

Chart 2b: Trends in Combined Good and Outstanding Ofsted Inspection Results – Overall Effectiveness – August 2013 to August 2017, (Nursery Schools) (percentage of learners)

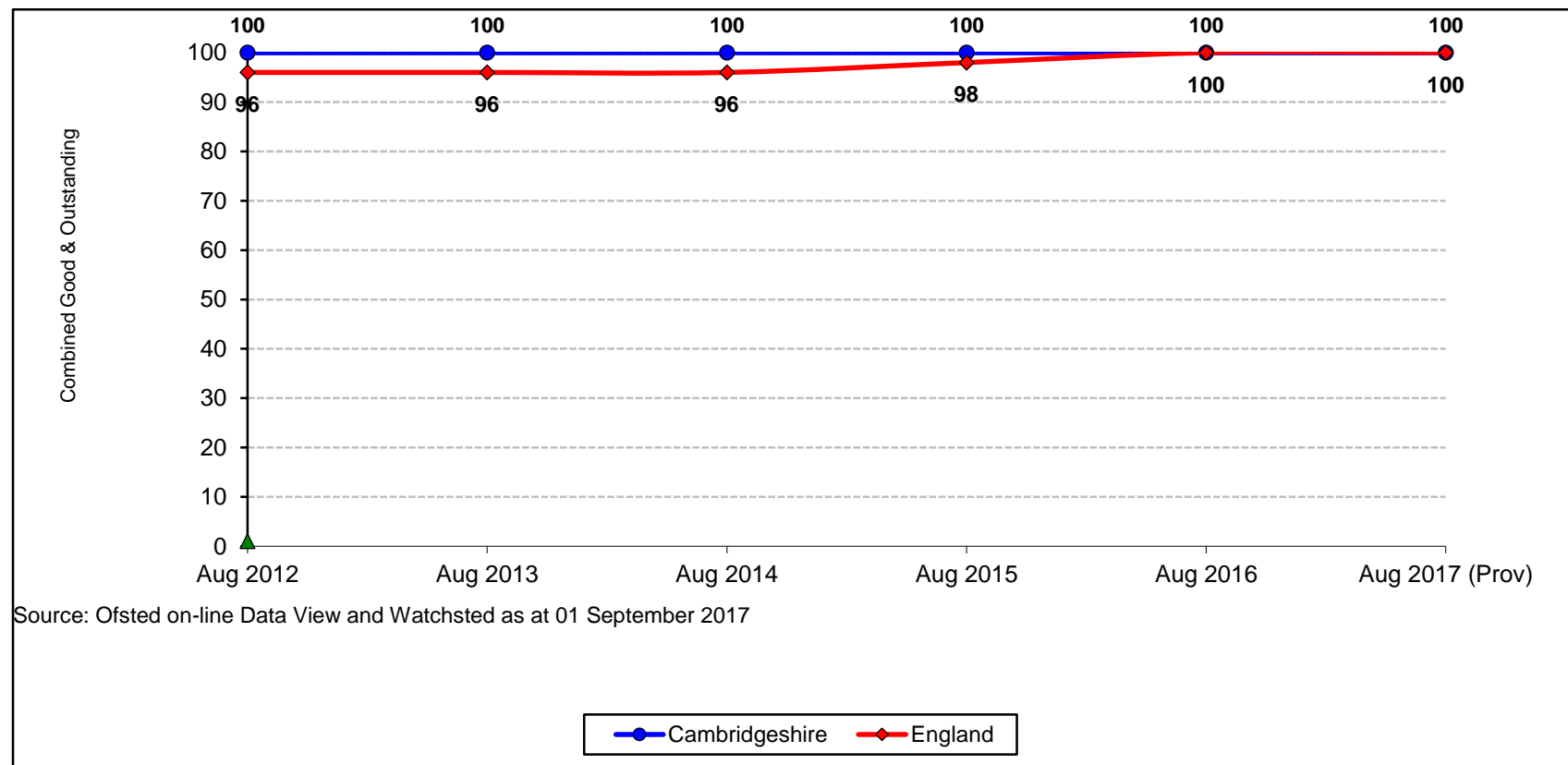


Chart 3b: Trends in Combined Good and Outstanding Ofsted Inspection Results – Overall Effectiveness – August 2013 to August 2017, (Primary Schools/Academies) (percentage of learners)

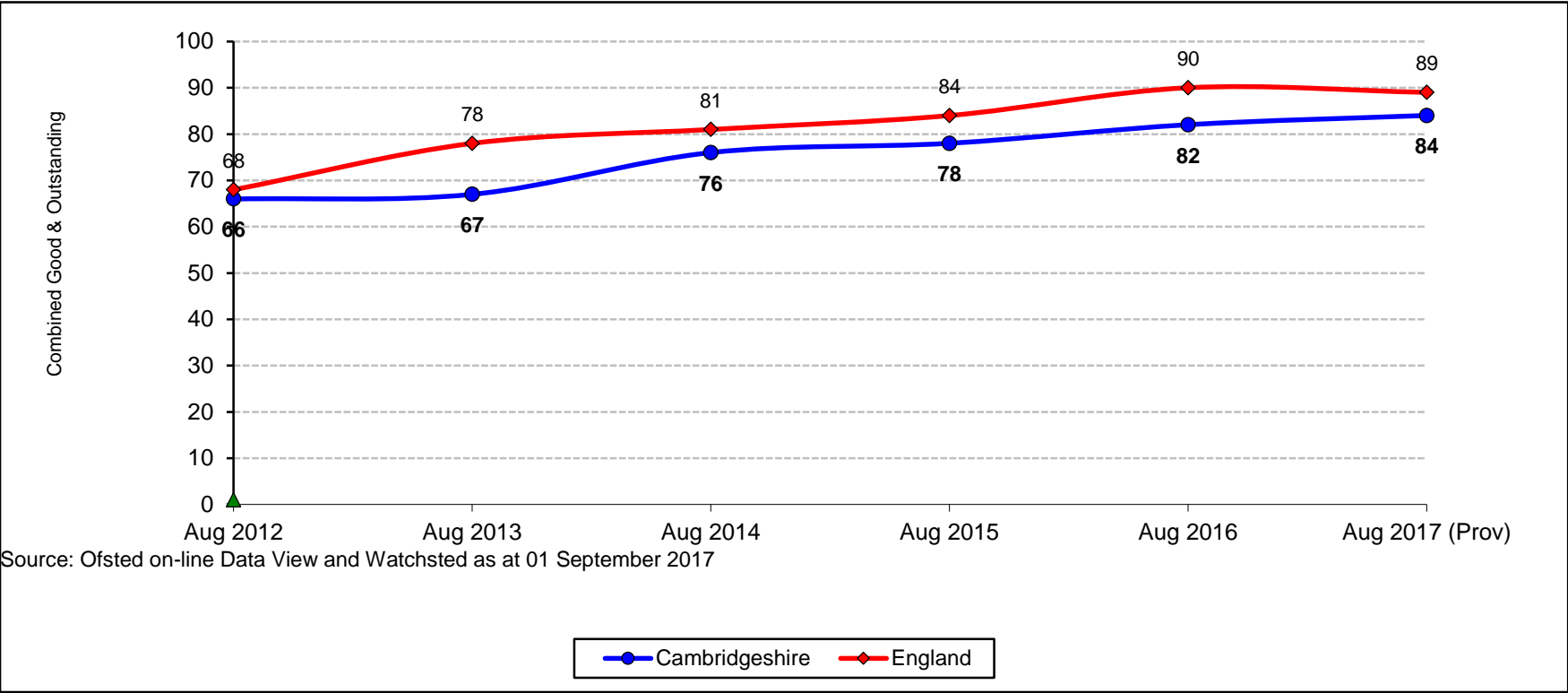


Chart 4b: Trends in Combined Good and Outstanding Ofsted Inspection Results – Overall Effectiveness – August 2013 to August 2017, (Secondary Schools/Academies) (percentage of learners)

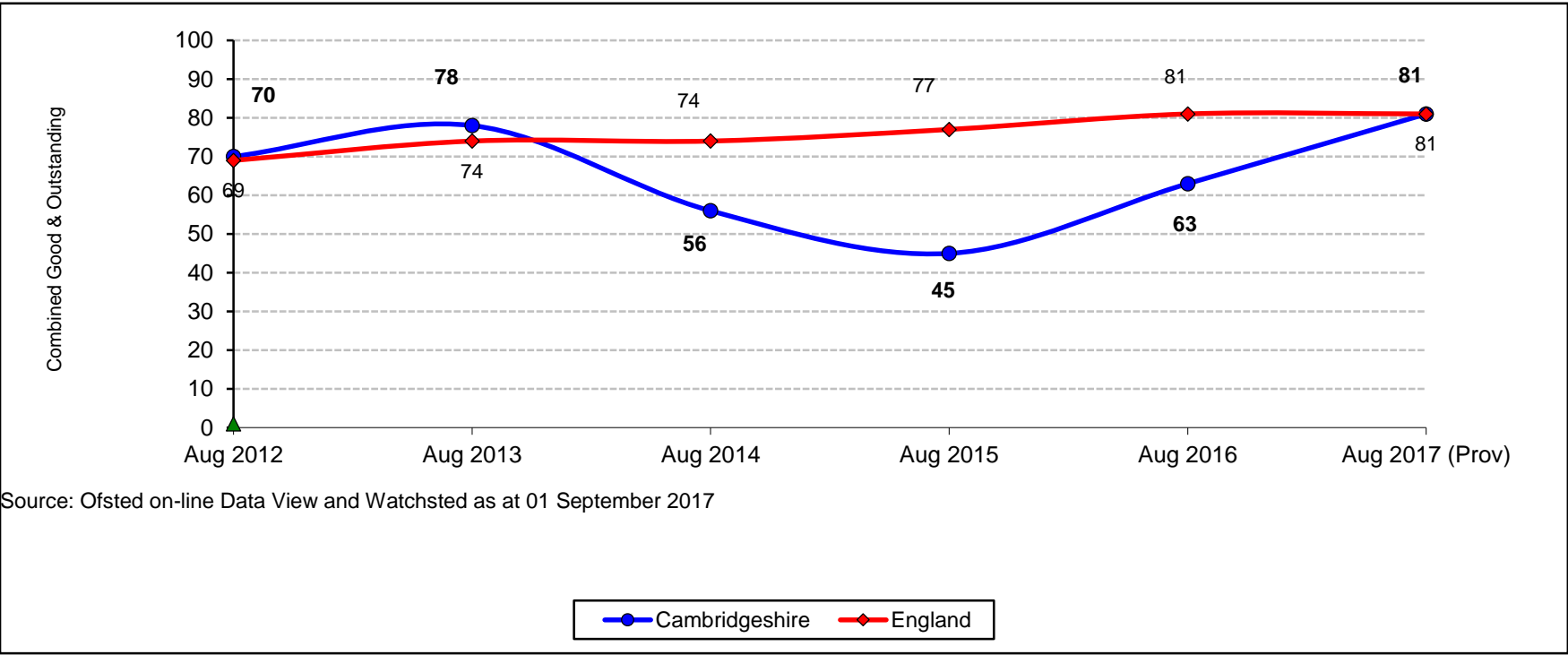
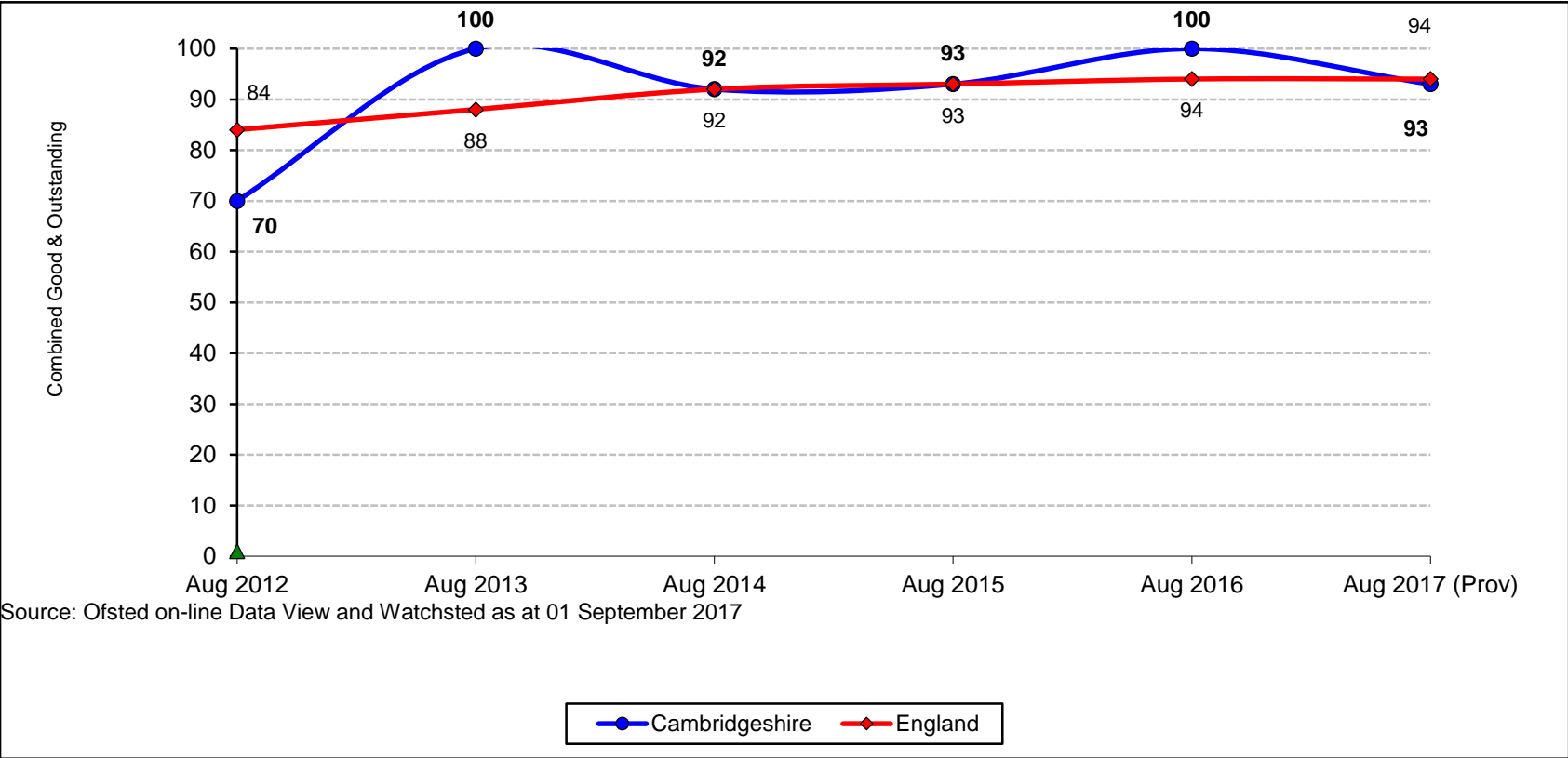
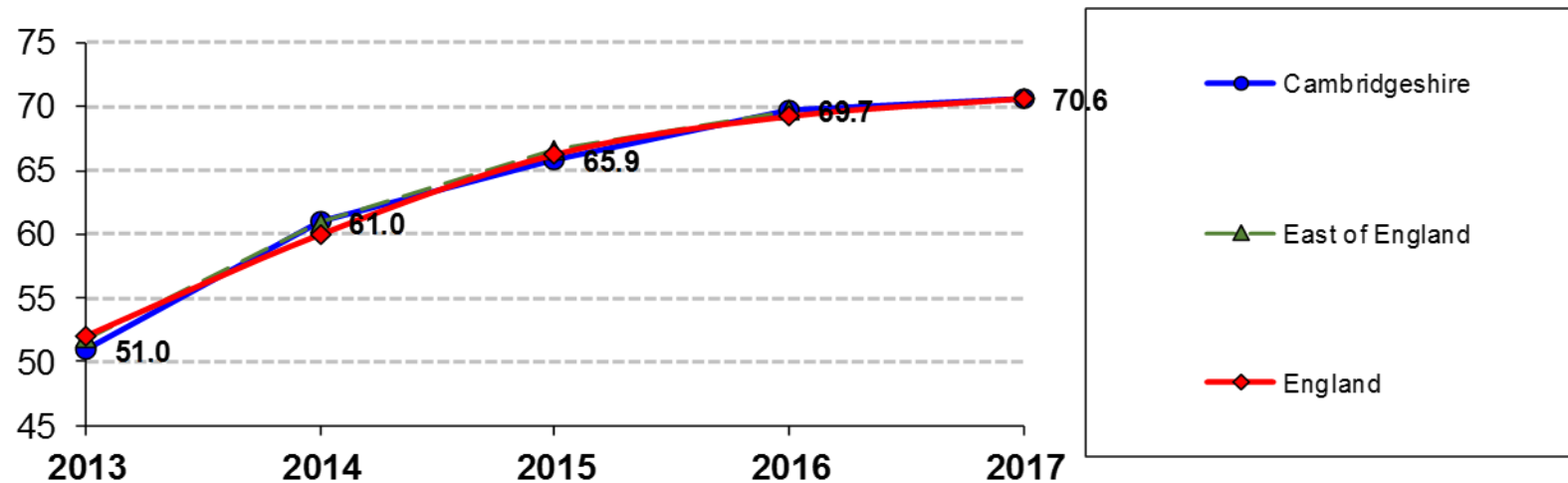


Chart 5b: Trends in Combined Good and Outstanding Ofsted Inspection Results – Overall Effectiveness – August 2013 to August 2017, (Special Schools) (percentage of learners)



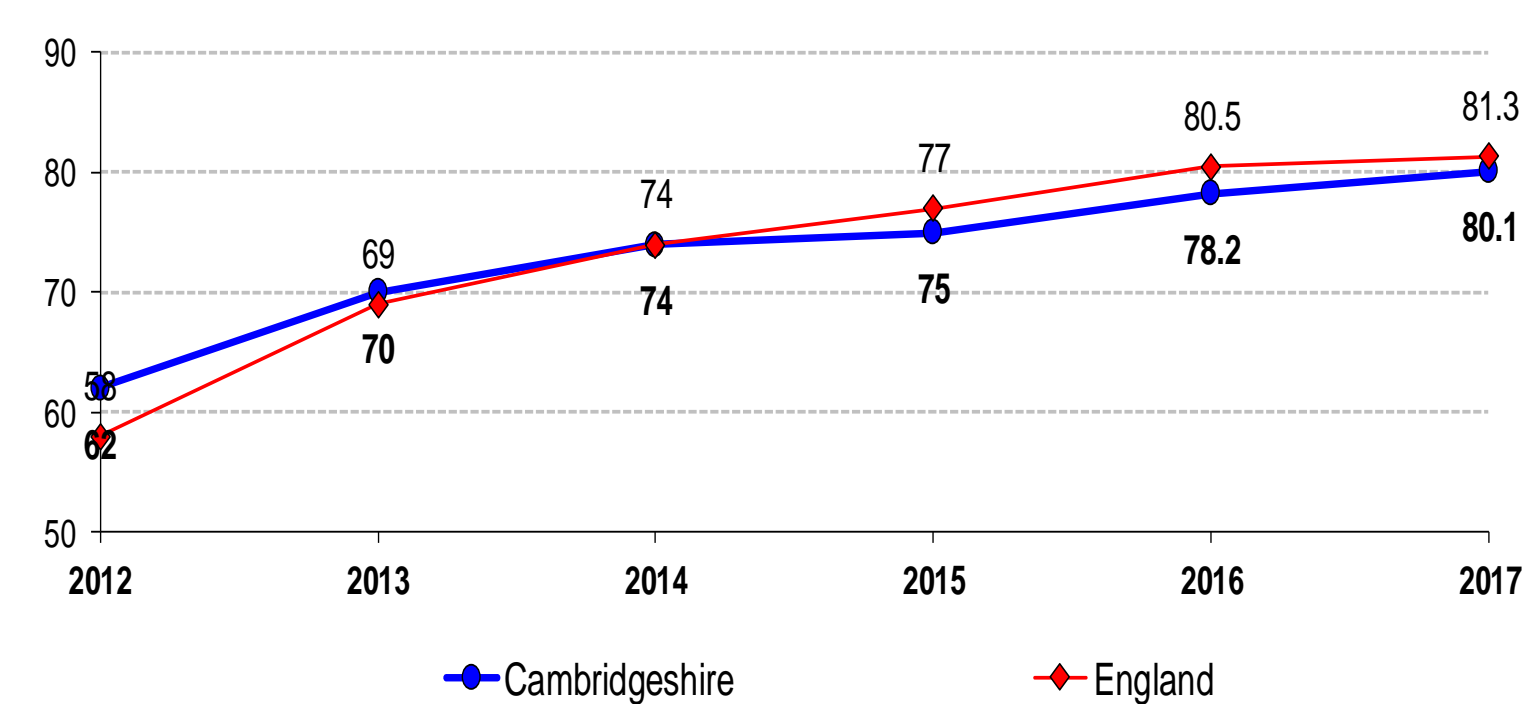
Early Years Foundation Stage: Achieving a Good Level of Development (%)



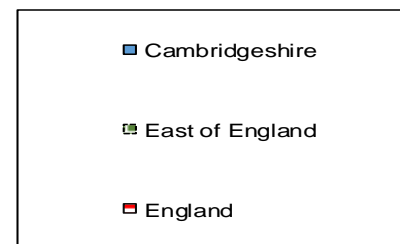
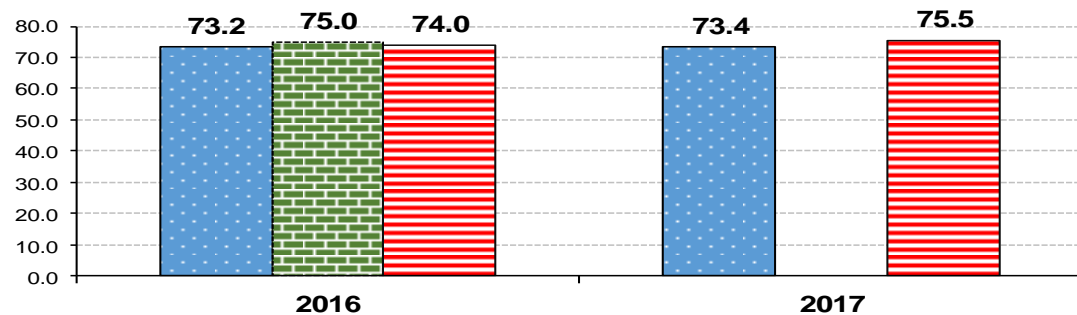
A new Early Years Foundation Stage profile was introduced in the 2012/13 academic year and therefore results from 2013 are not comparable with previous years.

A Good Level of Development (GLD) requires meeting or exceeding all the Prime Early Learning Goals (ELG) and Literacy and Mathematics.

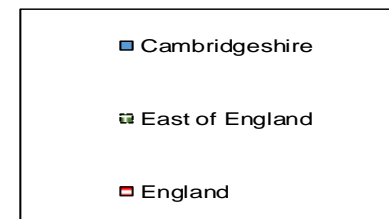
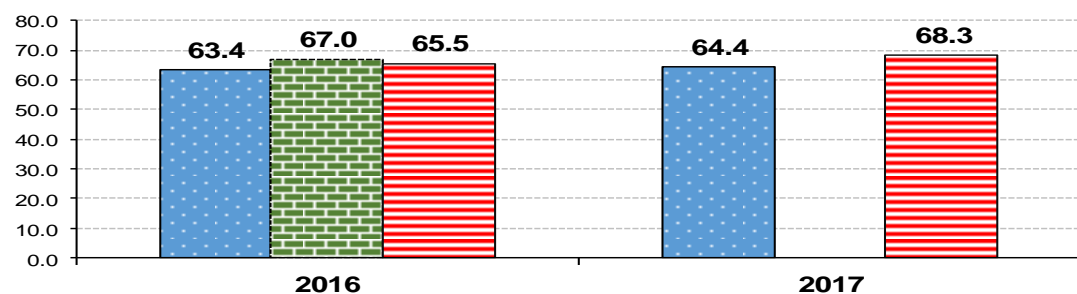
% Meeting the Required Standard in Year 1 Phonics



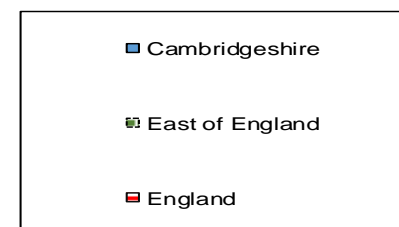
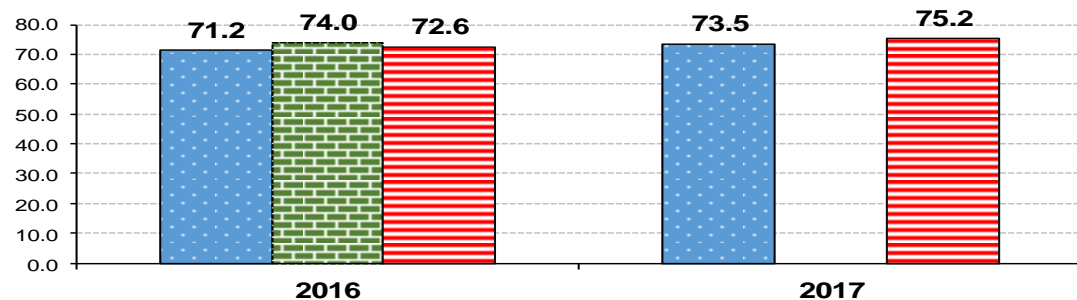
KS1 Reading Expected Std+



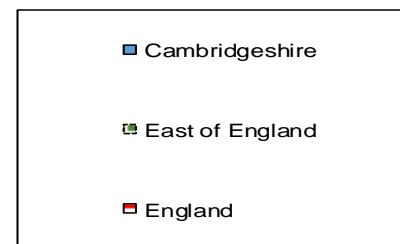
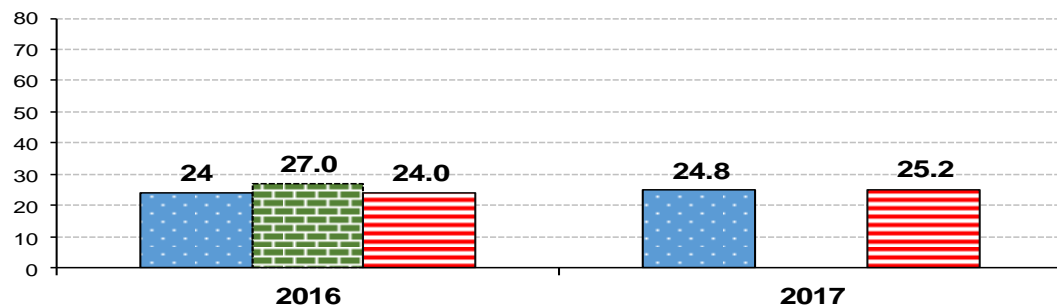
KS1 Writing Expected Std+



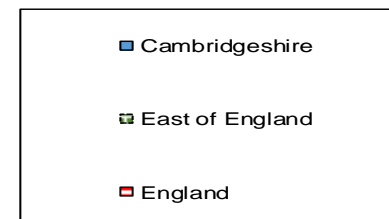
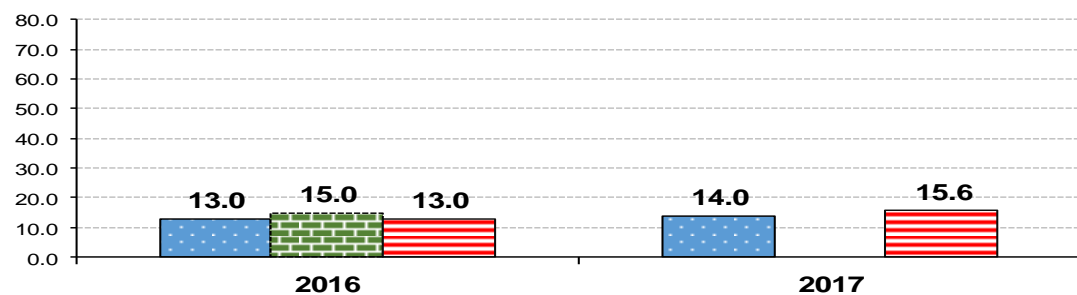
KS1 Maths Expected Std+



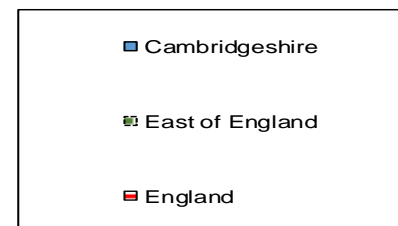
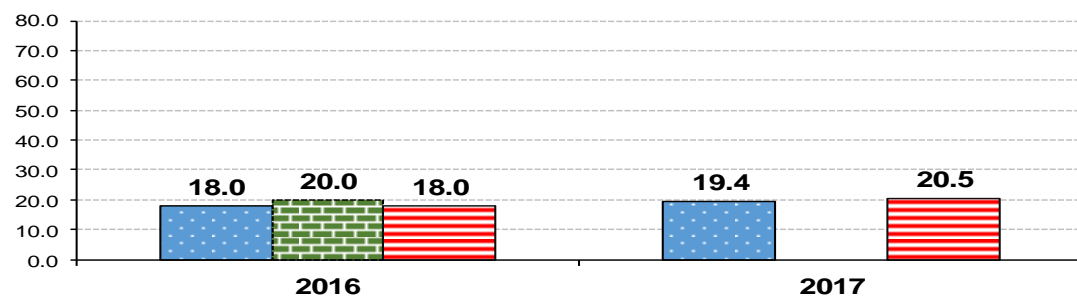
KS1 Reading Greater Depth



KS1 Writing Greater Depth

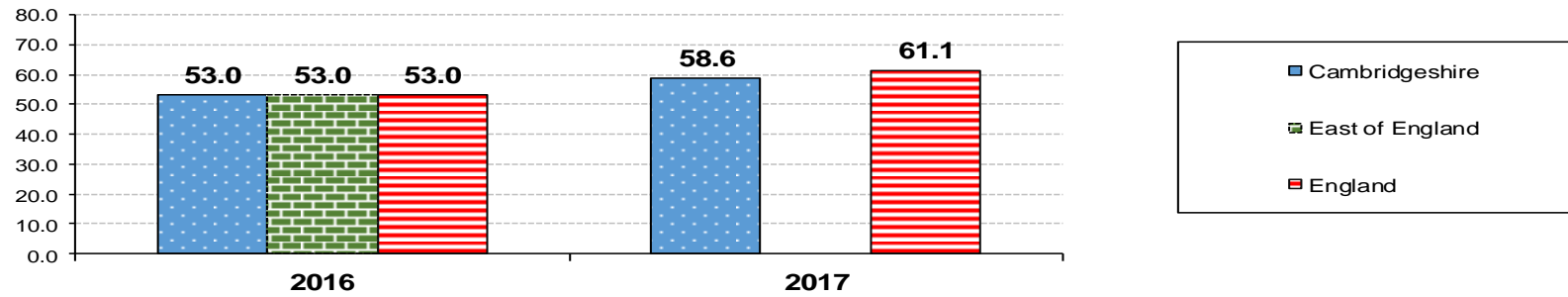


KS1 Maths Greater Depth

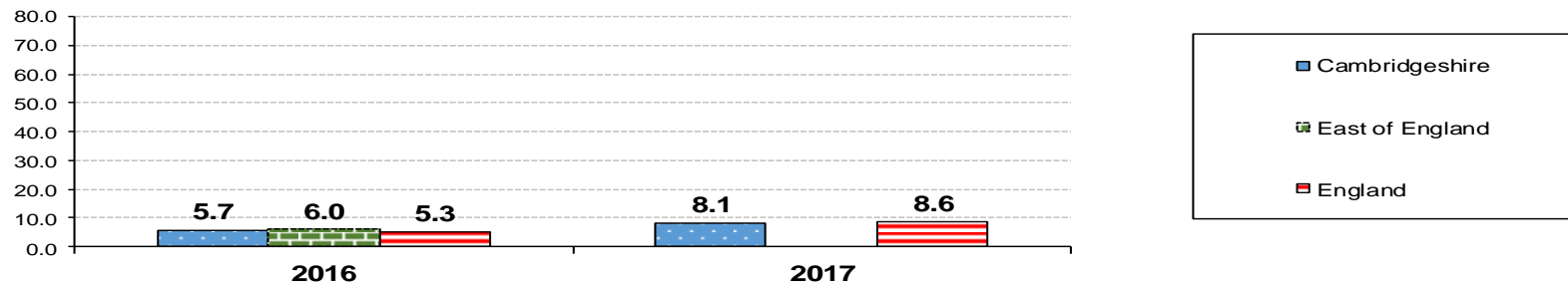


Percentage achieving the expected standard in KS1 RWM (Provisional)	2016	2017	16-17 Direction of Travel (ppt)	Difference from Cambs All Pupils (ppt)
All Pupils (c. 7,320 pupils)	58	59.8	2↑	-
Boys (c.3,750 pupils)	53	54.2	1↑	-6ppt
Girls (c.3,570 pupils)	63	65.6	3↑	+6ppt
FSM (Jan Census) (c.660 pupils)	31	31.3	~	-29ppt
Non-FSM (Jan Census) (c.6,600)	61	63.0	2↑	+3ppt
FSM-6 (c.1,080 pupils)	34	36.1	2↑	-24ppt
Non-FSM-6 (c. 6,250 pupils)	62	63.9	2↑	+4ppt
<i>Any SEN (c.1,020 pupils)</i>	13	12.5	~	-48ppt
<i>Non-SEN (c. 6,230 pupils)</i>	65	67.9	3↑	+8ppt
Home Language: English (c. 6,080 pupils)	59	60.5	2↑	+1ppt
Home Language: Central/Eastern European (510)	52	53.8	2↑	-6ppt
Home Language: Other than English (c. 1, 245)	55	56.5	2↑	-3ppt
Combined FSM Jan & Any SEN (c. 210 pupils)	5	3.3	2↓	-57ppt
Combined Non-FSM Jan & Non-SEN (c. 5,780)	66	69.7	4↑	+10ppt

KS2 Reading, Writing and Maths Expected Std+

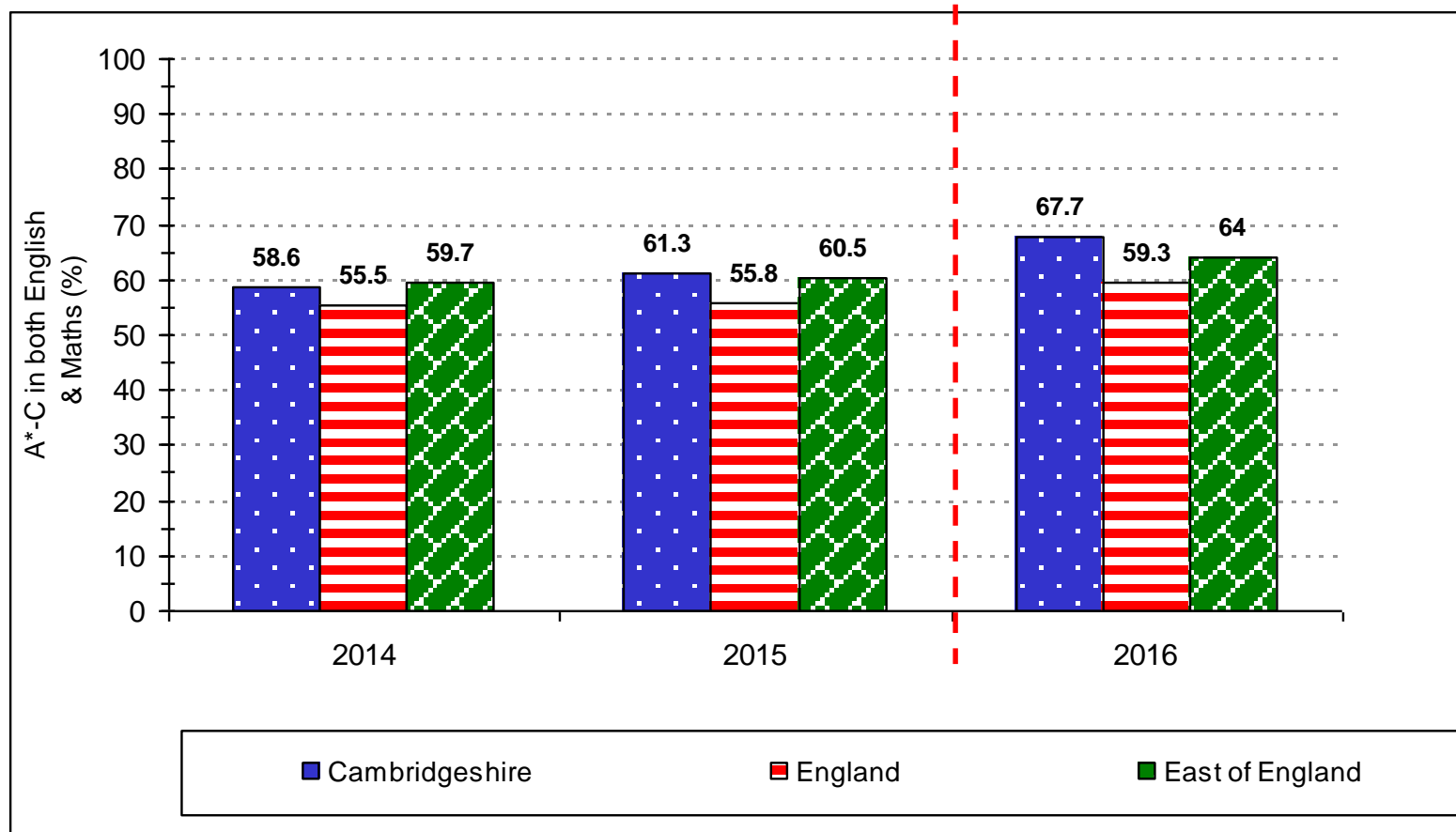


KS2 Reading, Writing and Maths Greater Depth



Percentage achieving the expected standard in KS2 RWM (Provisional)	2016	2017	16-17 Direction of Travel (ppt)	Difference from Cambs All Pupils (ppt)
All Pupils (c. 6,450 pupils)	52.0	58.6	7↑	-
Boys (c.3,370 pupils)	48.6	54.4	6↑	-4ppt
Girls (c.3,080 pupils)	55.7	63.2	8↑	+5ppt
FSM (Jan Census) (c.660 pupils)	27.6	26.5	1↓	-32ppt
Non-FSM (Jan Census) (c.5,700)	54.8	62.4	8↑	+4ppt
FSM-6 (c.1,390 pupils)	29.5	34.1	5↑	-25ppt
Non-FSM-6 (c. 5,050 pupils)	58.0	65.4	7↑	+7ppt
<i>Any SEN (c.1,090 pupils)</i>	9.6	16.4	7↑	-42ppt
<i>Non-SEN (c. 5,270 pupils)</i>	60.8	67.5	7↑	+9ppt
Home Language: English (c. 5,580 pupils)	52.7	59.1	6↑	+1ppt
Home Language: Central/Eastern European (250)	37.9	44.5	7↑	-14ppt
Home Language: Other than English (c. 870)	47.4	55.0	8↑	-4ppt
Combined FSM Jan & Any SEN (c. 260 pupils)	4.8	5.0	~	-54ppt
Combined Non-FSM Jan & Non-SEN (c. 4,870)	62.6	69.7	7↑	+11ppt

The percentage of pupils achieving GCSE grades A*-C in both English and Maths**



Note that nationally in 2014: 59.1% of pupils at 'state funded schools' achieved GCSE grades A*-C in both English and Maths; in 2015 59.5% achieved the same benchmark; in 2016, 63.3% achieved same benchmark

**In 2016, pupils could achieve the English component of this with A*-C in English language or literature. In 2015 pupils had to achieve an A*-C in English language, and have sat an English literature exam. The change means a higher proportion of pupils achieve the measure in 2016.

KS4: Attainment 8 Score	Attainment 8 Score	Difference from Cambs 'All Pupils' (pts)	State-funded England 2016	Difference from State-Funded England (pts)
All Pupils (5707 pupils)	51.8	1.7	50.1	1.7
Boys (2898 pupils)	49.2	-0.9	47.8	1.4
Girls (2809 pupils)	53.9	3.8	52.4	1.5
FSM (Jan Census) (488 pupils)	36.4	-13.7	39.1	-2.7
Non-FSM (Jan Census) (5219 pupils)	52.9	2.8	51.8	1.1
FSM-6 (1059 pupils)	39.0	-11.1	41.3	-2.3
Non-FSM-6 (4,648 pupils)	54.3	4.2	53.2	1.1
Any SEN (845 pupils)	32.6	-17.5	31.2	1.4
Non-SEN (4862 pupils)	54.7	4.6	53.2	1.5
Home Language: English (5168 pupils)	51.5	1.4	50	1.5
Home Language: Central/Eastern European (199 pupils)	43.9	-6.2	Not Reported	Not Reported
Home Language: Other than English (531 pupils)	51.2	1.1	50.8	0.4
Combined FSM Jan & Any SEN (172 pupils)	22	-28.1	24	-2
Combined Non-FSM Jan & Non-SEN (4546 pupils)	55.5	5.4	54.2	1.3

Cambridgeshire County Council, School Improvement Self-Evaluation against Ofsted's Inspection Criteria 2017

Key to Aspect Judgements

1 = very effective, demonstrable impact

2 = effective, emerging impact

3 = not fully effective, some impact

4 = not effective, little impact

Aspect 1: The effectiveness of corporate and strategic leadership of school improvement

	Area	Self-evaluation grading and evidence
1.1	Elected members and senior officers have an ambitious vision for improving schools, which is clearly demonstrated in public documents.	<p>We are effective in this area because:</p> <ul style="list-style-type: none"> The vision for improving schools is ambitious, clear and supported by senior officers, members and partners. This is clearly demonstrated in the Local Authority's Strategy for School Improvement, which was the outcome of extensive consultation and approved by the Children and Young People Committee. The vision for improving schools is regularly refreshed, e.g. Education Conference September 2017. Documents: School Improvement Strategy, Accelerating Achievement of Vulnerable Groups Action Plan.
1.2	Elected members articulate the local authority's (LAs) strategic role, and enhance schools' ability to self-manage.	<p>We require further development in this area because:</p> <ul style="list-style-type: none"> The LA's strategic role is changing; elected members are involved and regularly updated.

1.3	Accountability is transparent and efficiently monitored in a systematic way. Members' challenge of officers is well informed by high quality information and data.	<p>We are effective in this area because:</p> <ul style="list-style-type: none"> • Members are involved in the development of the LA's arrangements for school improvement. Members are represented on the Cambridgeshire School Improvement Board, the Accelerating Achievement Strategy Group and the Virtual School Management Board. • Members are able to challenge officers supported by high quality information and data as part of regular monitoring of the service. The Member Led Educational Achievement Board challenges officers re pupil outcomes and school performance • Key school performance indicators are monitored by CYP Committee on a monthly basis, with the Director for Learning presenting an annual report for discussion. • The Head of the Schools Intervention Service meets regularly with the Chair of the CYP Committee to discuss results and individual schools. • Documents: CYP Committee minutes, annual report of educational performance, educational achievement board minutes
1.4	There is coherent and consistent challenge to maintained schools and other providers to ensure that high proportions of children and young people have access to at least a good quality education.	<p>We require further improvement in this area because:</p> <ul style="list-style-type: none"> • Although there is coherent and consistent challenge to schools the percentage of schools that are good or outstanding is not yet high enough. In EYFS settings and Primary schools, the percentage of schools judged good or better is increasing year on year, however we are still below national. • The criteria for challenge to maintained schools and other providers is clearly laid out in the School Improvement Strategy which is published on the County Council website. • The criteria for categorising schools was revised last academic year and schools are now familiar with the new criteria. • Documents: School Improvement Strategy, evaluations from schools' Keeping in Touch (Performance Review) visits

1.5	<p>Communications and consultation with schools are transparent. Schools respect and trust credible senior officers, who listen and respond to their views and advice.</p>	<p>We are effective in this area because:</p> <ul style="list-style-type: none"> • Communication with Headteachers is regular and well-organised. There is termly communication with Headteachers through Officer groups, representative groups, Breakfast Meetings and working groups, the Cambridgeshire Primary Heads Association (CPH), the Cambridgeshire Secondary Heads Association (CSH) and Cambridgeshire Special School Heads. • Communication with Governors is good and leads to a shared understanding with schools. There is regular communication with governors through the Advisory Group and termly briefings. Termly briefings are well attended by governors • Senior Officers prioritise maintaining good relationships with schools and providers that is based upon a clear vision enabling a respectful trusting dialogue. • Ongoing and reliable support from services has fostered a confident and trusting relationship with schools. This enables schools to provide better support to pupils and gives quick access to support and information allowing them to act promptly. • The LA seeks views and advice from schools, and responds to feedback received. The Cambridgeshire School Improvement Board brings together all key stakeholders to work together to address school improvement issues. The Learn Together website and Hub provides an open forum for communication with schools and the public regarding LA school improvement activity. The knowledge hub groups are establishing themselves and some groups have over 200 members (e.g. English and maths group). This enables schools to access high quality materials at no cost. • Documents: Agendas and Minutes; feedback from schools regarding officers , comments/compliments
1.6	<p>Senior officers ensure that strategies for improvement are understood clearly by maintained schools, other providers and stakeholders.</p>	<p>We are effective in this area because:</p> <ul style="list-style-type: none"> • Strategies for improvement are understood clearly by the majority of maintained schools. The School Improvement Strategy clearly sets out the support that a school can expect according to its need. • Documents: Briefings, evaluation forms

1.7	There is clear evidence that the strategy is effective in enabling schools to improve, and preventing schools from deteriorating.	<p>We require further development in this area because:</p> <ul style="list-style-type: none"> Although the outcomes for pupils in KS1 and KS2 have improved over the past four years, they are not yet good enough. The outcomes for disadvantaged pupils and pupils with SEND (without a statement or EHC plan) are not yet good enough The percentage of pupils attending good or outstanding Primary and Secondary Schools is not yet good enough The strategy is effective in preventing schools from deteriorating. The percentage of good schools is increasing. The number of maintained RI Primary Schools has declined to 16 this academic year. Almost all Special Schools are outstanding. <p>Documents: Education Performance Report; Case Studies</p>
1.8	Elected members and senior officers exercise their duties in relation to securing sufficient suitable provision for all 16 - 19 year olds and in respect of raising the participation age (RPA) requirements.	<p>We are effective in this area because:</p> <ul style="list-style-type: none"> Elected members and senior officers monitor the sufficiency of places to secure RPA. The RPA strategy has been successfully implemented and is included within the Skills Strategy which is overseen by the Learning and Skills Board Documents: Skills Strategy There is significant member and senior officer involvement in ensuring suitable provision for 16-19 year olds and RPA requirements. 16-19/RPA issues are directed by the Learning and Skills Board. The Learning and Skills Board is cross-Directorate with membership from both CFA and ETE. The Learning and Skills Board is supported by the skills funding agency and by good data from the LEP. <p>Documents: Learning and Skills Board documents, reports to Members</p>
	<p>Aspect judgement</p> <p>2</p>	<p>We are effective in this aspect because:</p> <ul style="list-style-type: none"> Members are ambitious and play an active role in the strategic leadership of school improvement There has been a four year trend of steady improvement in Ofsted inspections and in pupil outcomes, although we are aware that we need to continue to improve We have an ambitious vision and priorities that are well understood across the LA and school sector, which is being refreshed in the light of the LA's changing to
	Actions	<ul style="list-style-type: none"> Education Conference to refresh vision for education services in Cambridgeshire; member briefings

		<ul style="list-style-type: none">• Develop the understanding of all stakeholders to become a school led school improvement system• Implement the Schools Intervention Service action plan to increase the percentage of schools that are judged to be good or outstanding• Implement the Accelerating Achievement of Vulnerable Groups action plan to 'narrow the gaps'• Implement the SEND Action Plan to accelerate the achievement of pupils with SEN but no statement or plan
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Aspect 2: The clarity and transparency of policy and strategy for supporting schools and other providers' improvement, and how clearly the LA has defined its monitoring, challenge, support and intervention roles

	Area	Self-evaluation grading and evidence
2.0	Priorities in the LA's plans for school improvement (including brokerage and commissioning plans) are clearly articulated and reflect both national priorities and local circumstances.	<p>We are effective in this area because:</p> <ul style="list-style-type: none"> • Key priorities are clearly articulated in the School Improvement Strategy, these reflect national and local priorities. • Headteachers and Senior Leaders are informed of these through termly Leadership Briefings and through termly CPH Breakfast Meetings • Governors are informed of the priorities through termly governor briefings
2.1	Maintained schools and where appropriate other providers and stakeholders have been fully consulted and agree the strategy and priorities for school improvement.	<p>We are effective in this area because:</p> <ul style="list-style-type: none"> • The strategy and priorities have been agreed by the Cambridgeshire School Improvement Board, which represents all key providers and stakeholders. • CPH, CSH and Special Schools are consulted through termly Officer and Representatives Meetings with LA Officers
2.2	Plans for school improvement demonstrate close integration with the programme for differentiated LA support and intervention.	<p>We are effective in this area because:</p> <ul style="list-style-type: none"> • School Improvement work is generated and targeted by the programme for differentiated LA support and intervention. Schools are categorised as requiring high, medium or low support. • The criteria for these ratings are clearly identified in the School Improvement Strategy. Schools are clear about their LA category and this is discussed with schools during each visit made by the Primary Adviser visit. The impact of this is that support is bespoke and appropriate to the needs of the schools. • Documents: School Improvement Strategy and KIT Proforma, case studies showing impact, number of schools improving and number of schools prevented from deteriorating.

	Area	Self-evaluation grading and evidence
2.3	Reliable and valid measures are used to monitor progress of the school improvement strategy. Evaluation of its impact is comprehensive and regular and its effect on standards and effectiveness is identified.	<p>We are effective in this area because:</p> <ul style="list-style-type: none"> Reliable and valid measures are used to monitor the strategies for school improvement on a regular basis and reported to Committee annually. Key Performance Indicators (recorded on a Directorate Dashboard) are monitored and evaluated bimonthly at the Directorate's Performance Board. Documents: Learning directorate Dashboard, Learning Management Performance Board minutes.
2.4	The rationale for support is explicit, flexible, tailored to need and endorsed by schools and other providers. Every effort is made to coordinate partnership arrangements and expertise residing within schools.	<p>We are effective in this area because:</p> <ul style="list-style-type: none"> The LA categorisation of schools drives a flexible and tailored approach to support and challenge schools. Work with Teaching School Alliances has developed over the last three years and we now have good systems in place to ensure that schools are supported effectively by TSAs. We use Local Leaders in Education (LLEs) and National Leaders in Education (NLEs) to support leadership. We use National Leaders of Governors (NLGs) to support governing bodies. Documents: LLE training programme, TSA Strategy Group minutes, case studies
2.5	The LA promotes the effective participation of all 16- and 18-year-olds in education and training.	<p>We are effective in this area because:</p> <ul style="list-style-type: none"> The LA is promoting the development of more specialised provision linked directly to employment opportunities. 0-19 Organisation Plan includes data on post 16 provision. It was initially agreed by Members, now refreshed annually. It also looks at the pattern of post 16 provision linked to growth sites. Documents: Learning and Skills Strategy. NEET figures.

	Area	Self-evaluation grading and evidence
2.6	The LA's definitions, arrangements, procedures and criteria for monitoring, challenge, intervention and support are clear, sharply focused, comprehensive and understood by school leaders and governors.	<p>We are effective in this area although the impact has not yet come to full fruition:</p> <ul style="list-style-type: none"> Monitoring, challenging, support and intervention is driven by the Primary Advisers/Associate Advisers in Primary Schools. This work is enhanced by the English and maths advisers and two Improvement Advisers who work alongside teachers in the classrooms. This is underpinned by strong relationships with schools. We are developing our work with Primary Academies through an agreed Cambridgeshire Academy Protocol. This involves regular meetings with academy CEOs or their representatives. Secondary School Performance Reviews were introduced in 2016/17 to independently evaluate the effectiveness of secondary provision and challenge the schools to improve further. These are funded by the LA and are positively evaluated by the majority of secondary Headteachers. Within EYFS, monitoring, challenge and support is driven by the Early Years school-facing team. When intervention is required within EYFS, this is delivered by Early Years Improvement advisers, working in collaboration with the Primary Advisers. Documents: LA Protocol for working with Free Schools and Academies
	Aspect judgement 2	<p>We are effective in this aspect because:</p> <ul style="list-style-type: none"> The LA has a clearly defined role in monitoring, challenging, supporting and intervening in Primary maintained schools This is communicated in the School Improvement Strategy There is also a range of traded services which schools buy into separately eg. Early Years Offer, Education ICT, Cambridgeshire Music Services, Education Wellbeing, Education Child Protection, Physical Education Service
	Actions	<ul style="list-style-type: none"> Ensure that all schools are clear about the monitor, challenge and support role of the LA Continue to develop the school led school improvement system Develop the contribution of CPH clusters in County Wide school improvement Continue to develop our role in monitoring, challenging and supporting in Primary and secondary academies

Aspect 3: The extent to which the LA knows its schools and other providers, their performance and the standards they achieve and how effectively support is focused on areas of greatest need

	Area	Self-evaluation grading and evidence
3.0	Senior officers and schools make intelligent use of pertinent performance data and management information to review and/or revise strategies for school improvement.	<p>We are effective in this area because:</p> <ul style="list-style-type: none"> • We use a range of data to determine the focus of our work and underpin the development of strategies, training for schools and targeted support to schools or clusters. • End of Key stage data is analysed at the end of the year to identify areas to develop. Data is broken down into subgroups and geographical areas enabling the LA to identify if there are specific groups of pupils or specific areas that may require additional support. This approach has been successful in supporting specific groups to achieve positive results. • Performance data is compared with regional and national, statistical neighbours, East of England to identify areas to focus on in Cambridgeshire. • County data is shared with the Teaching School Alliances early in the academic year to ensure support is appropriately targeted and bids are submitted for the Strategic School Improvement funding

	Area	Self-evaluation grading and evidence
3.1	The LA systematically and rigorously uses data and other information effectively to identify schools which are underperforming. It uses this information consistently to channel its support to areas of greatest need, resulting in interventions and challenge that lead to improved outcomes.	<p>We are effective in this area because:</p> <ul style="list-style-type: none"> • Support is allocated to schools based on need identified by scrutinising data. The impact of this can be seen in schools that have had a high level of support, these schools have made progress in terms of Ofsted rating and pupil outcomes. • The Lead maths and English adviser scrutinises data at the end of summer term and plans support accordingly. Some low support schools are also targeted for particular aspects e.g. boys writing and maths progress. • Mid year predictions from schools re KS1 and KS2 is collected and analysed in January, to enable early intervention where needed. Year 6 data collection in January 2016 predicted 49% of pupils would reach age related expectations, however targeted support and challenge as well as some additional funding for Easter schools and booster sessions meant that the data improved by 10 percentage points above the expected outcome. • Half termly Area Team meetings take place. All advisers (including advisers from other teams) working in schools gather and analyse intelligence. Informal intelligence is also gathered from EYFS and (Cambridgeshire Race Equality and Diversity team (CREDS). Schools tracking grids capture any risk factors from a broad evidence base. There just one school this academic year who unexpectedly dropped an Ofsted grade. Documents: Monthly Area Team meetings docs, schools tracking grids • Schools move quickly from Ofsted category to academy status, usually within two terms. During the transition phase the LA continues to support the school and works closely with the DfE and the sponsored academy trust to ensure that the momentum for improvement continues. Rigorous Local Authority Implementation Group meetings (LAIGs) are held monthly in schools causing concern. All, apart from two, maintained schools with LAIGs have had successful monitoring visits or inspections. Documents: LAIG docs template or anonymised, case study, making the difference spreadsheet • EYFs - County wide 'on entry' data has been collected for fourth year running. Schools use this to compare achievement in their schools with county average as well as for self evaluation. This is evidenced through the KIT visits, the Quality Framework toolkit and informal feedback through forums and training events. Feedback from KIT visits, forums and Leadership meetings reports that schools

	Area	Self-evaluation grading and evidence
		<p>use the data provided to inform teaching. This is shared with feeder pre-schools and Children's Centres.</p> <ul style="list-style-type: none"> • Best practice from EY providers and PVI's is shared with schools in some cases, although this could be developed further. <p>Documents: KIT visits, Quality Framework toolkit, informal feedback.</p>

	Area	Self-evaluation grading and evidence
3.2	<p>The LA provides, or commissions and brokers, a suitable range of performance data, including data about the local performance of different pupil groups (including those for whom pupil premium provides support, disabled pupils and those with SEN), local benchmarking and post 16 destinations comparative data. Schools and other providers have high regard for this which is influential in helping them to identify priorities for improvement.</p>	<p>We are effective in this area because:</p> <ul style="list-style-type: none"> • The LA offers a range of services to support access to and analysis of attainment data, statutory data collection processes and maintenance of key data items, including access to FFT Live, FFT Aspire, and Perspective Lite, support for statutory returns, data support for transition, and a data quality service. Schools have annual KIT visits which include an in-depth discussion of the school's data. • Headteachers and Chairs of Governors are aware of the data produced by the LA and use it to focus on areas to develop in their own schools. • LA end of year data is presented at Headteachers' meetings, and Governor briefings. Headteachers value the data they receive. Online data analysis such as Perspective Lite is used by a high proportion of schools. <p>There is a data sharing protocol in place with secondary and primary schools to enable Cambridgeshire schools to compare their performance with one another. Documents: data sharing protocol, proportion of schools signed up to data sharing protocol</p>

	Area	Self-evaluation grading and evidence
3.3	School improvement staff are well equipped to use data and to challenge and support schools	<p>We are effective in this area because:</p> <ul style="list-style-type: none"> • Staff are well-equipped to use data. There is regular training for staff at service meetings on using Fischer Family Trust (FFT), Raiseonline and Nexus. • Staff use a range of tools to evaluate school's effectiveness – regular visits by Primary Advisers, visits by English and math advisers, LA Reviews, intelligence gathered by all teams. • School staff are supported in their use of data and challenge in school to school improvement. • Courses for subject leaders on data analysis are well attended. Advisers set challenging targets with schools at KIT visits by looking at a range of data. Advisers use FFT to support schools to set challenging targets for pupils during KIT visits. • Joint work with Specialist Teaching team is developing their skills at challenging whole school provision for SEND pupils. <p>Evidence: amount of take up of courses and evaluations of the courses; case studies to show impact of training, comments about LA support in ofsted reports.</p>
	<p>Aspect judgement</p> <p>2</p>	<p>We are effective in this aspect because:</p> <ul style="list-style-type: none"> • We know our schools well, we visit them regularly and know their strengths and weaknesses • Predictions of Ofsted outcomes are accurate • We have a strong, committed team who work effectively together
	Actions	<ul style="list-style-type: none"> • See the actions in Section 1 above, with a particular emphasis on: • Further improve Year 1 phonics outcomes (2017 phonics results are in line with national) • Improve end of KS1 outcomes in writing • Improve end of KS2 outcomes in maths

Aspect 4: The effectiveness of the LA's identification of, and intervention in, underperforming schools, including the use of formal powers available to the LA

	Area	Self-evaluation grading and evidence
4.0	Where appropriate, the LA deploys its formal powers of intervention promptly and decisively.	<p>We are effective in this area because:</p> <ul style="list-style-type: none"> • The LA employs a range of formal powers of intervention where necessary. • The process through which the LA would use formal powers of intervention is set out clearly in the School Improvement Strategy. The range of formal powers of intervention used by the LA include significant concerns letters, warning letters, and Interim Executive Boards (IEB). <p>Documents: School Improvement Strategy, Warning Notice example, IEB letters and applications</p> <p>numbers and proportion of schools receiving a formal intervention.</p> <ul style="list-style-type: none"> • In 2016, 20 warning notices /significant concerns letters were sent. In 2016/17 three Primary schools had IEBs. • Following the receipt of a warning notice, a school is expected to respond to the Director of Learning outlining how they will address the concerns, and then produce an action plan which is evaluated by the advisory team and rewritten by the school if necessary. The plan is monitored by the LA on a half termly basis <p>Documents: summary report of the impact of formal interventions, case study</p> <ul style="list-style-type: none"> • Warning notices have been issued to two special schools. In both cases, governors have responded well to dealing with issues raised. • Concerns regarding secondary schools or academies are raised promptly with the Regional Schools Commissioner.

	Area	Self-evaluation grading and evidence
4.1	Weaknesses are typically identified early and tackled promptly and decisively.	<p>We are effective in this area because:</p> <ul style="list-style-type: none"> • The LA closely monitors schools throughout the year. Weaknesses are picked up and tackled promptly. • The strategy for RI schools to ensure rapid progress is published in the School Improvement Strategy. Weaknesses are identified at the beginning of the year through a categorisation process (revised Sept 2016). Throughout the year as visits take place evidence is collected and priorities for improvement are identified. It is the expectation that schools will address the identified priorities by the next visit. Support is offered for any areas of weakness identified. • Schools that are rated as high level support will have a half-termly LAIG or review. All high support schools have an Intervention/Support Plan which the adviser draws up to co-ordinate LA support. Schools that are low or medium rated but with a downward trend are focussed on and support is offered to prevent the school deteriorating. • All LA Action Plans and statements of action have been judged as 'fit for purpose' by HMI. • Only 3 primary schools has gone into an Ofsted grade 4 in the 2016/2017 academic year. <p>Document: LAIG docs, LA Intervention/support example, School Improvement Strategy</p>

	Area	Self-evaluation grading and evidence
4.2	Headteachers, staff and governors in all maintained schools causing concern to Ofsted and the LA, and those schools requiring improvement to become good, receive well planned, coordinated support differentiated according to their needs.	<p>We are effective in this area because:</p> <ul style="list-style-type: none"> • LAIG and Intervention/support plans coordinate the support from LA. Support is carefully planned according to the needs of the school • The impact of support is monitored on a monthly basis • Adviser Notes of Visit are scrutinised by Lead advisers to ensure that the school is making progress • Support frequently includes governor training, and a governance review. • The vast majority of Ofsted reports in 2015-16 commented favourably on LA support. <p>Documents: Ofsted reports that commented favourably on LA support, case study</p>
4.3	Where the standard and/or leadership of an academy is a cause for concern, the local authority reports such concerns to the DFE directly and promptly through the relevant Regional Schools Commissioner.	<p>We are effective in this area because:</p> <ul style="list-style-type: none"> • The LA has regular meetings with the Regional Schools Commissioner and Ofsted to discuss concerns. • More frequent, informal contact is made with officers via email and telephone conversations • Concerns are formally raised with the Regional Schools Commissioner both about overall concerns and specific schools following adverse inspection judgements. <p>Documents: Minutes of meetings with RSC reps ,Triad model docs, CSIB minutes</p>

	Area	Self-evaluation grading and evidence
4.4	The LA engages systems leaders to support and challenge those in need and actively promotes school to school improvement.	<p>We require further development in this area because:</p> <ul style="list-style-type: none"> • We have not yet fully developed the school led school improvement system in Cambridgeshire, although great progress has been made over the last 3 years • However some good joint LA projects have taken place over the last academic year – these include ‘Mind the Gap’ project to work with schools with low outcomes for disadvantaged pupils and the Phonics project which worked to train lead phonics teachers to work with schools attaining low phonics results. Both these projects had made a good impact on the results in these schools. • The LA engages systems leaders to support and challenge those in need of support. • National Leaders of Education (NLEs) have been deployed to targeted schools and Local Leaders of Education (LLEs) are used to support schools. • Lists of Specialist Leaders of Education (SLEs), NLEs, LLEs and NLGs in Cambridgeshire are published on the website. <p>Documents: SI Strategy, School 2 School Strategy Group docs.</p>
4.5	Progress of maintained schools and other providers is monitored regularly and to a planned programme. Reports to Headteachers and governing bodies are fit for purpose. The work of the LA with its underperforming schools and providers results in sustained improvements in standards and provision.	<p>We are effective in this area because:</p> <ul style="list-style-type: none"> • Progress of schools is monitored regularly according to the category of the school • All visit notes are written up following Adviser visits and sent to Headteachers and Chairs of Governors. Leaders in schools have informed the LA that these notes are useful and provide a helpful reference when completing their own self-evaluations. • KIT and Headteacher performance management meetings are evaluated by Headteachers and governors and sent to the Head of Schools Intervention Service. <p>Documents: comments from HTs and CoGs, evaluation forms</p>

	Area	Self-evaluation grading and evidence
4.6	The progress of schools causing concern is kept under continuous review by senior officers and scrutinised by elected members frequently and regularly.	<p>We are effective in this area because:</p> <ul style="list-style-type: none"> • Senior officers meet at least half termly to review the progress of schools causing concern. • Progress of schools causing concern is monitored by the member-led Educational Achievement Board on a termly basis. There are also termly meetings with all senior officers from multiple directorates about schools causing concern to ensure the intelligence regarding schools is shared with the appropriate staff in the LA. Documents: Schools Causing Concern Board (notes, agenda, minutes), Members' briefings • Milestones and progress required from schools causing concern are clearly identified <p>Documents: Actions from members meetings, educational achievement board and schools causing concern boards, case study</p>
	Aspect judgement 2	<p>We are effective in this aspect because:</p> <ul style="list-style-type: none"> • We have effective systems in place, using a range of strategies to identify schools 'at risk' • There is a system in place to accelerate interventions where progress is not sufficient
	Actions	<ul style="list-style-type: none"> • Continue to refine the QA process of Advisers and Associate Advisers • Continue to seek school's views of our support and challenge • Continue to develop the school led school support system

Aspect 5: The impact of LA support and challenge over time and the rate at which schools and other providers are improving

	Area	Self-evaluation grading and evidence
5.0	Timely differentiated intervention and co-ordinated strategies to support school leadership contribute to the improvement of school performance.	<p>We are effective in this area because:</p> <ul style="list-style-type: none"> • We know our schools well, despite the size of the LA and reductions in personnel. • We use a range of strategies to evaluate the effectiveness of schools. • There is a strong, effective team who are quickly deployed to work in schools needing support and challenge. • There have been many successes in moving RI schools to good and the number of RI schools is reducing year on year. <p>Documents: Case Studies</p>
5.1	All services recognise and actively support the autonomy of schools. Good and outstanding maintained schools are encouraged to take responsibility for their own improvement and to support other schools	<p>We require further development in this area because:</p> <ul style="list-style-type: none"> • A number of schools rely too heavily on the LA and have not yet moved to school to school support. • We have improved our work with teaching schools over the past three years and it is now systematically planned on a termly basis. • There are too few recently judged outstanding schools who could support other schools. • SLEs are not routinely used by schools.

	Area	Self-evaluation grading and evidence
5.2	Support services, either provided or procured, are well co-ordinated and accurately focused to make a sustainable improvement to overall educational standards and performance	<p>We are effective in this area because:</p> <ul style="list-style-type: none"> • Support services are well co-ordinated and targeted to where they are needed. • The Early Years' Service provides training and bespoke packages of support. These are determined through outcomes and local and national initiatives. • Support is well coordinated and accurately focused through team meetings. The courses and conferences planned are linked to Cambridgeshire's priorities • There is evidence that supported schools are rapidly improving. • The LA provides, supports and resources to enable schools to promote health and wellbeing, eg. training in PE, outdoor education and PSHE, this has a positive impact on improving pupil behaviour, wellbeing and self-esteem as well as improving pupil outcomes. • PE service works with schools to ensure the Sports Premium is well used. <p>Documents: Making the Difference spreadsheet, LAIG meeting docs, Ofsted reports</p>
5.3	The number of schools on the LA's list of schools causing concern is reducing rapidly. Inequalities in the equality of education in schools and other providers in different areas of the LA are minimal and reducing	<ul style="list-style-type: none"> • We require improvement in this area because: Inequalities in provision and pupil outcomes remain, although Fenland District is the most rapidly improving area the outcomes are still well below that of the rest of Cambridgeshire. • The 2017 results show that Huntingdon schools are not making fast enough progress. • Although the number of schools causing concern is reducing rapidly and there are now 16 RI maintained Primary Schools, as compared to 38 in 2014, we are still below the national average for good or better in Primary and secondary schools.
5.4	With very few exceptions, schools are either at or at least good or improving rapidly	<p>We require further development in this area because:</p> <ul style="list-style-type: none"> • Although schools that are RI are improving there are still a number which are due to be inspected and will be good when they are, and therefore our percentage of good or better primary schools is not yet as high as it should be. • Targeted, well co-ordinated LA support has produced a number of good outcomes for schools. <p>Evidence: number of schools RI or worse, number of RI schools moving to good.</p>

	Area	Self-evaluation grading and evidence
5.5	The support and challenge of the LA is rigorous and sharply focused on areas of greatest need and results in sustained improvements in standards and provision.	We are effective in this area because: <ul style="list-style-type: none"> • Support and challenge is focussed on the weakest schools, or schools that are declining. • Very few good schools have been judged as RI over the past year.
5.6	Aspect judgement 3↑	We are not yet effective in this aspect because: <ul style="list-style-type: none"> • Although the number of schools going into ofsted grade 4 has reduced considerably over the last three years; the percentage of good and outstanding Primary and secondary schools is not yet high enough • Pupil outcomes are not high enough • Specific groups of pupils do not do as well as they should, particularly disadvantaged pupils and those with SEND without a statement/EHC Plan
5.7	Actions	<ul style="list-style-type: none"> • Actions are described in Sections 1 and 3 above

Aspect 6: The extent to which the LA commissions and brokers support for schools and other providers

	Area	Self-evaluation grading and evidence
6.0	Schools are clear about what is provided by the LA or brokered or commissioned from other sources. Support brokered (and monitored) by the LA leads to sustained improvement.	<p>We are effective in this area because:</p> <ul style="list-style-type: none"> • Schools are clear about what support is available from the LA. The RI flowchart details the support that schools are likely to receive if they become RI. • The Primary Offer details all the support that is available to primary schools in Cambridgeshire. This is publicised on the Learn Together website. The majority of schools buy into the primary offer, 90% in 2017. • There is a collaborative Continuing Professional Development (CPD) offer with Teaching School Alliances which is publicised on the Learn Together website • A recruitment and retention offer has been initiated jointly with the LA and a Headteacher group. • Many enrichment services are available to schools through a traded offer including music services, PE, outdoor education, residential visits and ICT Documents: Primary Offer, Collaborative CPD offer, recruitment and retention offer, PE offer, Music Services offer, Education and Wellbeing offer

	Area	Self-evaluation grading and evidence
6.1	The LA has detailed knowledge of best practice within and beyond the LA that is drawn from wide sources of information and routinely shared with maintained schools. Local networks and collaborative work between schools are well established and linked to an identified strategy, with evidence of sustained improvement. There are well developed links with partners, including further education, vocational providers and higher education.	<p>We require further development in this area because:</p> <ul style="list-style-type: none"> • There are strong links with other LAs in the Eastern region. The peer review system is embedded and is making a positive impact in sharing best practice across LAs • Although we collate and share best practice with maintained schools, this is not yet carried out in an extensive way that leads to school to school support. Area team meetings identify good practice in schools and outstanding teaching. • There are some highly effective Clusters of schools who share data and work on collaborative projects. However, this is not the case in all clusters. • The LA has funded a range of projects to support collaborative and cluster approaches to school improvement. These include Closing the Gap/Accelerating Achievement projects. • Senior Officers have visited other LAs with good practice to share learning. LA participates in Eastern Region Peer Reviews to learn from practice in other LAs. <p>Documents: reports/notes from any of these visits.</p>
6.2	<p>Aspect judgement</p> <p>3↑</p>	<p>We are not yet effective in this aspect because:</p> <ul style="list-style-type: none"> • The school-led school improvement system, although great progress has been made, is not yet working as effectively as it could.
6.3	Actions	<ul style="list-style-type: none"> • Continue to highlight effective practice and encourage schools to make use of best practice • Continue to encourage effective cluster/collaborative work and highlight areas where this has been successful • Facilitate school led improvement clusters of schools to drive school to school support

Aspect 7: The effectiveness of strategies to support highly effective leadership and management in schools and other providers

	Area	Self-evaluation grading and evidence
7.0	The LA builds strong working relationships with education leaders in its area and encourages high calibre school leaders to support and challenge others	<p>We require further development in this area because:</p> <ul style="list-style-type: none"> Although we have developed 'triad' working in Primary Schools, this has not yet made sufficient impact on improving schools, and is not extant and sustainable across the whole of the county. We use LLEs to support schools , but schools do not yet routinely identify their needs and approach good/outstanding leaders or LLEs for support.
7.1	Training for Headteachers, governors and middle managers appropriately differentiated is improving the capacity of maintained schools and other providers to develop accurate self-evaluation and secure continuous improvement.	<p>We are effective in this area because:</p> <ul style="list-style-type: none"> School leaders are supported to develop accurate self-evaluation. Challenge provided at KIT visits test accuracy and robustness of school self-evaluation. There is an Aspiring DHT Project to develop the confidence and skills of those going for Headship. The Leadership Development Project has also developed HT's monitoring skills. Comprehensive Headteacher induction process ensures that new Headteachers are well prepared for Headship in Cambridgeshire Joint work with Teaching School Alliances to develop and promote leadership CPD opportunities, eg the regional 'Aspire to Headship Conference'. Regular Deputy Headship meetings give attendees the opportunity to share best practice and develop their role. Leadership briefings each term focus on a theme for school improvement. There are positive evaluations from HTs following Leadership Briefings and of schools of some initiatives being followed up. All the support for leaders in schools is outlined in the Primary Offer, or is on the Responses from schools in receipt of Warning Notices this academic year has highlighted serious weaknesses in these schools School Improvement Plans. <p>Documents: Primary Offer, examples of leadership briefings and evaluations</p>

	Area	Self-evaluation grading and evidence
7.2	The LA identifies accurately all maintained schools that need support or intervention for leadership, management and governance, including prompt application of statutory powers when necessary.	We are effective in this area because: <ul style="list-style-type: none"> • Maintained schools needing support for leadership, management and governance are identified quickly and supported well. • The Schools Causing Concern Forum is cross directorate and enables the LA to identify schools that are causing concern early. • Statutory powers are applied promptly when necessary.
7.3	The LA brokers or commissions effective school to school or other support for leadership and management in weaker schools. Maintained schools are effectively signposted to where they can access high quality support.	We require further development in this area because: <ul style="list-style-type: none"> • School to school support is not yet effective across the whole county. • The LA brokers or signposts support effectively in some cases although this is not yet fully embedded across the county. • Brokering of LLEs takes place via the TSA bidding process, however the impact of their work is variable.
	Aspect judgement 3↑	We are effective in this aspect because: <ul style="list-style-type: none"> • We have put in place mechanisms to support and develop school leadership across the county • Governing Bodies have been supported in recruiting some high calibre Headteachers to Cambridgeshire • We have a good (revised) Headteacher Induction programme across the county
	Actions	<ul style="list-style-type: none"> • Continue to develop our Aspiring Headteacher scheme • Continue to develop succession planning in schools • Continue to identify aspiring DHTs and HTs • Continue to work collaboratively with TSAs to develop their capacity to support more schools

Aspect 8: Support and challenge for school governance

	Area	Self-evaluation grading and evidence
8.0	Where maintained school performance and effectiveness are a cause for concern, the LA acts promptly to remedy concerns, including applying its powers of intervention, with demonstrable evidence of rapid and sustained improvement. For academies, such concerns are reported directly and promptly to the DfE, through the Regional Schools Commissioner.	<p>We are effective in this area because:</p> <ul style="list-style-type: none"> • Significant concerns and warning letters are issued to the Chair of Governors where needed. • IEBs are introduced in maintained schools where governing bodies lack the capacity. • Where the LA has concerns about academies, these are reported to the Regional Schools Commissioner promptly. <p>Documents: case study about concerns reported and the outcome</p>
8.1	The LA has a successful strategy for recruitment and retention of high quality governors.	<p>We require further development in this area because:</p> <ul style="list-style-type: none"> • There are a number of governing bodies with long term vacancies. • However, a number of strategies are in place to improve recruitment, including: the LA receives expressions of interest to be a governor from the public. A range of recruitment resources are available to schools, including publicity boards, leaflets and a model letter to send to businesses. An annual Governor Recruitment newsletter is produced. The LA also works with volunteer centres across the County and holds a biannual event to celebrate the contribution made by governors. <p>Documents: recruitment resources, newsletter, event docs</p>
8.2	The LA has access to experienced governors who are prepared to be deployed to, or support, governing bodies of schools causing concern or those schools not yet good.	<p>We require further development in this area because:</p> <ul style="list-style-type: none"> • We have a number of governing bodies who have vacancies. • However we have helped to increase the number of NLGs to 5 across the county • The advisory governor scheme currently has access to eleven advisory governors who work in pairs to support governing bodies of schools causing concern. <p>Documents: advisory governor scheme ToR/docs</p>

	Area	Self-evaluation grading and evidence
8.3	Governors are deployed where they are needed and any weaknesses in governance are being acted on.	<p>We require further development in this area because:</p> <ul style="list-style-type: none"> • Although we have improved, we are not always fast enough to act on weaknesses in governance. • There are currently 5 National Leaders of Governance (NLGs) who are deployed to schools needing support, or are on IEBs or deliver training. • There have been positive comments made about the support provided to governing bodies in HMI monitoring letters and Ofsted reports. <p>Documents: HMI monitoring letters, Ofsted reports, Case Study of school</p>
8.4	Training programmes for governors and Chairs are of good quality, well attended and highly valued, utilising a range of modes of delivery. Training and LA communications are clear about the respective roles of governing bodies and school leadership.	<p>We are effective in this area because:</p> <ul style="list-style-type: none"> • The training programme is responsive to feedback from governing bodies with new courses being delivered where feedback has identified it would be useful. • The training programme now has a much stronger focus on school improvement, which governors have reported is much clearer. However the impact of the training courses is not evident with some governing bodies. <p>Documents: Training Programme, numbers of schools attending termly briefing, number of schools buying SLA for governor training and support, positive comments made about the support provided to governing bodies in monitoring letters and Ofsted reports.</p>

	Area	Self-evaluation grading and evidence
8.5	The LA knows the governing bodies of maintained schools, including their strengths and weaknesses.	We require further development in this area because: <ul style="list-style-type: none"> The LA knows some of the governing bodies of maintained schools very well, however there are a number of governing bodies who we do not know and are not clear enough about their effectiveness.
	Aspect judgement 3↑	We are not yet effective in this aspect because: <ul style="list-style-type: none"> Although we have good training programmes and a programme of briefings, we do not yet see the impact of this in all schools In some schools, governance is weak and further work needs to be done to improve governance in these schools
	Actions	<ul style="list-style-type: none"> Continue to develop recruitment to schools where governors are needed Implement actions to ensure that all LA governor vacancies are filled with good quality governors Develop a clear system for assessing the quality of governing bodies Continue to encourage good Chairs of Governors to become NLGs

Aspect 9: The way the LA uses any available funding to effect improvement, including how it is focused on areas of greatest need

	Area	Self-evaluation grading and evidence
9.0	Resourcing decisions are based on an accurate analysis of the needs of schools and funding is delegated to the frontline so that as much as possible reaches pupils.	<p>We are effective in this area because:</p> <ul style="list-style-type: none"> An accurate analysis of the needs of schools takes place which forms the basis of resourcing decisions. There is a formula for resourcing decisions which enables the LA to target resources in response to identified areas of deprivation, pupils with EAL, high needs SEN and those who are LAC.
9.1	Schools Forum ensure that as much funding as possible reaches pupils	<p>We are effective in this area because:</p> <ul style="list-style-type: none"> The Schools Forum scrutinises funding decisions made by the LA to ensure that funding is delegated to the frontline where possible. Documents: Schools Forum ToR. There has been significant work undertaken in Cambridgeshire to ensure that as much Pupil Premium as possible is claimed. Initiatives such as the Count Me In campaign have produced positive outcomes. Documents: count me in campaign, report and impacts, amount/proportion of Pupil Premium claimed.
9.2	The LA undertakes regular and thorough reviews of the cost-effectiveness of any resource allocation and acts decisively and effectively on its findings.	<p>We are effective in this area because:</p> <ul style="list-style-type: none"> Regular reviews are undertaken and followed up in a decisive and effective manner, e.g. review of CREDS de-delegated funding. <p>Documents: reviews, business planning docs</p>

	Area	Self-evaluation grading and evidence
9.3	The LA's budget-setting process is based on a thorough and detailed review of spending needs and is both timely and transparent. Consultation on the budget ensures that the deployment of LA resources is well understood by schools and other providers.	<p>We are effective in this area because:</p> <ul style="list-style-type: none"> • The LA's budget setting process is timely and transparent and is set out to, and discussed with, Schools Forum. • Schools Forum makes recommendations to the Children and Young People Committee re the schools' budget, following extensive consultation. • Once approved by full Council, the budget details are published on the Council's website and in its Business Plan for the new Financial Year. • Documents: Schools Forum minutes and documentation, CCC business plan
9.4	The LA rigorously monitors and challenges the sufficiency and use of resources and those delegated to schools.	<p>We require further development in this area because:</p> <ul style="list-style-type: none"> • Although there is quarterly monitoring and challenge of schools balances there are a number of schools with either high underspends or only just balancing their budgets. • Only 3 primary schools, and 1 special school currently have a deficit. • There is a monthly report schedule for schools causing concern. • Where there are consistent concerns regarding a school's finances, there is consultation and an agreement reached with the school regarding options for de-delegation, although we have only used this very rarely. <p>Documents: monitoring reports, annual report, case study of school causing concern</p> <ul style="list-style-type: none"> • The LA is developing the use of traded services and their trading models. The LA's traded services are successful at fully covering their costs and supporting school improvement activity. <p>Documents: review of impact of traded services.</p>

	Area	Self-evaluation grading and evidence
	Aspect judgement 2	We are effective in this aspect because: <ul style="list-style-type: none"> • We can demonstrate effective management of budget reductions • We have found extra resources for where required to ensure support for schools in difficulty
	Actions	<ul style="list-style-type: none"> • Manage more closely any schools that have high carry forwards • Risk assess all maintained school budgets for the next three years

Acronyms:

Term	Definition
BAIPs	Behaviour and Attendance Improvement Partnerships
BME	Black, Minority and Ethnic
CEOs	Chief Executive Officers
CPD	Continuing Professional Development
CPH	Cambridgeshire Primary Heads
CSH	Cambridgeshire Secondary Heads
DfE	Department for Education
EFA	Education Funding Agency
EHCP	Education and Health Care Plan
EYFS	Early Years Foundation Stage
FSM	Free School Meals
ITT	Initial Teacher Training
KIT	Keeping in Touch
KS	Key Stage
LA	Local Authority
LAC	Looked After Child
LEP	Local Economic Partnership
LLE	Local Leader of Education
MATs	Multi-Academy Trusts
NCTL	National College for Teaching & Leadership
NEET	Not in Education, Employment or Training
NLE	National Leader of Education
NLG	National Leader of Governance
PEPs	Personal Education Plan
PP	Pupil Premium
PVI	Private, Voluntary and Independent
RI	Requires Improvement
SEND	Special Educational Needs and Disability
SI	School Improvement
SLE	Specialist Leader of Education
SSIF	Strategic School Improvement Fund
TSA	Teaching School Alliances
UTC	University Technical College

