young People Committee

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Introduction

Purpose

The purpose of this strategy is to set out Cambridgeshire's vision, aims and priorities for school improvement, 2014-16. It is the outcome of discussions with headteachers, governors, parents, Members and Local Authority Officers during the school year 2013-14. As such, it represents a shared ambition for Cambridgeshire's children and young people.

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

National and local context

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

A major initiative has been the introduction of the Pupil Premium. This is additional funding given to publicly funded schools in England to raise the attainment of disadvantaged pupils and close the gap between them and their peers. Eligibility for free school meals is the main measure of deprivation at pupil level that triggers payment, which in 2014-15 was £1,300 for primary-aged pupils, £935 for secondary-aged pupils and £1,900 for each Looked After Child. Schools must publish details of how they spend their pupil premium funding and the effect this has had on the attainment of the pupils who attract the funding on their website. The government is extending this scheme to early years, with a pupil premium for all disadvantaged 3- and 4-year-olds from April 2015 and similar support for eligible two year olds.

These changes have resulted in an increasingly autonomous and diverse school system, a changed role for the Local Authority and an even greater need for schools to work together through a range of partnership and alliance arrangements. Of Cambridgeshire's 203 primary schools, 15% have academy status; of our 31 secondary schools, 29 are academies, one is a Free School and one is LA maintained; and of our nine special schools, one is an academy. The county's first University Technical College opened in September 2014. There are seven MATs (Multi-Academy Trusts) currently operating in Cambridgeshire. Our seven Teaching School Alliances and the growing number of system leaders are described in more detail below.

The role of the Local Authority

Local Authorities retain a statutory duty under the 1996 Education Act 'to promote high standards so that children and young people achieve well and fulfil their potential'. However, how Local Authorities carry out this role has had to respond to the wider changes in the educational system. For example, Local Authorities have no power of intervention in academies and Free Schools but do have a responsibility to know how well the children in those schools are doing and to take appropriate action if there is concern.

The Local Authority's role can be described under the following headings:

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

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

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

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

Provider – of services e.g. targeted services for the most vulnerable children through our Enhanced and Preventative Services and Children's Social Care; and intervention and support in maintained schools where there is a cause for concern.

Current performance

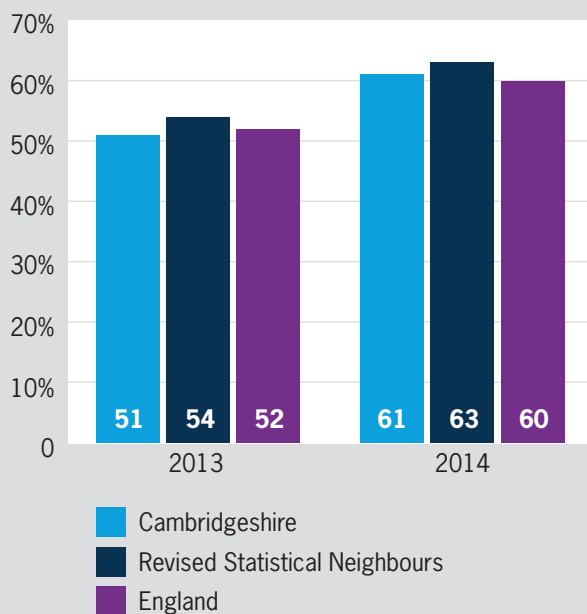
Aspects of school performance in Cambridgeshire are improving but there are key areas where rapid improvement is required.

End of Key Stage Standards

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

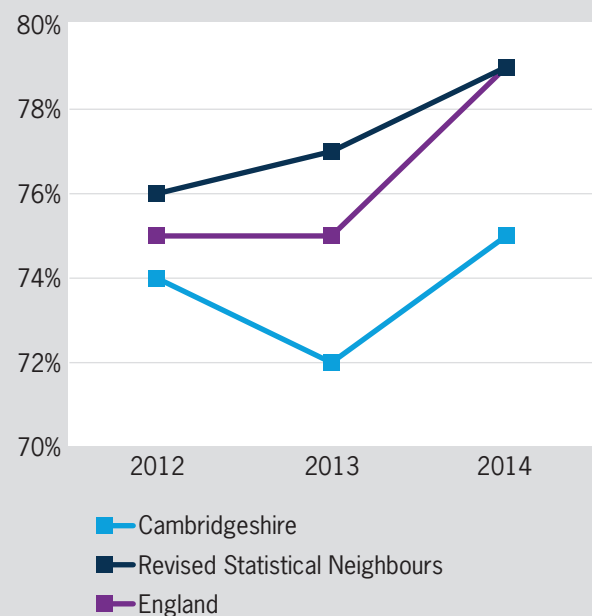
Figure 2 shows that, at the end of Key Stage 1, Cambridgeshire's performance is in-line with the national level in Writing and in Mathematics but below the national level in Reading; performance in Cambridgeshire is below the level across our statistical neighbours in all three subjects.

Figure 1 The percentage of pupils achieving a Good Level of Development in the Early Years Foundation, for the last two years, for all pupils



Source: DfE SFR 39/2014 published 16 October 2014 and the DfE Local Authority Interactive Tool (October 2014).

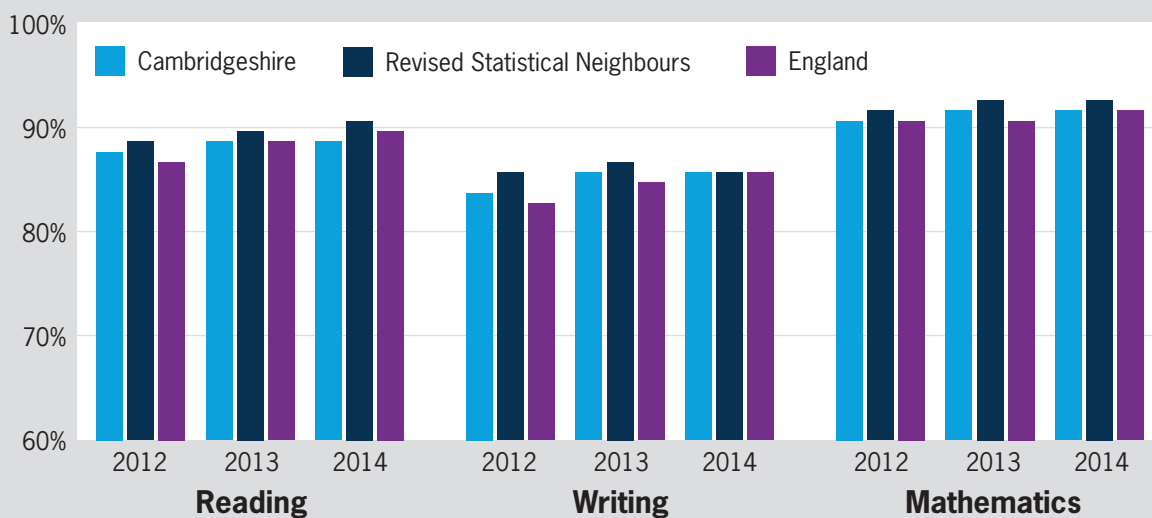
Figure 2 The percentage of pupils achieving Level 2+ in Key Stage 1 Reading, Writing and Mathematics, for the last three years, for all pupils



Source: DfE SFR 34/2014 published 16 October 2014 and the DfE Local Authority Interactive Tool (October 2014).

Figure 3 shows that although 2014 saw an improvement, Cambridgeshire’s performance at the end of Key Stage 2 is below the national level and the level across our statistical neighbours.

Figure 3 The percentage of pupils achieving Level 4+ in Key Stage 2 Reading, Writing and Maths, for the last three years, for all pupils.

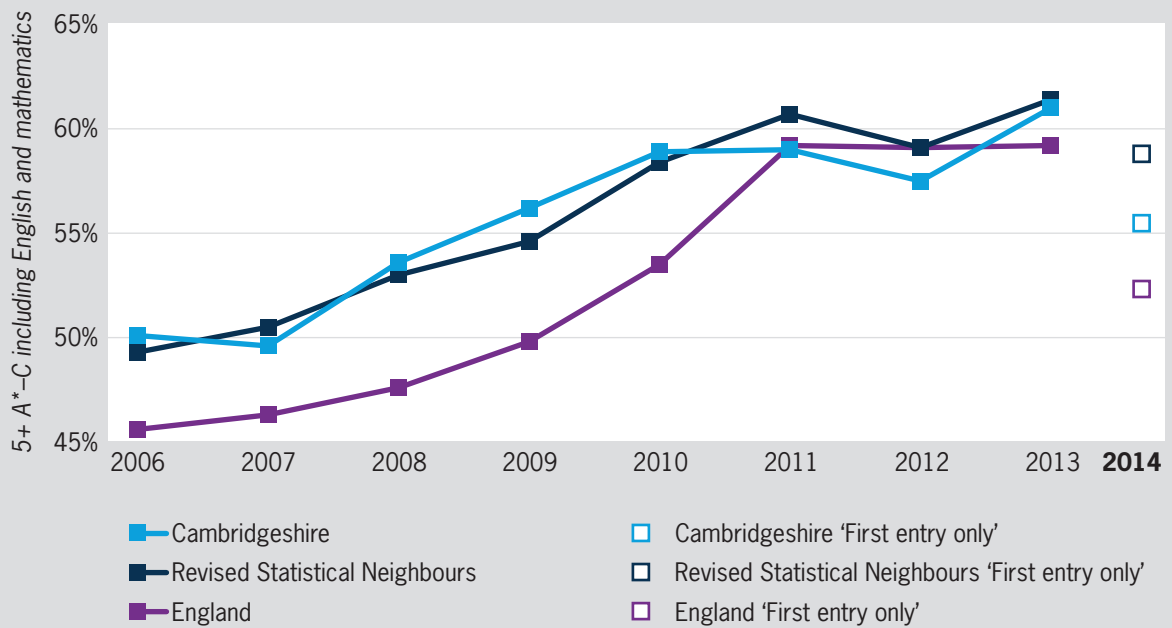


Source: DfE SFR 30/2014 published 28 August 2014 and the DfE Local Authority Interactive Tool (October 2014).

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

Figure 4 shows that in 2014, Cambridgeshire performance at the end of Key Stage 4 is above the national level but below the level seen across our statistical neighbours. However, prior to the change in methodology, performance in Cambridgeshire had improved significantly and was above the level nationally and broadly in-line with the level across our statistical neighbours.

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



***Note:** Performance from 2006 to 2013 is based upon each pupil's best results whereas performance in 2014 is based upon each pupil's first attempt at a subject.

Source: DfE SFR 41/2014 published 23 October 2014 and the DfE Local Authority Interactive Tool (October 2014).

Gaps in achievement

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

In Cambridgeshire, there are some particularly marked gaps between certain vulnerable groups and their peers that are wider than in other parts of the country. For example, children claiming Free Schools Meals achieve less well at school than almost anywhere else in the country.

Figure 5 presents an analysis of the 1,659 pupils who failed to achieve the Level 4 benchmark at Key Stage 2 in 2013. It shows that the largest most vulnerable group is children on Free School Meals who also have Special Educational Needs: there is a 12 percentage point difference between the Cambridgeshire and the National result. This is further complicated because more boys have SEN than girls.

Figure 5 Cohort analysis of the 1,659 Cambridgeshire pupils who failed to achieve Level 4+ in Key Stage 2 Reading, Writing and Maths combined in 2013

	SEN	SEN/ FSM	SEN/ BME	BME	BME/ FSM	FSM*	SEN/BME/ FSM
KS2 Cohort	923	249	152	719	67	282	50
The 1659	627	206	106	133	27	70	42
% of total	68%	83%	70%	18%	36%	25%	84%
England '1659' cohort	66%	71%	65%	27%	36%	20%	68%

Source: Cambridgeshire County Council internal analysis of Key Stage 2 pupil performance in 2013.

SEN = Special Educational Needs

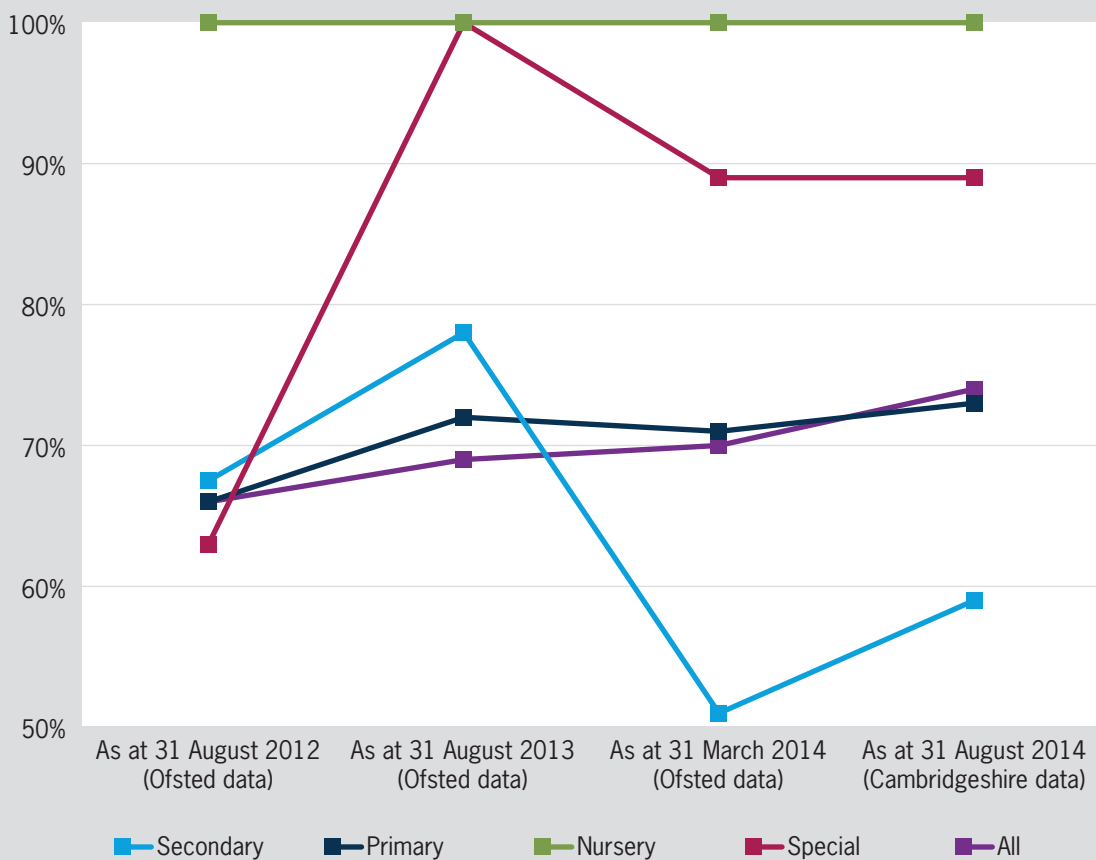
FSM = Free School Meals

BME = Black, Minority and Ethnic

School quality – Ofsted inspections

Overall, the proportion of children attending a good or outstanding school in Cambridgeshire is too low, and is lower than the national figure (Cambridgeshire 61%, England 80%). However, Figure 6 shows that percentage of primary schools achieving an Ofsted rating of good and outstanding is improving but that the figure for secondary schools declined significantly between August 2013 and August 2014. Cambridgeshire's secondary schools were ranked the lowest of all authority's in the Eastern Region in 2014, at 126th out of 150 local authorities nationally.

Figure 6 The percentage of secondary, primary, nursery and special schools at good and outstanding for the last three years.



Source: Ofsted Data View and Cambridgeshire County Council internal data on school Ofsted inspection outcomes.

Recruitment and retention

The Schools Workforce Census records only a small number of vacancies in Cambridgeshire: 6 fte out of a total number of 4,500 fte (November 2013). However, the number of applicants for certain posts (e.g. Primary School Headship) and in certain areas (e.g. Fenland and South East Cambridgeshire) is very low and schools, generally, are expressing concerns that recruiting high quality teachers is becoming more difficult. This issue was acknowledged in Ofsted's Annual Report for the Eastern Region 2013-14, which made the link between high levels of vacancy and a high proportion of schools that are less than good, and commented that growth in the region would make this an even more challenging issue in the immediate future.

Geographical variation

There are significant variations in all aspects of school achievement across the county. Generally, attainment is higher in South Cambridgeshire and City and lower in Fenland but this pattern does not necessarily hold true for other indicators, e.g. progress and school quality.

Further information about the performance of Cambridgeshire's schools can be found on the Education Portal, search for 'School Performance'.



Targets and actions

If we are to secure the best outcome for every child in Cambridgeshire, improvement across the educational system as a whole is needed. Three overarching targets define what needs to be done.

The first is **to increase the percentage of schools in Cambridgeshire that are good or outstanding**. By August 2016, the period of this strategy, our target is that 88% of all schools will be good or outstanding (August 2014 = 74%).

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

- Monitor, challenge, intervene and support all schools and academies, as required and as appropriate >see pages 14 – 17
- Encourage and enable school to school support / partnerships / system leadership through commissioning, brokering and signposting>see page 16 and Appendix 8
- Work with neighbouring Local Authorities, schools and Teaching School Alliances to help recruit and retain a highly skilled, strongly motivated and valued workforce. Please see our School to School Support section.
- Provide, as a traded service, the Primary School Improvement Offer and Early Years Improvement Offer
- Offer comprehensive support for school governance, through an annual Service Level Agreement
- Provide a range of school improvement and enrichment services, on a buy back basis, through its Learn Together Cambridgeshire website.

The second is **to accelerate the achievement of vulnerable groups**. The gap in achievement between many of our vulnerable groups and their peers is wider than in similar authorities, including those eligible for Free School Meals and or have Special Educational Needs. This is one of the main reasons for schools not being judged good or better by Ofsted.

Targets have been identified for particular vulnerable groups and are set out in detail in 'Accelerating the achievement of vulnerable groups of children and young people within Cambridgeshire, 2014-16'; a summary of these targets is given in Appendix 7 and the full strategy can be viewed [here](#).

To achieve these targets, key actions include:

- Our whole system of services will work together to support and challenge schools and settings
- We will improve our analysis and use of data to plan and target services
- We will improve parental engagement in the achievement of vulnerable groups of children and young people in schools and settings, and support parents to keep the aspirations they have for their children on track
- We will be rigorous and systematic in our support and challenge to schools to ensure best use of the Pupil Premium
- We will focus – with schools – on the right support for vulnerable young people to find a career path

We will continue to support schools by encouraging parents to register for Free School Meals / the Pupil Premium, e.g. by developing the *Count Me In* campaign.

Also, the LA is working in partnership with Cambridge University's Faculty of Education to understand better the nature and cause of the underachievement of vulnerable groups, which is essential if appropriate actions are to be developed and implemented. Further opportunities for collaborative work are being explored that will also involve schools and Teaching School Alliances (see below).

The third is to **recruit and retain a high quality workforce**. By August 2016, the period of this strategy, two of our key targets are that the number of vacancies stays at or below 0.1% of the teaching workforce and that the overall quality of teaching is judged to be good or outstanding in at least 90% of schools and academies.

To achieve these targets, key actions will include:

- working with Peterborough, Lincolnshire and Norfolk Local Authorities, schools, Teaching School Alliances and providers of Initial Teacher Training to develop and implement a cross-border recruitment initiative to address the issues in the more rural north and west of the county
- facilitating a working group of Cambridgeshire primary headteachers to develop and implement collaborative activity, e.g. representation at Newly Qualified Teacher recruitment fairs, joint advertising and a shared Cambridgeshire teacher recruitment website
- work with school partnerships to construct and signpost Cambridgeshire-based professional development pathways to retain outstanding teachers and develop their leadership potential

Cambridgeshire's Framework for School Improvement

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

We have developed a systematic approach for amber and/or green schools that require improvement (Appendix 4). Monitoring, challenge, intervention and support for these schools is key to achieving our target to increase percentage of schools that are good or outstanding.

Monitoring

For all schools. First hand understanding of performance continues to be the starting point for school improvement. The LA examines and evaluates the evidence from attainment, progress and cohort data; information from the annual Keeping in Touch visit; and intelligence from across children's services, gathered through a termly School Performance Forum for all maintained schools and academies.

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

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

For academies. The LA has no power to carry out direct monitoring in academies, which is the responsibility of the Trust. However, we use our discussions with Academies and MATs to inform our view of the performance of academies and any action that we should take (see below).

Challenge and Intervention

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

For maintained schools. 'Red' schools require intervention and support. A High Level Plan is prepared that sets out priorities, targets and actions for improvement. The school will receive support from the Local Authority intervention team and progress will be monitored monthly by the Local Authority Implementation Group. A Warning Notice (Appendix 5) will be issued unless there is a particular reason not to do so. This sets out actions that, if not met, can lead to the removal of the governing body. Members are alerted if a school in their ward is causing significant concern.

'Amber' schools require improvement in order to be good. The Local Authority will seek reassurance from the governing body that the right steps are being taken. If concerns remain it is likely that a Significant Concerns letter (Appendix 5) will be issued.

'Green' schools are self-sustaining. However, in the last two years a number of 'green' schools have been judged 'Requiring Improvement' by Ofsted and/or have seen significant dips in their performance. Consequently, the LA is paying great attention to the direction of travel and if there are indicators of concern, some or all of the arrangements for 'amber' schools may be put into place

For academies. In line with 'Schools causing concern: Statutory Guidance for local authorities', DfE, January 2015, the LA will raise any concerns about an academy's performance with the Regional Schools Commissioner.

Support

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

For maintained schools. The Local Authority's Primary School Improvement Offer is provided for 'red' maintained schools at no charge. Other interventions may be funded, or jointly funded, by the LA.

For 'amber' schools additional adviser support is provided at no charge to the school and a bespoke support package is negotiated that may be funded, or jointly funded, by the LA.

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

School to School Support

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

The government has encouraged school to school support as the most effective way of enabling school improvement. The rationale is compelling – that outstanding practitioners with appropriate structures, processes and support are best placed to improve the system. Change from within is much more likely to be sustainable.

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

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

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

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

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

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

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

The government's ambition is that by 2016 school improvement should be school-led. The Local Authority is taking the lead in discussions with schools, TSAs, the Diocesan Authorities, the Multi-Academy Trusts and a wide range of interested partners about how this could be organised and delivered in Cambridgeshire.

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

Support for Governors

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

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

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

Support for Families

Parents play a vital role in ensuring good educational outcomes for their children and this is recognised by schools and the Local Authority. The Local Authority runs a range of targeted support programmes for families, which address barriers to achievement such as attendance, emerging mental health needs and additional educational needs. The Local Authority has recently piloted a Parents School Improvement Forum, to discuss school improvement issues, and it is proposed to extend this county wide.

Performance Monitoring

Progress towards achieving the aims of Cambridgeshire's School Improvement Strategy is monitored monthly by the Children, Families and Adults Performance Management Board. Progress is reported to the Children and Young People Committee of the County Council and an annual report will be prepared for all maintained schools, academies and partners in the Spring Term, commencing in 2015.

Appendix 1

Key Supporting Activities and Strategies

Early Years

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

The EY Service supports providers to effectively deliver the Early Years Foundation Stage, ensuring that children learn and develop well and are kept healthy and safe. The Service provides the support and guidance necessary to meet the demands of the three different Ofsted frameworks in the sector. In order to do this most effectively the service is organised into three different teams:

The Quality team offers a service to all providers, some of which is traded, ensuring that high standards are maintained

The Intervention team work intensively across the sector where standards need improving.

The Sector Development Team provides comprehensive training for the sector, including qualifications. This team leads our traded activity and ensures productive communications with the sector.

Early Help

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

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

- be based and designed within communities
- support families as a whole; building on their strengths and creating resilience
- be joined up and coherent across organisations and sectors
- be flexible and creative, helping families with a wide range of issues

- offer clear targeted support to the right families and demonstrate impact and evidence
- provide a seamless interface with specialist services where required

The Early Help Strategy provides the framework for the service offer made by Enhanced and Preventative Services within Cambridgeshire County Council. The overarching aim of the service is to remove barriers for children in accessing education. Key priorities for the directorate include ensuring that:

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

Alternative Provision (Secondary)

Five District based-BAIPs (Behaviour and Attendance Improvement Partnerships), which are partnerships of head teachers, take responsibility for alternative provision and the reduction of permanent exclusions. Funding is devolved from the Local Authority and the BAIPs are underpinned by a partnership agreement that includes the continuing purchase of places in the County's PRU (Pupil Referral Unit) and for home tuition.

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

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

Post-16

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

Our programme of work will aim for:

- A match between the skills required by the economy and those attained by young people – offering a curriculum for employability and ensuring young people access it;
- The raising of economic awareness amongst young people and parents about the skills and qualifications required to secure jobs in areas with good prospects;
- Closing gaps in the market for post-16 learning, brokering new provision meaning young people have choice and can find learning routes which inspire them or match their aptitudes;

- Linking employers with young people in meaningful ways early enough in their learning pathway – we need to inspire young people early in their secondary education and show them the steps to follow to secure a job in their chosen industry – building on the examples that exist of good employer engagement;
- All young people to receive robust, targeted and inspiring Information Advice and Guidance, in particular help for young people who are better suited to non-academic routes; and
- Addressing transport issues, particularly in rural areas.
- Continuing to develop specific targeted support which breaks down the barriers for young people in vulnerable groups and ensures they are prepared to succeed independently in the world of work

Virtual School

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

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

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

Education Health and wellbeing

Our Education Health and Wellbeing Strategy, which aligns with the Children and Young People’s Emotional Wellbeing and Mental Health Strategy 2014-16, recognises that physical and mental health affect all aspects of a child’s development and that good health, wellbeing and a safe learning environment contribute significantly to the achievement of children and young people. The strategy highlights the importance of working with a range of partners to ensure that all children and young people are supported to fulfil their potential, have ongoing opportunities to develop their interests and talents and to explore their identities and relationships. Health inequalities, particularly for our vulnerable groups, are addressed through a range of evidence based initiatives promoting excellence in practice and policy to improve the emotional resilience, physical and mental health of Cambridgeshire’s children and young people.

Education Child Protection Service

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

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

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

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

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

Appendix 2

Where the LA has concerns about an academy

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

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

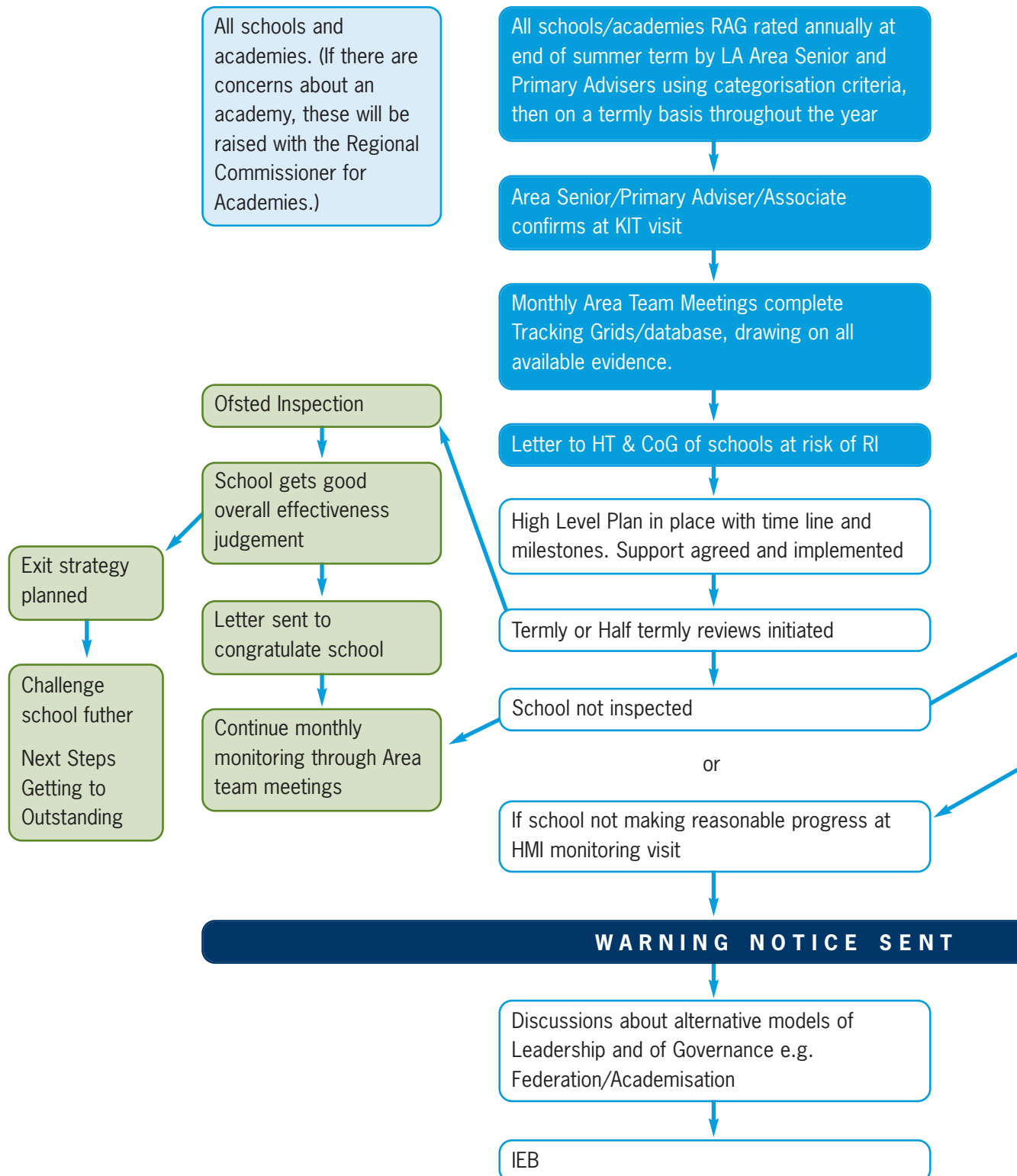
The LA may have its own concerns about an academy. These may relate to one or more of the following issues (but the list is not exclusive):

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

Where the LA has concerns, the LA Head of Service and/or Director of Learning will raise these directly with the Regional Schools Commissioner.

Appendix 3

Strategy for Schools Requiring Improvement



Ofsted Inspection



School is judged to be RI



HoS/ASA meets with HT and CoG



High Level Plan to identify success criteria, milestones, support, funding

or

High Level Plan not needed as school has good TOP with milestones, support and funding



Termly or Half termly reviews initiated



If school not meeting HLP milestones or fails to move from RI to good within a year



Termly/Half termly reviews

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

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

What will be done to overcome the barriers?

Appendix 4

Categorisation criteria for primary, secondary and special schools

Category

GREEN
Self Sustaining

Description

- Data shows that favourable proportions of all groups of pupils are making expected and exceeding expected progression reading, writing and mathematics (primary) and on English, mathematics and Best 8 measures (secondary)
- Post-16 attainment, value-added and retention measures are outstanding/good.
- Attainment at the end of each key stage is average or represents good achievement from starting points.
- End of Key Stage outcomes are improving at a faster rate than national and predictions for the coming year indicate that standards will be at least maintained
- Pupils in receipt of pupil premium funding make good or better progress
- Where attainment and progress gaps exist for vulnerable groups there is evidence that they are narrowing at a faster rate than they are nationally
- The school has had a recent inspection (within the last academic year) and was graded good or outstanding
- Areas for improvement identified in the last inspection are being, or have been successfully addressed
- The school's capacity for further improvement is at least good
- The school's self-evaluation is secure and monitoring processes are robust
- The quality of teaching is good or better (judged by data, work scrutiny and lesson observations)
- Assessment processes are rigorous and teacher assessments show a close correlation with outcomes at the end of each key stage
- Behaviour and safety is at least good
- There is evidence of high quality support being provided to other schools
- Governance is effective and holds school leaders to account
- Comments about the school on Parent View are favourable

Category

AMBER
Vulnerable to
Requiring
Improvement

Description

- Progress is not good enough (less than favourable proportions of pupils are making expected and exceeding expected progress) for all groups of pupils in reading, writing or mathematics (primary) or on English, mathematics and Best 8 measures (secondary)
- Attainment at the end of each key stage does not represent good achievement from different starting points. in reading, writing or maths (primary) or on English, mathematics and Best 8 measures (secondary)
- Post-16 attainment, value-added and retention measures require improvement.
- End of Key Stage outcomes do not show an improvement in reading, writing or maths (Primary) or on English, mathematics and Best 8 measures (secondary)
- Pupils in receipt of pupil premium funding do not make good progress
- There are gaps in attainment and progress of vulnerable groups of pupils and the gaps show little sign of narrowing
- The school has had a recent inspection and has been judged as Requiring Improvement
- The school is at risk of being judged to require improvement
- Some of the areas for improvement identified in the last inspection have not yet been successfully addressed
- The school's capacity for improvement is not yet good (possibly new leadership team)
- The school's self-evaluation and monitoring processes are not accurate or effective
- The quality of teaching requires Improvement (judged by data, work scrutiny and lesson observations)
- Assessment processes are not sufficiently rigorous and teacher assessment is unreliable in one or more year groups
- Behaviour and or safety requires improvement
- Governance is supportive but not holding the school to account or monitoring the work of the school
- Comments about the school on Parent View are largely favourable

Category

RED
Vulnerable to going into an Ofsted category or already in an Ofsted category

Description

- Progress for any one group of pupils is inadequate in reading, writing or mathematics (primary) or on English, mathematics and Best 8 measures (secondary)
- Attainment at the end of each key stage is low or represents slow progress in reading, writing or mathematics (primary) or on English, mathematics or Best 8 measures (secondary)
- Post-16 attainment, value-added and retention measures are inadequate.
- End of Key Stage outcomes are declining in reading, writing or mathematics (Primary) or on English, mathematics or Best 8 measures (secondary)
- Pupils in receipt of pupil premium funding do not make good progress
- There are significant gaps in attainment and progress of vulnerable groups of pupils and there are no signs of the gaps narrowing
- The school has had a recent Ofsted inspection and has been judged as having serious weaknesses or special measures
- The school is at risk of being judged inadequate for its overall effectiveness when it is next inspected
- Areas for improvement identified at the last Ofsted inspection have not been addressed
- The school's capacity for improvement is weak
- The school's self evaluation and monitoring processes are not sufficiently rigorous
- The quality of teaching (as judged by data, work scrutiny and lesson observations) requires improvement or is inadequate
- Assessment processes are not methodical and teacher assessment is unreliable in one or more year groups
- There are concerns around behaviour and or safety
- Governance does not hold the school to account or monitor the work of the school
- There are some negative comments on Parent View or complaints we have received about the school have raised concerns about some of its procedures

Categorisation criteria for Early Years Foundation Stage in Primary Schools

September 2014

The Early Years Foundation Stage will be categorised by the Head of Service: Early Years Service and LA Senior Advisers. Schools ratings may change during the year, schools will be informed if their rating changes. On occasion the EYFS RAG might be different from the Primary RAG based on the criteria outlined below.

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

Category

GREEN

Description

- EYFS Profile attainment outcomes are sustained and improving.
- Progress is at least good and information from parents is used to establish accurate starting points.
- Pupils in receipt of Pupil Premium funding make good or better progress
- Where attainment and progress gaps exist for vulnerable groups there is evidence that they are narrowing
- The school has had a recent Ofsted inspection (within the last academic year) and was graded as Good or Outstanding with no EYFS priorities identified
- Areas for improvement in the EYFS identified by Ofsted at the last inspection are/ have been successfully addressed
- Senior Leaders have the capacity to drive and sustain improvement in the EYFS and provision is highly effective
- The schools self-evaluation of the EYFS is secure and monitoring processes are robust
- The quality of teaching (as judged by data, work scrutiny and lesson observations) is Good or better
- Assessment processes are rigorous and teacher assessment show a close correlation with outcomes at the end of the EYFS
- Safeguarding procedures in the EYFS are robust and effective and are clearly understood and implemented by the whole EYFS team
- Governance is effective and holds school leaders to account for the EYFS
- The school works effectively in partnership with other local Early Years providers, external agencies and the community and the school influences and supports other local practice
- Senior Leaders and the EYFS team work well with all parents and / or carers (especially those who find it difficult to engage with the EYFS). Parents support learning in the EYFS and share information for assessment through-out the year.

Category

AMBER

Description

- EYFS Profile attainment outcomes are sustained but not improving.
- Progress from starting points is at least expected.
- Pupils in receipt of Pupil Premium funding do not make good progress
- There are significant gaps in attainment and progress of vulnerable groups of pupils and the gaps show little signs of narrowing.
- The school has had a recent Ofsted inspection and has been judged as Requiring Improvement with EYFS priorities identified
- Priorities for the EYFS identified by Ofsted at the last inspection have not yet been successfully addressed
- Senior Leaders capacity to drive and sustain improvement in the EYFS is not yet good
- The schools self-evaluation of the EYFS and monitoring processes are not accurate or effective
- The quality of teaching (as judged by data, work scrutiny and lesson observations) is Requiring Improvement
- Assessment processes are not sufficiently rigorous and teacher assessment is unreliable in the EYFS
- Support and training is required for the EYFS team to implement procedures on Safeguarding and Child Protection
- Governance is supportive of the EYFS but not yet holding the school to account or monitoring the work of the EYFS
- There are developing links with other local Early Years providers (including Pre-schools, Nurseries, Children Centres and EYFS in other schools)
- Working partnerships with parents in the EYFS are not yet effective or having a positive benefit in supporting children's learning.

Category

RED

Description

- EYFS Profile attainment outcomes are not sustained or improving
- Progress from starting points is inadequate
- Pupils in receipt of Pupil Premium funding do not make good progress
- There are significant gaps in attainment and progress of vulnerable groups of pupils and there are no signs of narrowing
- The school has had a recent Ofsted inspection and has been judged as having Serious Weaknesses or Special Measures with EYFS priorities identified
- Priorities for the EYFS identified by Ofsted at the last inspection have not been addressed
- Senior Leaders lack capacity to drive and sustain improvement in the EYFS
- The schools self-evaluation of the EYFS and monitoring processes are not sufficiently rigorous
- The quality of teaching (as judged by data, work scrutiny and lesson observations) is Requiring Improvement or Inadequate
- Assessment processes are not methodical and teacher assessment is unreliable in the EYFS
- Concerns have been raised about Safeguarding and Child Protection procedures in the EYFS
- Governance does not hold the EYFS to account or monitor the work of the EYFS
- There are ineffective or absent links with other local Early Years providers (including Pre-schools, Nurseries, Children Centres and EYFS in other schools)
- Working partnerships with parents and / or carers are ineffective, parents contribute very little to their child's learning and information sharing between to two groups is weak.

Appendix 5

Criteria for Congratulations, Concerns, Warning Notices

Congratulations Letter

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

Significant Concerns Letter

Where one or more of the following indicators apply.

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

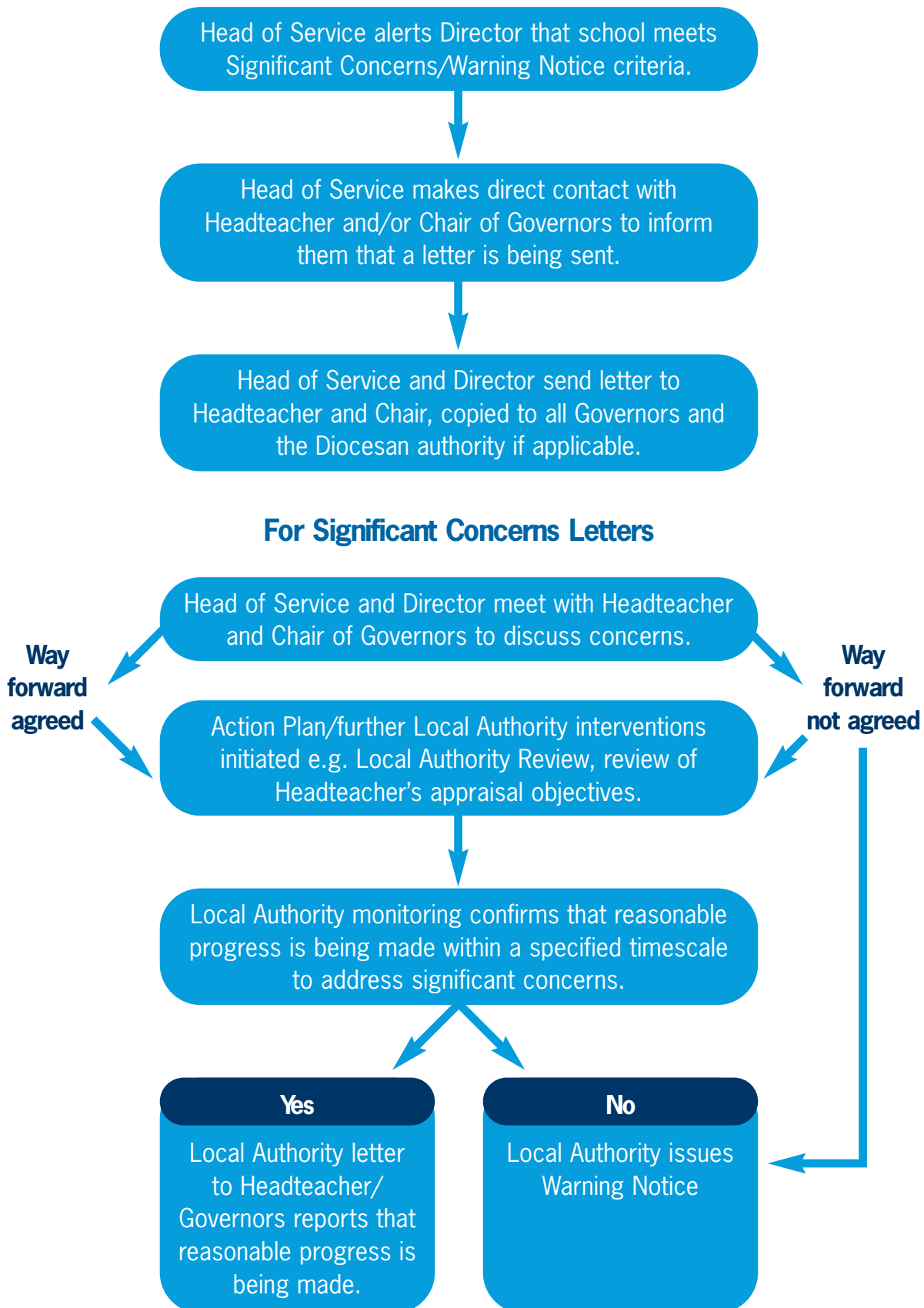
Warning Notice

Where one or more of the following indicators apply.

- Evidence of unacceptably low standards, e.g. standards below the floor, on either attainment or progress of pupils; low standards achieved by disadvantaged pupils; a sudden drop in performance; sustained historical underperformance; performance of pupils (including disadvantaged pupils) unacceptably low in relation to expected achievement or prior attainment; or performance of a school not meeting the expected standards of comparable schools
- Serious breakdown in the way the school is managed or governed that is prejudicing (or likely to prejudice) standards of performance, e.g. school leaders are not taking urgent and appropriate action to resolve the problem, governors are not acknowledging the seriousness of the position nor challenging school leaders to secure rapid improvements.
- School is at risk of being put in Serious Weaknesses or Special Measures.
- School is subject to Required to Improve monitoring and/or a High Level Plan but is not making sufficient progress.
- The safety of the pupils or staff of the school is threatened.

Appendix 6

Significant Concerns / Warning Notices



Appendix 7

Extract from Accelerating Achievement Strategy: Priority groups and success criteria

We will improve the outcomes of low attaining children in the Early years Foundation Stage (EYFS)

Increase the percentage of boys achieving a Good Level of Development by 4 ppt.

Raise the attainment of children in mathematics, reading and writing in the EYFSP by 3 ppt.

Improve the percentage of children achieving a good level of development in specific areas: Wisbech (by 3%), March and Chatteris (5%), Cambridge North (2%) Huntingdon (2%) and Ramsey, Sawtry and Yaxley (2%)

We will improve the achievement of low attaining children, including those with Special Educational Needs, at Key Stage 1

Close the gap between children with SEN and their peers in reading by 2 ppt to in line with the national average (currently 40%)

Raise attainment of children with SEN in reading to in line with national average (currently 55%)

Improve the progress of children at Level 1 and below in reading, writing and maths at Key Stage 1 to in line with the national average

Improve the outcomes of Year 1 phonic screening to 100% by Year 2

Improve the attainment of children who are Looked After to in line with the national average for LAC

We will rapidly improve the progress of children eligible for the pupil premium from Key Stage 1 to the end of Key Stage 2, and of children from 'any other white background' not eligible for FSM

Close the gap between non-FSM and FSM in reading, writing and maths by 10 ppt to in line with national average (currently 17 ppt)

Raise attainment of children in receipt of FSM by 2 ppt in reading, writing and maths combined to in line with national average

Improve the progress of children at Level 1 and below in reading, writing and maths from KS1 to KS2 in line with national figures

Accelerate the progress of children from 'any other white background' learning EAL at Level 1 in reading, writing and maths from KS1 to KS2 so the percentage achieving L4+ is in line with national figures

Number of LAC (12 months +) in Cambridgeshire schools make 2 levels of progress from KS1 to KS2 in line with national LAC achievement

We will improve the achievement of vulnerable children and young people in secondary schools, especially those eligible for FSM, Looked After Children and those with SEN

The FSM/Non-FSM attainment gap closes to at least the national average by 2017

The progress made by vulnerable groups, particularly those eligible for Pupil Premium, Pupil Premium Plus, those with SEN and identified BME/EAL groups, on English and mathematics is above the progress made by such pupils nationally by 2017.

Percentage of LAC (12 months +) in Cambridgeshire schools make expected levels of progress between KS2 and KS4

Appendix 8

Teaching School Alliances

Teaching School Alliances in Cambridgeshire

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

What are Teaching School Alliances?

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

What do they do?

Working together, teaching schools in each alliance will:

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

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

What is the situation in Cambridgeshire?

There are currently 7 Teaching School Alliances that cover, or partly cover, Cambridgeshire. Please see their websites, as given below, for full details of the full range of support and CPD opportunities available:

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

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

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

Fenland Teaching School Alliance – Led by Lionel Walden Primary School and focused on the Fenland areas of Wisbech, Chatteris and March. Partners include primary and secondary schools in Chatteris and March. www.fenlandTSA.co.uk

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

Cambridge Early Years Teaching School Alliance – A partnership of Cambridgeshire nursery schools working in partnership with the Faculty of Education and the LA’s Early Years Service. www.huntingdon-nur.cambs.sch.uk

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

How does the LA relate to Teaching Schools?

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

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

Glossary

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

*the best outcome for every
child in Cambridgeshire*

Cambridgeshire County Council
Children's Families and Adults Service
Learning Directorate
Shire Hall
Cambridge CB3 0AP

