

Annex: Proposed Criteria for Accredited School Providers and Accredited Schools Groups



Introduction

The criteria set out in this document require educational institutions, and consortia of non-educational institutions with an educational co-sponsor, to demonstrate the track record, capacity and educational expertise necessary to lead significant school improvement in underperforming schools.

The educational track record criteria for maintained schools will be aligned with the National Leader of Education (NLE) and National Support School (NSS) criteria, which will be revised for the next tranche of NLE recruitment (Tranche 7). This means that maintained schools which are designated as National Support Schools, with head teachers who are designated as National Leaders of Education, will not need to submit further evidence to demonstrate their educational track record. Those maintained schools which are not currently led by NLEs and which meet the criteria to be Accredited School Providers or Accredited Schools Groups can also be designated as National Leaders of Education and National Support Schools if they wish.

The criteria are set out in two parts:

Part One – evidence which demonstrates the vision and capacity to run one or more schools.

A: For non-educational lead organisations, seeking accreditation as a consortium with an educational co-sponsor

B: For educational lead sponsors seeking accreditation

Part Two – evidence which demonstrates a strong, successful track record.

A: For non-educational lead organisations, seeking accreditation as a consortium with an education co-sponsor

B: For educational lead sponsors seeking accreditation

Part One – Vision and capacity to run one or more schools

These types of partnerships are a serious, long-term commitment and organisations that seek accreditation, as either an ASP or ASG, must have the drive, influence and capacity to be able to effect transformational change in the schools they are running. They must also be able to commit the necessary time and resources at every level within their organisation to achieve this result.

A. For non-educational lead organisations seeking accreditation as a consortium with an educational co-sponsor

The proposal should set out:

- The organisation’s vision of what it would achieve as an Accredited School Provider
- How the organisation seeking to be accredited will be of benefit to young people, that is, why the organisation will be a successful Accredited School Provider
- The capacity the organisation has, or will be able to develop, to deliver the vision
- The organisation’s understanding of the maintained school system and how to drive improvement and development in schools which are underperforming, for a range of reasons.

Assessment	
Assessment of the proposal will be based on the evidence given, and should include specific examples and evidence as appropriate. The proposal should include information on the following:	
Vision	<ul style="list-style-type: none"> ● What the organisation is seeking to achieve as an Accredited School Provider ● The outcomes it will seek to ensure for the children and young people at the schools it runs in both the short and long-term. This should include how attainment will be improved ● How the organisation will be accountable for supporting improvement, and for the achievement of successful outcomes, in the schools it proposes to run.
Relevance of organisation	<ul style="list-style-type: none"> ● What it is about the organisation that is relevant to ensuring that it can support schools effectively ● How this organisation can make a difference to the life chances of young people through running schools.

Capacity	<ul style="list-style-type: none"> ● Senior leadership time and capacity ● Capacity within the organisation, and roles and responsibilities envisaged to enable the provider to run schools ● Recruitment, retention and succession planning ● Effective governance and oversight.
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B. For educational lead sponsors seeking accreditation

The proposal should set out:

- The organisation's vision of what it would achieve as an Accredited School Provider or an Accredited Schools Group, including its particular contribution as an organisation to ensure success
- The capacity the organisation has, or will be able to develop, to deliver the vision
- The organisation's understanding of the maintained school system and how to drive improvement and development in schools which are underperforming, for a range of reasons.

Assessment

The assessment of the proposal will be based on the evidence given, and should include specific examples and evidence as appropriate. The proposal should include information on the following:

Vision	<ul style="list-style-type: none"> ● What the organisation is seeking to achieve as an Accredited School Provider or Accredited Schools Group ● The outcomes it will seek to ensure for the children and young people at the schools it runs, in both the short and long term. This should include how attainment will be improved ● How the organisation will be accountable for supporting improvement, and for the achievement of successful outcomes, in the schools it proposes to run.
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Capacity	<ul style="list-style-type: none"> ● Senior leadership time and capacity ● Capacity within the organisation, and roles and responsibilities envisaged in enabling the provider to run schools ● Evidence of the impact of the senior leadership team and middle managers ● Recruitment, retention and succession planning ● Effective governance and oversight. <p>For organisations seeking to be an Accredited Schools Group:</p> <ul style="list-style-type: none"> ● The systems and structures in place in the organisation to run schools (this might include senior leadership staff, educational expertise, HR and finance functions etc) and how these have been used effectively in schools that the organisation currently runs ● Capacity to establish and support schools, including how strong governance, leadership and management has been established in schools that are currently run, and how this would be achieved in future. <p>N.B.</p> <ul style="list-style-type: none"> ● If the organisation is already involved in significant partnership work to support school improvement, or is involved in structural solutions, as a National Support School (if a maintained school) or otherwise, this work should be cited ● NLE/NSS capacity building evidence can be used to support the evidence submitted under this criterion.
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Part Two – Track Record

A. For non-educational lead organisations seeking accreditation as a consortium with an educational co-sponsor

Non-educational organisations seeking accreditation must demonstrate that they have a proven track record in running a successful organisation. The proposal should set out evidence which explains the context of the organisation, evidence of demonstrating achievement and successful outcomes, and how this will be a good basis for the organisation to sponsor or partner one or more schools.

If the organisation is already involved in supporting improvement in schools it should also explain this work, provide evidence of successful outcomes and explain how this will be used to inform its work as an Accredited School Provider.

Assessment

Assessment of the proposal will be based on the evidence provided. We expect that answers may include information on some or all of the following:

- Successful leadership and management within an organisation, and outcomes achieved/ continuing to be achieved
- Leading and managing organisational development and change
- Effective governance and oversight
- Innovation, specifically enabling improvement
- Recruitment, retention, professional development and succession planning
- Development and growth of the organisation.

B. For educational lead sponsors seeking accreditation, and for educational co-sponsors seeking accreditation as part of a consortium (with a non-educational lead sponsor)

Organisations that seek accreditation, either as an Accredited School Provider or as an Accredited Schools Group will need to demonstrate that they have educational expertise and skills, and experience, to support significant school improvement.

Lead sponsors and partners need to have significant educational expertise and the skills to ensure sustainable school improvement. DCSF is seeking high-performing education providers to be accredited. We therefore expect proposals will demonstrate an organisation's excellent track record against each of the headings under the section relevant to their sector. We have given examples of how we think this can be demonstrated by organisations.

Please note that in relation to the criteria for maintained schools that once decisions have been taken on the contents of the School Report Card the criteria for accreditation will be reviewed and are likely to be amended.

Maintained schools which are National Support Schools and National Leaders of Education will not need to submit evidence that they have met the educational track record criteria, as these will have been assessed under the National College's criteria. We are working closely with the National College and the NLE and NSS criteria for the next tranche of recruitment will be aligned with these accreditation criteria.

The examples detailed under 'How this should be demonstrated' are currently all in relation to the secondary phase.

2.1 – Maintained schools

Type of track record	How this should be demonstrated
2.1a: Leadership and management	<p>Proposals should demonstrate evidence of outstanding leadership and management by referring to Ofsted inspection outcomes.</p> <p>Examples of how this might be demonstrated are:</p> <ul style="list-style-type: none"> ● Have received an Ofsted inspection since September 2006 that is 'Outstanding' in 'Overall Effectiveness', in 'Leadership and Management' and in 'Capacity to improve' ● 'Outstanding' in any two of the following judgements: 'Overall Effectiveness', 'Leadership and Management' and 'Capacity to Improve' with 'Good' in the third.

Type of track record	How this should be demonstrated
2.1b: High levels of students' achievement	<p>Proposals should demonstrate evidence of sustained high performance or evidence of a strong upward trajectory in pupils' attainment and evidence that pupil progression (as measured by value added scores) is in the top quartile.</p> <p>Examples of how this might be demonstrated are:</p> <ul style="list-style-type: none"> ● Evidence of significant improvements in the percentage of pupils obtaining 5A*-C in GCSE including English and Maths over the last 5 years (for example, top quartile from 2005 – 2008 would be an increase of more than 11 percentage points) ● Evidence that Contextual Value Added (CVA) scores are in the top quartile (for 2008 this was above 1011.4) or that the proportion of pupils making three levels of progress in English and Maths from KS2-4 is in the top quartile of schools nationally. <p>Evidence of having successfully raised the attainment of pupils that are at risk of underachieving.</p> <p>or</p> <ul style="list-style-type: none"> ● Evidence of sustained high performance in the percentage of pupils obtaining 5A*-C in GCSE including English and Maths (for example, above 60 per cent would be top quartile for 2008 for non-selective schools, or 95 per cent for academically selective schools) ● Evidence that Contextual Value Added (CVA) scores are in the top quartile (for 2008 this was above 1011.4) or that the proportion of pupils making three levels of progress in English and Maths from KS2-4 is in the top quartile of schools nationally ● Evidence of having successfully raised the attainment of pupils that are at risk of underachieving. <p>In addition, schools should have received an Ofsted inspection since September 2006 where 'Achievement and standards' were judged to be at least 'Good', up to August 2009. From September 2009, 'Achievement' should be at least 'Good'.</p>

Type of track record	How this should be demonstrated
2.1c: Partnership working	<p>Proposals should demonstrate evidence of successful partnership working which explains the impact on results, leadership and outcomes for both schools.</p> <p>Examples of how this might be demonstrated are:</p> <ul style="list-style-type: none"> ● Evidence related to the head teacher’s work as a National Leader of Education (NLE) or Local Leader of Education (LLE) ● Evidence related to schools being a National Support School or a Training school.

2.2 – Independent schools

Type of track record	How this should be demonstrated
2.2a: Leadership and management	<p>Proposals should demonstrate evidence of very effective leadership and management by referring to successful inspection outcomes.</p> <p>Examples of how this might be demonstrated are:</p> <ul style="list-style-type: none"> ● Independent Schools Inspectorate reports which highlight highly effective or outstanding senior and middle management and no regulatory failures ● From September 2010 Ofsted reports which highlight outstanding senior and middle management for all regulations for independent schools must be met ● Prior to September 2010 Ofsted inspection reports must demonstrate ‘Outstanding’ practice in all quality of education, progress and care ● If the school provides boarding, care standards reports for boarding highlight outstanding provision which must fully meet all of the national minimum standards ● Have demonstrated highly effective self-evaluation practice leading to constant improvement and/or the maintenance of consistently very high standards. <p>All schools must demonstrate that they provide actively for the equality of opportunity for all pupils and groups of pupils.</p>

Type of track record	How this should be demonstrated
2.2b: Students' achievement	<p>Proposals should demonstrate evidence of strong academic performance through:</p> <ul style="list-style-type: none"> ● Pupils' attainment ● Improvement over time in pupils' attainment ● Value Added Scores ● Narrowing attainment gaps. <p>Examples of how this might be demonstrated are:</p> <ul style="list-style-type: none"> ● Evidence of sustained high performance in the percentage of pupils obtaining five A*-C GCSEs including English and maths (for example, above 95 per cent including English and maths where academic selection is used; and above 80 per cent where intake is non-selective) ● Evidence of sustained high performance in the percentage of pupils obtaining other relevant qualifications, for example iGCSE, A levels and International Baccalaureate. ● Show evidence of top 20 per cent performance in relevant areas of improvement in attainment, and value added measures as demonstrated through Advanced Level Information System (ALIS) or other measures. ● An Ofsted inspection which judges 'Progress' as 'Outstanding'.
2.2c: Partnership working	<p>Proposals should demonstrate evidence of successful partnership working with maintained schools to achieve improved educational standards, leadership and outcomes in a school, or the potential to do so.</p> <p>Examples of how this might be demonstrated are:</p> <ul style="list-style-type: none"> ● The impact of a head teacher's work with a school they are in partnership with, as demonstrated by outcomes in the partner school ● A summary of what contribution the school could make to improving educational standards in a maintained school.

2.3 – FE colleges

Type of track record	How this should be demonstrated
2.3a: Leadership and management	<p>Proposals should demonstrate evidence of very effective leadership and management. This might be demonstrated through:</p> <ul style="list-style-type: none"> ● Reported Ofsted grades for the key-questions, as set out in the inspection framework showing clear overall evidence that the college’s overall effectiveness is ‘Outstanding’, and ‘Outstanding’ for ‘Leadership and Management’ and ‘Capacity to improve’, and at least ‘Good’ for ‘Achievement and standards’
2.3b: Students’ achievement	<p>Proposals should demonstrate evidence of sustained strong academic performance or improvement through:</p> <ul style="list-style-type: none"> ● Students’ attainment ● Value added schools ● Narrowing attainment gaps. <p>Examples of how this might be demonstrated are:</p> <ul style="list-style-type: none"> ● Qualification outcomes for 14 to 16 year olds (including diplomas and young apprenticeships) being at or above the relevant national average ● The 16-18 learners success rate for long courses for similar colleges (FE, Tertiary or sixth form colleges) being significantly above the relevant national average for the last two years.
2.3c: Partnership working	<p>Proposals should demonstrate evidence of successful partnership working to achieve improved educational standards, leadership and outcomes in a maintained school, or the potential to do so.</p> <p>This might be demonstrated through:</p> <ul style="list-style-type: none"> ● Evidence of very successful partnership working to achieve improved educational standards, leadership and/or outcomes in a maintained school, including the impact on results ● A summary of what contribution the college could make to improving educational standards in a maintained school.

2.4 – HE Institutions

Type of track record	How this should be demonstrated
2.4a: Leadership and management	Proposals should demonstrate the quality of leadership and management of the university. This should include the results of the most recent institutional audit by the Quality Assurance Agency for Higher Education.
2.4b: Students' achievement	Proposals should demonstrate evidence of achievement of their students, including those at risk of underperforming.
2.4c: Partnership working	<p>Proposals should demonstrate evidence of successful partnership working to achieve improved educational standards, leadership and outcomes in a maintained school, or the potential to do so.</p> <p>This might include:</p> <ul style="list-style-type: none"> ● Evidence of successful partnership working to achieve improved educational standards, leadership and/or outcomes in maintained schools, including reference to any relevant aspects of their most recent Office for Fair Access agreement ● A summary of what contribution the organisation could make to improving educational standards in a school.

2.5 – Other educational organisations

Type of track record	How this should be demonstrated
2.5a: Leadership and management	Proposals should demonstrate evidence that very effective leadership, management and governance has led to successful outcomes.
2.5b: Students' achievement	<p>Proposals should demonstrate evidence of strong academic performance.</p> <p>This might be demonstrated through:</p> <ul style="list-style-type: none"> ● Evidence that the majority of any schools an organisation runs have the necessary levels of competence as above. <p>DCSF may take account of performance across all secondary institutions governed by an organisation when deciding whether that organisation has the skills to improve underperforming schools.</p>
2.5c: Partnership working	<p>Proposals should demonstrate evidence of successful partnership working to achieve improved educational standards, leadership and outcomes in a maintained school, or the potential to do so.</p> <p>This might be through:</p> <ul style="list-style-type: none"> ● A summary of the contribution the organisation could make to improving educational standards in a school.

2.6 – Existing Academy Trusts

Type of track record	How this should be demonstrated
2.6a: Leadership and management	<p>Proposals should demonstrate evidence of very effective leadership and management.</p> <p>This might be demonstrated through:</p> <ul style="list-style-type: none"> • Evidence that since becoming an Academy, the overall effectiveness has improved significantly as a result of the sponsor's work.
2.6b: Students' achievement	<p>Proposals should demonstrate evidence of strong academic performance, and value added.</p> <p>This might be demonstrated through:</p> <ul style="list-style-type: none"> • Evidence that the percentage of pupils gaining five A*-C including English and maths has improved since opening by at least four percentage points on average for each year it has been open • Evidencing significantly positive contextual value added scores in the majority of the Academies it governs.
2.6c: Partnership working	<p>Proposals should demonstrate evidence of successful partnership working to achieve improved educational standards, leadership and outcomes in a maintained school.</p> <p>This might be through:</p> <ul style="list-style-type: none"> • Evidence that the Academy is at the heart of the community in accordance with its Funding Agreement requirements.

Questions 2.7 and 2.8 apply to all sectors

2.7: Knowledge of schools in the maintained sector	<ul style="list-style-type: none"> • Proposals should demonstrate evidence of knowledge of schools in the maintained sector, including examples of supporting improvements in schools in this sector if this is applicable.
2.8 For proposals for Accredited Schools Groups only	<p>A strong model for managing and improving schools.</p> <p>Proposals should demonstrate that the organisation seeking accreditation has a model for school improvement which can be adapted to suit the needs of each school, and which can secure rapid, sustainable improvement.</p> <p>This should include how improvements in outcomes have been ensured in publicly funded schools, including those in very challenging circumstances.</p>



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