

Four-Tier School Categorisation Model

Indicators	Self-Improving	Watch Schools	Targeted	Intensive
Support	No support required due to a low number or level of risk indicators. The school can be described as below.	As 'Self-improving schools' but with one risk factor identified. By identifying the right support and taking action has the potential to do even better.	Medium level of support required due to the number or level of risk indicators, which may include the indicators below.	Highest level of support required due to a high or very high number or level of risk indicators, which may include the indicators below.
Ofsted	School likely to be at least good at its next inspection with plans in place to achieve or sustain an 'Outstanding' Ofsted judgement.	Risk factors such as: - new Head teacher - school approaching an imminent inspection - financial concerns - high number of parental complaints - high turnover of staff - Long term/ repeated Headteacher/ Senior leadership absences - Individual circumstances/ needs which make the school low-level vulnerable	'Requires Improvement' at last Ofsted inspection or likely to be at the next (GOBAR). Schools that have previously been judged good or outstanding at their last Ofsted inspection but are considered to be very vulnerable at next inspection by the LA through the work of the School Improvement Advisor work with the school and/or school performance data; Pupil outcomes are likely to be low. Some significant gaps to national outcomes with some static or declining trends. The schools progress data shows a downwards trend.	Ofsted category inadequate or special measures, or likely to enter a category if inspected. Or, overall the LA, through the work of the Education Advisor with the school, judges that the quality of education to be inadequate. There are key aspects that require significant improvement.
Outcomes	Attainment is in line or above national and / or gaps to national are closing rapidly. All current pupils (and groups) are making progress at least in line with expectations and improving rapidly. School data shows robust analysis.			Significant gaps to national outcomes with declining trends. Pupil progress is inadequate over the last three years in English and/or mathematics, and/or for different groups.
Progress	Current pupils are making good progress.		Current pupils are making progress however there are some inconsistencies between subjects / year groups/pupil groups.	Current pupils are not making sufficient progress or there are significant inconsistencies between subjects /year groups/ pupil groups.
Teaching & learning	The profile of teaching, learning and assessment is strong or improving rapidly.		The profile of teaching, learning and assessment is inconsistent and improvement lacks pace.	The profile of teaching, learning and assessment is weak and the trajectory for improvement is too slow.
Curriculum	The curriculum is well thought out, broad and balanced, and meets the needs of all learners. Clear intent, implementation and impact evident. It is being effectively implemented.	Or School is judged as requiring improvement by Ofsted with Leadership and Management judged to be good and demonstrating good capacity to improve and this judgement continues to be evidenced through the work of the Education Advisor with the school.	Some improvements are needed to curriculum planning and its implementation.	The curriculum is narrow, unbalanced and poorly planned.
Behaviour	Good or better behaviour is embedded. Exclusions are low.		Exclusions and other indicators are not in line with national.	Exclusions and other indicators are significantly out of line with national.
Attendance	Attendance is in line with or above national.		Attendance is in line with national.	Attendance is below national.
SEND	SEND practice is good and school is compliant with Code of Practice. Inclusive practice.	Or School is judged to be requiring improvement at its last historic inspection (up to two years ago) but all evidence to the LA, through Education Advisor work with the school, indicates that the school is likely to be judged to be good at its next inspection.	Concerns around statutory compliance with SEND Code of Practice.	Significant concerns around statutory compliance with SEND Code of Practice.
Safeguarding	Safeguarding is highly effective.		Safeguarding is effective or needs minor adjustment.	Safeguarding may not be effective.
Leadership	Secure leadership has the capacity and ambition to continue to drive improvement and to support the improvement of others. Good progress is being made against the school's key improvement priorities. Self-evaluation is robust and accurate and linked to planning.		Leadership is new or developing. The capacity and ambition to continue to drive improvement is emerging. Less than good progress being made against the school's key improvement priorities. Self-evaluation is not robust. It is not effectively linked to planning.	Leadership may not be secure and lacks the capacity and/or ambition to continue to drive improvement. Poor progress being made against the school's key improvement priorities. Self-evaluation and improvement planning are not effective.
Governance	Governance is highly effective. The support and challenge provided to leaders is having a positive impact on the school. The strategic direction is clearly laid out.		Governance is effective or needs minor adjustment.	Governance is not effective. The support and challenge is not provided to leaders and does not have a positive impact on the school. The strategic direction is not clear.
Other risk factors	No significant risk factors.		Some significant adverse contextual factors.	A number of significant adverse contextual factors.