

Background Paper 1

Support Categories for Wolverhampton Schools

It is important for the Local Authority to consider how it groups schools with differing needs in order to proportionally justify targeting of finite support and resources (Judgements are based on the range of evidence available to the LA at the time of categorisation)

Categorisation	Rationale
<p style="text-align: center;">A</p> <p>Providing a good or better level of education</p>	<p><i>All/vast majority of the following apply:</i></p> <ul style="list-style-type: none"> • Judged good or outstanding by Ofsted at the last inspection. • Judged securely good or outstanding by both the school and the LA and likely to be judged so at the schools next Ofsted inspection. • School leaders and managers are accurate in their self-evaluation. • Nursery schools results are consistently above national outcomes for similar schools. • In mainstream schools, pupil achievement for English and mathematics for all groups of pupils is consistently above the national standards over the last 3 years. • In-year progress across all, year groups, pupil groups and core subjects is consistently good and/or the gap is rapidly narrowing. • Special schools attainment is consistently above the Progression Guidance (2011) outcomes and in-school data consistently indicates challenging targets are set and met by the vast majority of pupils. • Almost all teaching overtime is good or better, with a small proportion requiring improvement. No inadequate teaching is evident. • Behaviour is managed consistently well, all groups of pupils attend regularly and there are no or very few exclusions. • Provision for safeguarding meets all statutory requirements. • Leadership and management at all levels particularly senior leaders, middle managers and governors consistently demonstrate effective processes and structures which have a good impact on pupils' achievement and behaviour. • The school has highly successful strategies for engaging with parents. There are very few concerns expressed by parents. • The school is effective in its outward facing links with other partners which contribute to and support school improvement processes. • Risk factors such as a newly appointed headteacher, high turnover of staff, a high number of NQTs and exceptional circumstances are

	accurately identified and considered to be low by the LA.
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<p>B1</p> <p>Requires Improvement</p>	<p><i>Many of the following apply:</i></p> <ul style="list-style-type: none"> • Schools that have previously been judged good or outstanding at their last Ofsted inspection but are considered to be vulnerable at next inspection by the LA. • Judged as requiring improvement by Ofsted with Leadership and Management judged to be good and demonstrating good capacity to improve. • School leaders and managers are generally accurate in their self-evaluation. • Nursery Schools results are consistently above or at national outcomes for similar schools. • In mainstream schools, pupil achievement for English and mathematics for all groups is at or above the national standards over the last 3 years. • Achievement shows a trend of improvement overall; although there may be some variability between one year and the next and/or between different groups. • In-year progress across all year groups, pupil groups and/or core subjects is improving and/or the gap is narrowing; although data may show a variable picture over the last three years. • Special schools attainment is consistently at or above the Progression Guidance (2011) outcomes and in-school data consistently indicates challenging targets are set and met by the majority of pupils. • The quality of teaching is improving and there is little inadequate teaching evident. (If there is a small proportion, this is being addressed effectively). • Behaviour is managed suitably or well, most groups of pupils attend regularly and there are few or a reducing number of exclusions. • Leadership and management at all levels particularly senior leaders, middle managers and governors are secure and improving which is leading to improvements in pupils' achievement and behaviour. • Provision for safeguarding meets all statutory requirements • Engagement with parents is secure and the vast majority of parents express contentment with the school.
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	<ul style="list-style-type: none"> • Outward facing links are increasing. School leaders are taking the opportunity to work with other schools in the network and beyond. • Risk factors such as a newly appointed headteacher, high turnover of staff, a high number of NQTs and exceptional circumstances are accurately identified and are considered to be having minimal impact on standards by the LA.
<p>B2</p> <p>Requires Improvement</p>	<p><i>Many of the following apply:</i></p> <ul style="list-style-type: none"> • Leadership and management judged as requiring improvement at the last Ofsted inspection (grade 3) • The School and LA has identified areas of fragility within attainment & progress in specific subjects, with particular groups or in identified year groups. • Aspects of leadership and management, teaching and learning or behaviour and safety require improvement. • Nursery Schools results are below national outcomes for similar schools. • In mainstream schools, pupil achievement for English and mathematics for all groups has a downward trajectory over time. • Pupil progress for English and mathematics is below the national standards over the last three years. • In-year progress across certain year groups, pupil groups and/or core subjects shows a declining picture and/or the gap is not narrowing or is widening. • Special schools attainment is below the Progression Guidance (2011) outcomes and in-school data consistently indicates challenging targets are not met by the majority of pupils. • The quality of teaching is not consistently good or better across the school and there may be some elements of inadequate teaching that is yet to be effectively tackled. • Behaviour is managed appropriately, most groups of pupils attend regularly and there are few or a reducing number of exclusions. • Provision for safeguarding meets requirements. • Leadership and management at all levels does not yet consistently demonstrate effective processes and structures, or accuracy in its self-evaluation. • The school is developing suitable strategies for engaging with parents. • The school does not fully participate in its outward facing links with other partners to contribute to or support their school improvement processes. • The school is not effectively using its budgets and resources to improve academic outcomes for all pupils and/or holds a deficit balance and/or holds a surplus balance above the recommended limits.

	<ul style="list-style-type: none"> • Risk factors such as a newly appointed headteacher, high turnover of staff, a high number of NQTs and exceptional circumstances are considered to be high by the LA.
<p style="text-align: center;">C Serious Weakness or Special Measures</p>	<p><i>Any of the following apply:</i></p> <ul style="list-style-type: none"> • Judged as having serious weakness or requiring special measures by Ofsted. • Overall the LA judges that the quality of education to be inadequate. There are key aspects that require significant improvement. • The school is below national floor standards. • Pupil progress is inadequate over the last three years in English and/or mathematics, and/or for different groups. • There are insufficient levels of good teaching over time to secure the good progress of pupils. Inadequate teaching is not effectively addressed by school leadership. • The school’s arrangements for safeguarding pupils do not meet statutory requirements and give cause for concern. The number of exclusions is high, or rising. • Leadership and management does not consistently demonstrate effective processes and structures including the accuracy of self-evaluation. • Leaders and managers are not taking sufficiently effective steps towards securing good behaviour. Attendance is consistently low for all pupils or groups of pupils and shows little sign of improvement. • Leadership and management of the school particularly senior leaders, middle managers and governors may or may not have the capacity to make the necessary improvements in a timely manner. • The schools strategies for engaging parents are weak and parents have expressed little confidence in the school. • The school does not engage effectively in outward facing links with other partners to contribute to or support their school improvement . • The school is not effectively using its budgets and resources to improve academic outcomes for all pupils and/or holds a deficit balance and/or holds a surplus balance above the recommended limits

