



Tuag at Ragoriaeth
Towards Excellence

GwE Challenge and Support Programme

for schools in the amber and red support categories

Towards Excellence

Pilot programme Spring / Summer 2016



Towards Excellence

The model for schools in the amber and red support category

- This document sets out information about the proposed model of support for schools, governors, GwE challenge advisers, local authority officers and diocesan directors of education.
- The Core Challenge and Support Programme as a whole is based on the principle that schools in the green category need least support and those in the red category receive the most support. Schools that are in the amber category that have made significant progress and developed their capacity to improve may be ready, with support, to adopt some of the strategies in the model for schools in the yellow support category.
- The model aims to provide a consistent approach to enable each school in the amber or red category to receive tailored support, challenge and intervention according to their specific circumstances and needs.
- It is anticipated that this model will evolve and change as those involved adopt some new practices and solutions. Therefore, it is proposed that schools and GwE pilot and evaluate this approach during 2016 before finalising arrangements for 2016-17.

Overview of the Core Challenge and Support Programme

The Core Challenge and Support Programme is based on the belief that the best form of support is rigorous, timely and provides valuable challenge focussing on improvement. Partnership working is an essential step in a school's improvement journey. Schools are the heart of the national model which sets out clear guidance for school to school support arrangements and an annual cycle for school improvement.

The ethos within this programme and the Welsh Government's '*National Model for Regional Working*' is about increasing autonomy for our best schools and building capacity for improvement to the level of the best within others. The Welsh Government publication '*Qualified for Life*' sets out an education improvement plan for 3 to 19 year old in Wales. As a region, GwE intends to implement a model of working that meets the requirement of Strategic Objective 4: '*Leaders of education at every level working together in a self-improving system, providing mutual support and challenge to raise standards in all schools*'. This is an indication of a commitment to the concept of a self-improving education system, and encapsulates the vision of school leaders working together, taking charge of their future and development.

The model for schools in the amber or red support category involves school leaders, challenge advisers and peers working together to make immediate planned improvements, whilst building capacity and resilience for these schools to take more autonomous responsibility for improvement in the future. The model is based on:

- developing a system of challenge and support
- empowering school leaders
- providing professional development opportunities
- sharing excellent practice and key documents
- benefitting from opportunities to work together to develop resilient systems
- focussing on robust self-review and improvement planning to raise standards

- using and owning the National Model for Categorisation as a springboard for continued improvement
- sharing and developing strategies for improving standards, provision and leadership

This partnership model is part of the process of moving from external support in the first instance to joint working between schools and increased autonomy for all schools for their own improvement. It will:

- further empower school leaders to use challenge and support each other to lead their schools even more effectively
- ensure that every child and young person benefits from excellent teaching and learning
- lead to improved learner outcomes
- develop increased autonomy through the National Categorisation process
- build a stronger resilience at all leadership levels in our schools

International research based on initiatives such as the London Challenge informs us that when peers and schools work together they:

- improve practice and allow schools in the partnership to share and move knowledge around
- develop sustainable models and produce case studies that will enhance professional development of school leaders.

Arrangements for schools within the ‘Towards Excellence’ programme

GwE’s revised arrangements for supporting and challenging all schools give GwE greater capacity to support schools in the amber and red support categories.

All schools in the programme will have an allocated ‘link’ challenge adviser who will be:

- responsible for offering guidance, challenge and support and quality assuring the process
- the key link for any matters that need to be addressed within the schools e.g. advice, brokerage
- responsible for ensuring that the headteacher’s Performance Management is carried out
- responsible for writing the pre-inspection letter when the school receives notification of Estyn inspection. The challenge adviser will discuss the content of this report with the school. The challenge adviser will be responsible for ensuring that any school falling into an Estyn follow-up category is appropriately supported.

The model of support and challenge for schools in amber or red support categories

There are a number of reasons why schools are in the amber or red category. The criteria, together with examples and scenarios, are in the ‘*National School Categorisation System*’ (January 2015).

There are schools already moving from the amber to yellow category as a result of taking action that has raised standards. There are also schools facing significant challenge in terms of their circumstances and stage of development. Some of these schools already receive intensive support and challenge because Estyn has identified them as requiring follow-up during a core inspection. A small number of schools receive support as part of the *Schools Challenge Cymru* initiative because of their challenging circumstances. There are also schools that are in neither of these ‘challenging’ groups but where there are similar levels of risk. In these schools, effective self-evaluation, improvement planning and monitoring of performance should result in appropriate

action that will make the improvements necessary to avoid the need for inspection follow-up activity.

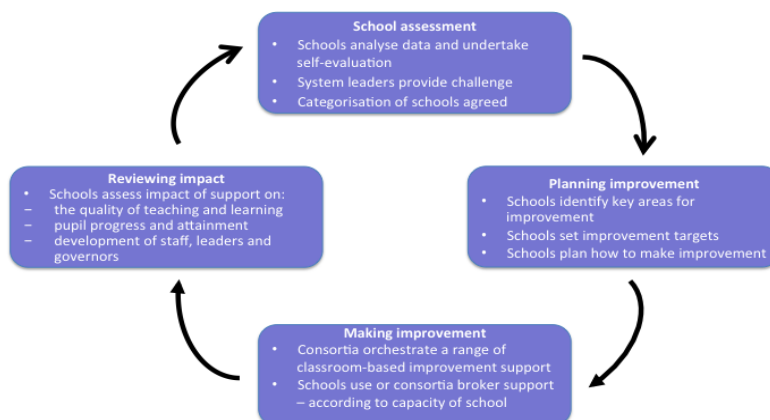
Schools in the amber support category will receive bespoke support, challenge and intervention according to need. Amber schools that have already made significant progress and developed their capacity to improve may be ready to adopt, with support, some of the strategies in the model for schools in the yellow category. Amber schools will receive short-term, time-limited, focused support to address areas in need of improvement or aspects of performance that are not improving quickly enough. Schools that are at risk of dropping to a red category will be given more intensive support.

Schools in the red category will have a more directed approach and will receive intensive support from GwE and may be subject to intervention involving collaboration between the GwE and their local authority.

A school's capacity to bring about self-improvement begins with the quality of the school's self-evaluation and its improvement plan. Schools in both amber and red support categories will receive support for the process of self-evaluation and improvement planning.

Key features of the model for schools in the amber or red category

'Amber' and 'red' support category schools will work with their link challenge adviser to focus on performance, strengths and aspects for improvement. The key features follow the annual cycle of school improvement that many schools already follow, as summarised in the '*National model for regional working*'.



Self-evaluation: The key drivers of self-improving schools are rigorous self-evaluation, accurate identification of improvement priorities and an improvement plan that is sharply focused on key priorities.

The school's self-evaluation is a key document. It should be objective and evidenced-based and show an accurate and honest evaluation of the school's strengths and weaknesses. We need to ensure that schools have the capacity to do this and that clear systems of core, simple and powerful data are available to support this process, including benchmarking data, so that schools can compare themselves against both the best schools and those within their family of schools. The more that schools can 'own' this process, with help as necessary, the better it will work, and the more 'inspection ready' every school can be. Challenge advisers will provide support for the evaluation process as well as challenge to assure the integrity of the process, particularly for those schools that are at risk of causing concern or that cause concern. Senior leaders will be offered the opportunity to attend regional workshops training workshops to hone their skills of self-evaluation and improvement planning

The school's participation in the process of **categorisation** will support the school in its evaluation of standards, leadership and the quality of teaching and learning and its capacity to improve.

Planning for Improvement: schools will use their self-evaluation and the strengths and weaknesses it reveals, to work out what they need to change in what they do. These ideas may come from sharing more widely existing effective practice within the school but the process can be accelerated by making available good practice from other schools and through school-to-school improvement activity. Schools that are at risk of causing concern or that cause concern will receive more intensive support from the challenge adviser to draw up their School Improvement Plan.

Schools set **targets** by which they can measure their improvement. The targets should cover both improvement in process – for example, the quality of teaching and learning, marking of books or feedback – and outcomes in terms of improvements in attainment and progress. The job of challenge advisers will be to challenge headteachers and governors to set aspirational targets that ensure high levels of motivation and improved quality of provision and higher pupil attainment and to support the school in tracking progress towards achieving the targets.

Each school will be asked to identify the additional support it requires, beyond its own internal resources, to help achieve the priorities of its improvement plan. The headteacher, senior leaders and the challenge adviser will draw up and agree a **Support Plan** that may include the following elements:

- Challenge adviser support
- External adviser/specialist support (from GwE or elsewhere)
- School-to-school support
- Peer headteacher support

The expectation is that each school uses its own resources such as its Education Improvement Grant and Pupil Deprivation Grant as well as requesting GwE to commission support according to need which may result in the allocation of additional days support. This additional support could be delivered by a range of providers.

The model includes **reviewing and evaluating progress** in making planned improvements during the year.

The challenge adviser will work closely and regularly with schools, for example, through fortnightly meetings in red category schools, to provide on-going support for:

- the work of the school in achieving the improvement priorities
- securing the implementation and impact of the Support Plan
- the use of data and tracking of pupil progress towards school targets

The school and the challenge adviser will also arrange in-depth reviews of the evidence for planned progress, as and when appropriate. These can involve external school or GwE peers, as appropriate, working together with the challenge adviser and senior and middle leaders to look at a particular issue. Areas for review will be those identified as improvement priorities and may include, for example:

- standards of work in pupils' books
- the quality of teaching, learning and assessment
- attendance, behaviour and inclusion
- line management
- the progress of pupils eligible for FSM

In certain circumstances, the local authority may ask GwE to undertake an extended monitoring visit to review the school's progress.

Evaluating progress and impact

Whilst there will be on-going monitoring within the improvement activity described above, the headteacher, senior leadership team and the challenge adviser will meet to formally review and evaluate progress and the impact of their improvement activity at intervals (about every ten weeks in red category schools, termly in amber category schools). The school will provide an evaluation of the impact of its planned improvement work and the support it has received on achieving its improvement objectives in advance of these **review meetings**. This process makes evaluation an integral part of the support and challenge process and School Improvement Planning cycle. The challenge adviser will facilitate this meeting and be responsible for writing the record of this meeting for the school. A GwE senior challenge adviser, or representative, may attend to provide external monitoring and will always attend these meetings in secondary schools in the red support category.

Following this meeting, the school will also present its evaluation of progress and the latest progress report to the **governors'** group responsible for standards and quality for information and challenge. In primary schools, the report will go straight to the Governing Body. A senior GwE challenge adviser will attend this meeting and a representative of the local authority, and diocesan authority, where appropriate, will also be invited to attend, if the school is causing concern. The report and the minutes of this meeting will go to the full governing body.

These functions will be applied proportionally. Schools causing concern will be monitored and supported intensively. Where schools are performing strongly, monitoring and support will be light-touch in nature.

Roles and responsibilities

'Qualified for Life' and *'The National model for regional working'* outline the respective roles and responsibilities the key players with a collective responsibility for achieving excellence for learners.

The model for schools in amber and red categories is seen as a team endeavour to build capacity for improvement within these schools leading to greater autonomy and responsibility for their own improvement in the future.

Schools are at the heart of the national model for school improvement. Schools are responsible and accountable for finding the solutions to the challenges they face. It is the job of governors, school leaders, teachers and other staff to set high expectations of pupils, constantly seek to improve the quality of teaching and learning, raise standards, share good practice and learn from one another through genuine partnerships with peers, including GwE, and school-to-school support.

Local authorities retain the statutory responsibility for schools and school improvement, including powers of intervention, such as statutory warning notices. The national model for regional working is based on regional school improvement consortia working on behalf of local authorities to lead, orchestrate and co-ordinate the improvement in the performance of schools and education of young people. The prime mission and purpose of regional consortia are to help those who educate our children and young people. The non-negotiable job of GwE and its challenge advisers is to support schools and local authorities in their efforts to:

- improve learner outcomes for all young people;
- ensure the delivery of high quality teaching and learning; and
- support and empower school leaders to better lead their schools.

Diocesan authorities are also key partners in this work in their schools.

The link GwE challenge adviser will provide guidance, support and challenge, and will co-ordinate the different strands of external support and challenge. Their role is to build improvement capacity within the school so that the school can take more autonomous responsibility for its own improvement in the future.

The key aspects of the work of the challenge adviser are to:

- support school self-evaluation and improvement
- ensure high quality teaching and learning
- broker effective support and intervention
- develop school leadership
- build school to school capacity

The GwE senior challenge adviser, or their representative, will be responsible for quality assurance and external scrutiny to ensure there is capacity-building and improvement in schools causing concern.

Timescales and Deadlines

These timescales include the pilot phase for secondary schools for the spring and summer terms in 2016 and transition to the 2016-17 cycle of activity for primary schools. GwE will evaluate the model with participating schools in July 2016.

Spring term 2016

Date	Activity
Spring term	<ul style="list-style-type: none"> • Challenge adviser to discuss the model with the headteacher. • Headteacher and challenge adviser to agree the school improvement priorities where support is needed, including: <ul style="list-style-type: none"> ➢ challenge adviser support ➢ external adviser/LA support ➢ school-to-school support ➢ peer headteacher support • Challenge adviser to draw up the agreed Support Plan for the school and for GwE to commission external support where identified. • Challenge adviser and headteacher to agree dates for the rest of this academic year for: <ul style="list-style-type: none"> ➢ regular meetings between the headteacher and challenge adviser ➢ in-depth reviews of specific issues ➢ review meetings ➢ meetings of a governors' monitoring group
February	<ul style="list-style-type: none"> • Challenge adviser and headteacher meet to review the school's progress towards achieving the 2016 targets.
Towards the end of spring term	<ul style="list-style-type: none"> • Challenge adviser facilitates a spring term review meeting with school leadership team to evaluate the school's progress towards achieving the objectives of the School Improvement Plan and Support Plan. Each school will complete its evaluation in advance of the review meeting. Further support can be arranged for the summer term, if needed.
By mid-April	<ul style="list-style-type: none"> • Governors' monitoring group receives the spring term progress report for information, scrutiny and challenge.

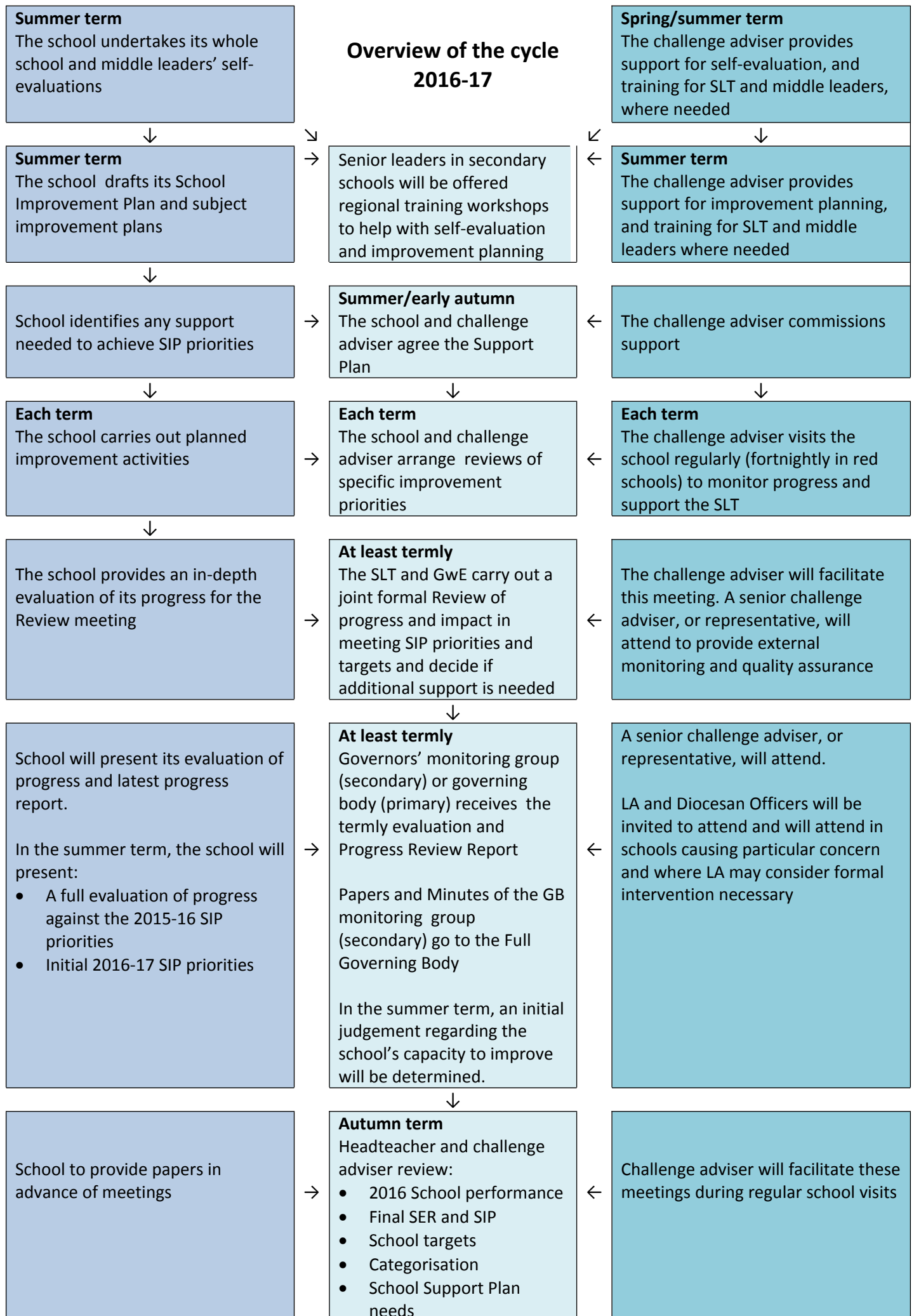
Summer Term 2016

Date	Activity
During summer term	<ul style="list-style-type: none"> School and GwE continue with planned improvement activity.
June	<ul style="list-style-type: none"> Headteacher and challenge adviser plan the self-evaluation activity, and report format. The challenge adviser arranges support for self-evaluation and improvement planning, and training workshops, for secondary senior and middle leaders. The school identifies the priorities for the 2016 – 17 School Improvement Plan.
Towards the end of the summer term	<ul style="list-style-type: none"> Challenge adviser facilitates an end of year review meeting with school leadership team to: <ul style="list-style-type: none"> evaluate the progress against the priorities of the 2015-16 School Improvement Plan with each school expected to complete an evaluation of impact beforehand evaluate the impact of the 2016 Support Plan consider the school's priorities for the 2016-17 improvement plan determine an initial judgement regarding the school's capacity to improve
July	<ul style="list-style-type: none"> The school completes : <ul style="list-style-type: none"> the 2015 - 2016 draft self-evaluation report the draft School Improvement Plan for 2016-17 its 2016-17 Support Plan with GwE All these documents can be updated in September but working documents should be ready by the end of term.
By end of term	<ul style="list-style-type: none"> Governors' monitoring group receives the summer term progress report, the draft school self-evaluation report, the draft School Improvement Plan and Support Plan for information, scrutiny and challenge. The progress report to include an initial recommendation for Step 2 of the categorisation process.
July/September	<ul style="list-style-type: none"> The Governing Body receives the findings of the school self-evaluation report, the School Improvement Plan priorities and the initial recommendation for Step 2 of the categorisation process.

Autumn Term 2016

Date	Activity
September	<ul style="list-style-type: none"> Meeting to determine the final judgement regarding the schools capacity to improve and support category.
By 30.09.16	<ul style="list-style-type: none"> Current school self-evaluation report and School Improvement Plan completed
By 30.09.16	<ul style="list-style-type: none"> Headteacher and challenge adviser finalise the Support Plan Challenge adviser and headteacher to agree dates for this academic year for: <ul style="list-style-type: none"> regular meetings between the headteacher and challenge adviser in-depth reviews of specific issues progress review meetings termly meetings of a governors' monitoring group
Towards the end of autumn term	<ul style="list-style-type: none"> Challenge adviser facilitates the review meeting with school leadership team to evaluate the school's progress towards achieving the objectives of the School Improvement Plan and Support Plan.
December	<ul style="list-style-type: none"> Governors' monitoring group receives the autumn term progress report for information, scrutiny and challenge. .
2017 onwards	The cycle continues according to the school's support category

The **Overview** of the cycle is for all schools in amber or red categories from the summer term 2016, tailored according to specific need.



Protocols

In order for this model to be effective, it is essential that all involved are aware of the protocols that support it. There are a number of 'non-negotiables' that underpin the model. These will be reviewed and evaluated in July 2016 at the end of the pilot phase.

Non-negotiables

1. Confidentiality

- Key partners for each school include school staff and governors, GwE and LEA officers, and diocesan officers where appropriate. Peer and school-to support involve other educational partners as part of the model. All discussions and reports are confidential to the school and its partners.
- If any safeguarding issues arise during school visits these should be dealt with under the school's safeguarding protocol.

2. Process

- Leadership teams are an integral part of the whole model with planned opportunities to include middle leaders and governors at appropriate stages.
- The school's challenge adviser facilitates specific meetings to provide guidance, support and challenge as well as quality assurance.
- External support partners will provide appropriate notes of all visits for the headteacher and GwE. (see guidance and templates)

3. What can schools expect?

- Working in purposeful partnership
- Effective support and challenge
- A challenge adviser as a critical friend
- A collegiate approach
- Timetabling of activity during the year
- A consistently robust and accountable process
- Meeting Strategic Objective 4 ('*Qualified for Life*') '*Leaders of education at every level working together in a self-improving system, providing mutual support and challenge to raise standards in all schools*'.

The model will:

- Support and challenge schools to improve
- Share effective practice within and across schools
- Build capacity for a self-improving system
- Contribute to determine the National Categorisation of schools (steps 2 and 3)

4. Process for monitoring and quality assurance

- The headteacher and GwE challenge adviser will receive copies of all reports and monitor the progress and quality of the improvement work in schools in the amber and red support categories.
- All reports relating to national categorisation will form part of the requirements within the national and regional moderation processes.
- GwE senior challenge advisers will quality assure a sample of reports and meetings and attend Review meetings with senior staff and governors.

Cynllun Cefnogaeth GwE / GwE Support Plan

I'w gwblhau gan yr Ymgynghorydd Her mewn trafodaeth â'r Pennaeth, a'i atodi i'r Cynllun Gwella Ysgol <i>To be completed by the Challenge Adviser in discussion with the Headteacher and appended to the School Improvement Plan</i>		
Ysgol <i>School</i>		
Pennaeth <i>Headteacher</i>		
Ymgynghorydd Her <i>Challenge Adviser</i>		
Blaenoriaethau'r Cynllun Gwella Ysgol <i>School Improvement Plan priorities</i>	1. 2. 3.	
Dyddiad cychwyn a gorffen y Cynllun Cefnogaeth <i>Start and finish date of the Support Plan</i>		
Amcanion a phwrpas yr ymyrraeth <i>Intervention objectives and purpose</i>	(Dylai'r rhai'n ymwneud â blaenoriaethau'r Cynllun Gwella Ysgol) <i>(These should relate to the SIP priorities)</i>	
Rhaglen waith <i>Work programme</i>	I gynnwys amser yr Ymgynghorydd Her ac unrhyw gomisiynu ychwanegol <i>To include Challenge Adviser time and any additional commissioning</i>	
	Cefnogaeth benodol i'w darparu / <i>Specific support to be provided</i>	Amserlen / <i>Timeline</i>
	<u>Cefnogaeth yr Ymgynghorydd Her/ <i>Challenge adviser support</i></u> Cefnogaeth benodol y gofynnwyd amdani ac amcan <i>Specific support requested and objective</i>	
	<u>Cefnogaeth gan ymgynghorydd allanol/(Cefnogaeth ALI) <i>External adviser support/(LA support)</i></u> Cefnogaeth benodol y gofynnwyd amdani ac amcan <i>Specific support requested and objective</i>	
	<u>Cefnogaeth ysgol i ysgol <i>School-to-school support</i></u> Cefnogaeth benodol y gofynnwyd amdani ac amcan <i>Specific support requested and objective</i>	
	<u>Cefnogaeth cymheiriaid i bennaethiaid <i>Peer headteacher support</i></u> Meysydd ffocws <i>Areas of focus</i>	
	<u>Arall <i>Other:</i></u> Mynediad at raglenni hyfforddi GwE, cyrsiau, adnoddau etc <i>Access to GwE training programmes, courses, resources etc</i>	
Ymrwymiad Amser <i>Time Commitment</i>	Ar gyfer pob categori o gefnogaeth uchod <i>For each category of support above</i>	

Costau ychwanegol a ffynhonnell arian <i>Additional costs and funding source</i>	
Deilliannau disgwylidig (proses) Expected outcomes (process)	Camau a gymerwyd, prosesau a sefydlwyd <i>Actions taken, processes put in place</i>
Deilliannau disgwylidig (effaith) Expected outcomes (impact)	Darpariaeth o ansawdd gwell/Safonau gwell <i>Improved quality of provision/improved standards</i>
I'w cwblhau ar y cyd gyda'r Uwch Ymgynghorydd Her ar derfyn y cyfnod gweithredu <i>To be completed in conjunction with the Senior Challenge Adviser at the end of the implementation period</i>	
Cynnydd ac effaith <i>Progress and impact</i>	
Gwerth am arian <i>Value for money</i>	
Gwaith pellach sydd ei angen <i>Further work needed</i>	

Appendix 2

NOTE OF VISIT

School		LA	
Headteacher:		Challeng Adviser	
Report by:		Date of visit	

Purpose and focus of visit

Purpose and focus:

Who involved:

Time in school on this activity:

Summary

*Where relevant, start with a summary of progress in agreed actions since previous visit
 Summary of points covered/work undertaken/issues
 Focus on the issues and progress relevant to the school's priorities
 Include any concerns
 Highlight good practice/progress*

Issues and actions

Where there are specific issues and actions that you have identified, please set them out here

Issue identified	Action	Owner	By when

Next meeting | *Date, Time, (Place if not school)*

Response required?

e.g. Issues that require a response or action, for example, from the Senior Challenge adviser, GwE, LA follow up etc., set them out here. If not, write 'None'

Signed		Date	
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Copy to:

- School,
- Challenge Adviser
- Senior Challenge Adviser

Appendix 3

TERMLY MONITORING AND EVALUATION REPORT

School		LA	
Headteacher		Challenge Adviser	
Report by		Date	
Attending:			

Progress in addressing SIP Priorities or PIAP Recommendations

For each SIP Priority or PIAP Recommendation write a brief commentary on progress in:

- implementing planned processes and their impact
- in meeting SIP/PIAP objectives, targets and success criteria

Make judgement on progress for each Priority or Recommendation: Limited, Satisfactory, Strong or Very Good, using Estyn progress descriptors as a 'best fit' model.

Summary of evaluation findings for each Priority or Recommendation using bullet points where possible

Issues and actions

Where there are specific issues that require follow-up actions, please please set them out here

Issue identified	Action	Owner	By when

Follow up activity will be recorded in Visit Forms and reported at the next monitoring and evaluation meeting

Matters for the attention of the Senior Challenge Adviser, LA or Diocesan Officers

e.g. Issues that require a response or action, for example, from the Senior Challenge adviser, GwE, LA follow up etc., If not, write 'None'

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Signed		Date	
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Matrix for determining Step 2 – School’s improvement capacity

A	B	C	D
Leaders and staff have developed a shared vision and there is a very clear strategy that has improved outcomes for nearly all learners.	Leaders and staff have a shared vision and a clear strategy that has improved outcomes for most learners.	The school’s leaders have established a vision and strategic objectives. However, there are inconsistencies in how these are shared and understood and their impact on the outcomes learners achieve.	Work to establish an agreed vision is underdeveloped. As result there is a lack of clarity in the school’s strategic direction and in how this is understood and insufficient impact on improving learners’ outcomes.
Leaders demonstrate a very strong capacity to plan and implement change successfully and to sustain improvement as a result. They engage staff and other partners very effectively in the change process.	Leaders plan and implement change and sustain improvement successfully in most respects. They enable staff and other partners to participate well in the change process.	Leaders manage change successfully in a few areas. In other areas change is not embedded successfully and so does not lead to sustained improvement. The change process does not always engage staff and other partners sufficiently.	Leaders do not demonstrate sufficient capacity to plan and implement change successfully. Management of the change process does not engage staff and other stakeholders effectively.
Self- evaluation is robust, systematic and well established.	Self- evaluation is regular and thorough in most areas.	Leaders have developed processes for monitoring and evaluating the work of the school but these are not implemented consistently.	Leaders have developed a few processes for monitoring and evaluating the work of the school but these lack rigour and breadth.
Leaders and staff are highly effective in their use of the available performance data and evidence about the quality of learning and teaching and pupils’ work to identify strengths and set improvement priorities.	Most leaders and staff make good use of performance data, evidence about the quality of learning and teaching and pupils’ work to identify strengths and improvement priorities.	The evaluation of performance data and evidence about the quality of learning and teaching and pupils’ work is not always used well enough to inform planning for improvement.	There are wide variations in how performance data and evidence about the quality of learning and teaching and pupils’ work are used to secure improvement.
Leaders and staff have a relentless focus on raising standards. Targets reflect high expectations for the achievement of all pupils and these are met consistently.	There is a clear emphasis on raising standards. Through its targets the school has high expectations for the achievement of its pupils.	There is a clear understanding of the need to improve outcomes but expectations and targets are not always challenging enough.	There is an acknowledgement of the need to improve outcomes but expectations and targets are too low and leaders are not always open to challenge or to taking action required as a result.

A	B	C	D
<p>The school has a very good track record in raising the achievement of nearly all pupils, including vulnerable learners.</p>	<p>The school has good track record in raising the achievement of most pupils, including vulnerable learners.</p>	<p>The school is successful in improving pupils' outcomes in some areas but this is not consistent across the school as a whole.</p>	<p>The school does not have a strong track record in improving outcomes including for vulnerable learners.</p>
<p>Improvement planning at all levels is highly effective in addressing the areas in need of most improvement. Action, including the use of resources, has led to sustained improvement in outcomes in key indicators for nearly all pupils, including those eligible for free school meals.</p>	<p>Leaders and staff are clear about the priorities that need to be addressed in the school's improvement plan. Action, and the use of resources, are effective in securing improvement in key indicators for most pupils including for pupils eligible for free school meals and other vulnerable groups.</p>	<p>Leaders and staff make suitable links between the outcomes of self-evaluation and improvement priorities in a few areas. Planning and the use of resources have greater impact in some areas but less in others, such as the attainment of pupils eligible for free school meals and other vulnerable groups.</p>	<p>Planning lacks detail and does not address clearly enough the specific aspects that require improvement. The pace of improvement is often too slow.</p> <p>Implementation, including the use of resources, has insufficient impact on improving pupils' outcomes in key areas, such as on the attainment of pupils eligible for free school meals and other vulnerable groups. There is an over-reliance on external support.</p>
<p>The school has a very strong track record in implementing successfully national and local priorities.</p>	<p>The school gives good attention to national and local priorities and in general implements these effectively.</p>	<p>The school's leaders take account of national and local priorities but planning does not always have sufficient impact on standards, learning and teaching.</p>	<p>Although account is taken of national and local priorities planning to improve standards, learning and teaching is of too variable a quality and has insufficient impact.</p>
<p>Leaders and staff work very successfully with schools and other partners to enhance significantly their own and others' capacity to bring about improvement.</p>	<p>Leaders and staff take advantage of opportunities to work with schools and other partners. Collaboration is developing well and makes an important contribution to capacity building and improvement.</p>	<p>Leaders and staff participate in school improvement activity with schools and other partners but the impact of collaboration on standards and provision requires further development.</p>	<p>Leaders and staff have limited involvement in worthwhile collaborative activity with schools and other partners and the capacity to benefit from partnership working is underdeveloped.</p>
<p>Governors have an excellent understanding of the school's strengths and areas for improvement</p>	<p>Governors have a good understanding of the school's strengths and areas for improvement.</p>	<p>Governors support the school. They receive relevant information but require support to be fully effective in</p>	<p>Whilst governors are supportive of the school as a body they do not have sufficient capacity to challenge</p>

A	B	C	D
and are highly effective in supporting and challenging the school's performance.	Their work to support and challenge the school's performance is strong.	how they challenge the school to make improvements.	the school to make improvements with the urgency needed.
Leaders and staff have well defined roles and responsibilities and exhibit high professional standards.	The roles and responsibilities of leaders and staff are defined and communicated clearly and professional standards are met successfully in the main.	The roles and responsibilities of leaders and staff are defined clearly for the most part but there are some inconsistencies in the extent to which professional standards are met and accountability exercised in practice.	The requirements of roles are responsibilities are not defined clearly enough. The school's leaders do not hold staff to account effectively and there are wide inconsistencies in the extent to which professional standards are met and accountability fulfilled.
The school's leaders give a high priority to developing the workforce: performance management and professional development are highly successful in fostering effective practice and in dealing with underperformance.	Performance management and professional development make a strong contribution to improving practice and raising standards. The school's leaders and governors challenge underperformance effectively and are largely successful in securing the required improvement.	Performance management and professional development are not always linked closely enough to priorities. The impact on improving performance varies. The school's leaders and governors do not always challenge underperformance effectively.	Performance management and professional development have limited impact on improving performance. The school's leaders and governors do not challenge underperformance effectively.
The quality of teaching across the school, and the impact on nearly all pupils' learning and progress, is consistently good and often excellent.	Most of the teaching, and its impact on most pupils' learning and progress, is consistently good.	Systems to lead and improve teaching and learning are developing but are not fully embedded. Variations in the quality of teaching limit pupils' learning and progress in a few areas.	Work to lead and improve teaching and learning is not planned effectively and lacks coherence. There are significant variations in the quality of teaching that limit pupils' learning and progress in key areas.
All staff have a shared understanding of the characteristics of excellent and good teaching.	Most staff have a shared understanding of the characteristics of excellent and good teaching.	The characteristics of good and excellent teaching are well defined but applied inconsistently.	There is little shared understanding of the characteristics of excellent and good teaching.
Processes to lead, identify, validate and share effective practice achieve	Strategies to identify and share effective practice are generally	The identification and sharing of effective practice is not yet	Good practice is not identified effectively or used to improve

A	B	C	D
continuous improvement.	successful in improving learning and teaching across the school as a whole.	systematic enough.	teaching across the school as a whole.
There are robust and effective processes to track pupils' progress.	Processes to track pupils' progress are effective in most cases.	Tracking lacks rigour in some areas and so does not always have sufficient impact on the progress pupils make.	Tracking is of very variable quality and has little impact on the progress pupils make.
Teacher assessment is consistent and accurate.	Teacher assessment is consistent and accurate in the main.	There are some inconsistencies in the reliability and accuracy of teacher assessment.	There are significant inconsistencies in the reliability and accuracy of teacher assessment.