

Guidance on becoming an Accredited School Provider or an Accredited Schools Group in the primary phase

Criteria for accreditation

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Introduction

This document aims to outline how organisations submitting proposals for accreditation to be primary Accredited School Providers (ASPs) and Accredited Schools Groups (ASGs) can demonstrate their track record, capacity and educational expertise. As ASPs and ASGs, they will be able to lead majority trusts and federations established by LAs in order to support improvement in underperforming primary schools.

We set out in the schools White Paper that we do not believe that it would be efficient or cost-effective to use stand-alone Academies to tackle underperformance in primary schools. So whilst setting up new Academies has been a key feature of our National Challenge Programme and helped improve performance in our secondary schools, so that now only 247 schools are below the floor compared to 638 two years ago – applying the same approach in primaries would not be efficient or effective. Our proposal to use Accredited Providers; strong schools partnering with weaker schools is more ambitious and better suited to the challenges in the primary sector.

Existing sponsors of secondary Academies who wish to lead improvement in primary schools will need to be accredited as a primary ASP before they can be considered to lead majority trusts for primary schools or incorporate primary provision into their Academies. Where Academies lead majority trusts with one or more primary schools, those schools will remain as LA maintained schools: their status and powers will be the same as other maintained schools as will the role that LAs play in relation to them.

The educational track record criteria for maintained schools are aligned with the National Leader of Education (NLE) and National Support School (NSS) criteria. This means that maintained schools already designated as NSS, with head teachers who are designated as NLEs, need not submit further evidence for the first two sections of 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 NLEs and NSSs if they wish and should indicate this in their proposal.

The criteria are set out in two parts:

Part One – Evidence which demonstrates the vision and capacity of the organisation to lead improvement in one or more schools through being the lead partner in a majority trust or federation with primary schools which are underperforming.

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

Organisations seeking accreditation as an ASP or an ASG should complete both parts. Educational institutions without current experience of being directly accountable for the governance of a primary school can only seek accreditation as an ASP in the first instance. Once they have demonstrated a successful track record as an ASP, they can be considered for ASG status.

How do I find out further information?

DCSF personnel are available to discuss the accreditation process with interested organisations. Please email accreditation.SYSTEM@dcsf.gsi.gov.uk for more information.

Part One – Vision and capacity to lead improvement in one or more primary schools as the lead partner in a majority trust or federation to address underperformance in those schools

These types of partnerships are intended to be a long-term commitment, although over time we would expect the school(s) being supported to become strong in their own right and be able to provide additional capacity to the original lead institution. Organisations seeking accreditation will need the drive, influence and capacity to be able to lead transformational change in the schools they are supporting.

The proposal should therefore demonstrate the organisation's vision as an Accredited School Provider (ASP) or an Accredited Schools Group (ASG) and how it will ensure sustainable improvement for the schools it supports to ensure children's achievement, personal development and well-being. It is therefore expected that proposals will include:

Vision

- The organisation's vision of what it would aim to achieve as an ASP or an ASG, and its purpose in seeking accreditation.
- The particular contribution and ethos of the organisation and how it will ensure successful outcomes for schools and young people.
- How the organisation will ensure the quality of action and outcomes of the ASP or ASG.
- The organisation's understanding of primary age education, how to drive improvement and further development in schools which are underperforming, for a range of reasons, and how to sustain outstanding performance and continuing improvement.

Capacity

- The strong leadership, governance and accountability arrangements and how these will be structured.
- The capacity the organisation has and will be able to develop, to deliver its vision, including the time and resources that will be committed at every level.

Proposals from non-educational lead organisations, and other organisations without direct experience of being accountable for the governance of a primary school, should set out their educational strategy and how they will access the relevant educational and school improvement expertise.

Assessment of this section

The assessment of the proposal will be based on the evidence provided and other relevant information that is available to the Department. Where necessary, further clarification or information may be sought. The proposal should include examples and evidence as appropriate. The proposal should also specifically address the required areas and be as concise as possible. The table below sets out some of the expected information.

	Accredited School Providers and Accredited Schools Groups
Vision	<ul style="list-style-type: none"> ● Purpose of the organisation in seeking accreditation, what it aims to achieve and what added expertise it will bring to ensuring pupil outcomes. ● What the overarching approach of the organisation is and how this will be distinguished. ● The outcomes it will seek to ensure for children and young people, in both the short and long-term. This should include how attainment will be improved and how pupils' personal development and well-being will be secured. ● How the organisation will be accountable for supporting improvement and for the achievement of successful outcomes for all pupils.
	Accredited School Providers and Accredited Schools Groups

<p>Capacity</p>	<ul style="list-style-type: none"> ● Leadership, management and accountability arrangements at all levels. ● Capacity and time in the organisation, including the senior leadership team, governance and wider organisation, and roles and responsibilities envisaged in enabling the organisation to lead improvement in schools. This should include the names and responsibilities of key staff and their relevant experience, as well as the Full Time Equivalent (FTE) time they can each commit. ● Evidence of the effective impact of the governors, senior leadership team and staff. ● Evidence of working with and in consultation with staff to achieve improvement, including how the organisation engages meaningfully with unions, their commitment to good employer practice, equality and diversity, and the organisation’s track record of staff/industrial relations. ● Evidence of successful arrangements for staff recruitment, retention and professional development, as well as succession planning. What arrangements are in place for performance management and professional development? ● Effective governance and oversight. This should include details of what the governance arrangements are and will be and how leaders within the provider or group will be held accountable. <p>Note:</p> <p>If the organisation is already involved in significant partnership work to support school improvement, or is involved in structural solutions aimed at raising standards in underperforming schools (e.g. Academies, federations or majority trusts such as NCTs), as a National Support School (NSS) (if a maintained school) or otherwise, this work should be cited. National Leader of Education (NLE)/NSS capacity building evidence can be used to support the evidence submitted under this criterion.</p>
	<p>In addition, for Accredited Schools Groups only:</p>

Capacity	<ul style="list-style-type: none">● The organisation should have robust arrangements in place in-house, or otherwise, to draw on expertise in the following areas: change management, performance management, succession planning for governance and leadership, procurement expertise, buildings maintenance, HR and finance functions and set out how these have been used effectively in the schools for which it is already accountable.● Capacity to establish and support schools, including how strong governance, leadership and management has been established in schools that are currently led by the provider, and how this would be achieved in future. This should include how the group will ensure high standards and ongoing improvement across its schools and what the group's quality assurance strategy is.● The provider's method of school improvement: how this will be adapted to suit the needs of each school, which functions will be devolved to individual schools in the group and how consistency and quality will be ensured across the group. This should include how improvements in outcomes have been achieved in publicly-funded schools, including those in very challenging circumstances.● The model(s) for effective teaching and learning that the provider will use and develop within the schools they lead, including how this will be modified depending on the context of the schools being supported. This should include what educational support and expertise would be provided to schools and how this will be used to improve standards.● How will leaders, governors and staff in individual schools be supported and held to account?
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Part Two – Organisational and educational expertise and track record

We expect the majority of proposals for accreditation as ASPs will be from maintained primary schools or consortia of primary schools and for ASGs to come from trusts and federations of maintained primary schools with experience of leading improvement in other schools. Section A describes the criteria for this.

However, we also expect that some other organisations such as strong successful secondary schools or academy spaces will have the relevant capacity and expertise. Proposals from these organisations should demonstrate evidence of knowledge of maintained primary schools and experience of supporting improvement in them.

We expect all successful proposals to demonstrate an organisation's excellent track record against each of the following areas: leadership and management; pupil achievement and partnership working. We have given examples of how this might be demonstrated by organisations under a section for each type of organisation. These are only intended as a guide and are not an exhaustive list of the possible types of evidence an organisation will be able to demonstrate. However, where an organisation does not include information in relation to one of the example measures, and information is available on their performance in this area, this will inform part of the assessment.

Note:

Please note that once the content of the School Report Card has been finalised the criteria for accreditation in relation to maintained schools will be reviewed and are likely to be amended.

Maintained schools which are National Support Schools (NSS) and National Leaders of Education (NLE) do not need to submit evidence that they have met the educational track record criteria, as these will have been assessed by the National College. 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 criteria.

A – For proposals from maintained primary schools to become an ASP or maintained primary school trusts and federations to be an ASG

2.1 – Maintained primary, infant, junior and middle schools

Type of track record	How it is possible to demonstrate this:
<p>2.1a: Leadership and management</p> <p>Proposals should demonstrate evidence of highly effective leadership and management including governance</p>	<ul style="list-style-type: none"> ● Have received an Ofsted inspection that is 'Outstanding' in any two of the following judgements: 'Overall Effectiveness', 'Leadership and Management' and 'Capacity to Improve' with 'Good' in the third. ● Evidence of the effectiveness of governance, for example, through this being highlighted in an Ofsted inspection report.
<p>2.1b: High levels of pupil achievement</p> <p>Proposals should demonstrate evidence of sustained high performance or evidence of a strong upward trajectory in pupils' attainment and evidence that pupil progression is in the top quartile</p>	<ul style="list-style-type: none"> ● Attainment – evidence of top quartile performance over three or more years at Level 4 and Level 5 in the Key Stage 2 tests for English and maths or significant improvements in the percentage of pupils obtaining Level 4 or above and evidence of sustained high performance at Early Years Foundation Stage and Key Stage 1. ● Value-added and progress – evidence that CVA scores are in the top quartile (in 2008 this was above 100.6 for maintained primary schools) and/or evidence of significant improvement in the percentage of pupils that have made two levels of progress. ● Narrowing attainment gaps – evidence of having successfully raised the attainment of pupils that are at risk of underachieving, for example, FSM or LAC gaps lower than the median and having narrowed the gap between their attainment and that of other pupils while raising overall attainment. ● Since September 2006 have received an Ofsted inspection where 'Achievement and standards' were judged to be at least 'Good', or from September 2009, have received an Ofsted inspection where 'Achievement' is at least 'Good'. ● Evidence of strong outcomes for pupils across the Every Child Matters (ECM) framework.

Type of track record	How it is possible to demonstrate this:
<p>2.1c: Partnership working</p> <p>Proposals should demonstrate evidence of successful partnership working which explains the impact on results, leadership and outcomes for both schools.</p>	<ul style="list-style-type: none"> ● Evidence: <ul style="list-style-type: none"> – related to the head teacher’s work as a NLE or Local Leader of Education (LLE). – of the impact of the work the school has done as a National Teaching School. – of the impact of working with other schools in a way that has achieved improvement in, for example, outcomes in recruitment and retention or in the leadership and governance of those schools. – that the provider works collaboratively with partner schools to provide or facilitate high quality learning opportunities and outcomes in their specialist subject(s), sharing specialist facilities and resources to enhance the quality of teaching and develop and disseminate good practice.

2.2 – Majority trusts and federations led by mainained primary schools that have been established as a result of a local authority (LA) intervention

Majority trust and federation lead partners will be judged on the basis of the performance and track record in the schools they lead in a majority federation or trust and their own track record as an organisation.

Therefore, organisations seeking accreditation as a majority trust or federation should demonstrate evidence of their impact in the schools they are supporting against the criteria below and evidence of track record in their own school under 2.1 above.

Type of track record	How it is possible to demonstrate this:
<p>2.2a: Leadership and management</p> <p>Proposals should demonstrate evidence of establishing highly effective leadership and management in schools led by the organisation</p>	<ul style="list-style-type: none"> ● At least three-quarters of the schools for which an organisation is the lead trust or federation partner have: <ul style="list-style-type: none"> – received a ‘Good’ or ‘Outstanding’ assessment in the ‘Overall effectiveness’ grade in their last inspection; or – where a school has been a member of the trust or federation for a short space of time, an Ofsted inspection since the school joined the trust or federation which graded the school ‘Good’ or ‘Outstanding’ in ‘Capacity to improve’. ● Evidence of the impact of measures taken across all schools to strengthen staffing, leadership and management in the schools.

Type of track record	How it is possible to demonstrate this:
<p>2.2b: Pupil achievement</p> <p>Proposals should demonstrate evidence of pupils' achievement and well-being improving in schools led by the organisation.</p>	<ul style="list-style-type: none"> ● At least three quarters of schools an organisation has been the lead trust or federation partner for over three years, have made strong improvements such as: <ul style="list-style-type: none"> – Attainment – an improvement in performance at Level 4 and Level 5 in the Key Stage 2 tests for English and maths across the past three years that is above the national average rate of improvement; – value-added and progress – significantly positive CVA scores (in 2008 this was above 100.6 for maintained primary schools) or that the percentage of pupils that have made two levels of progress is above the national average; – behaviour and attendance has improved; – pupil outcomes have improved across the ECM framework; and – the popularity of the school has increased as demonstrated by a rise in first choice admissions since opening. ● For schools for which the organisation has been the lead sponsor or trust or federation partner for less than three years, examples of strong improvement would be: <ul style="list-style-type: none"> – Attainment – an improvement in performance at Level 4 and Level 5 in the Key Stage 2 tests for English and maths at or above the national average since the last year of the school's results before it joined the trust or federation; – CVA scores and/or the proportion of pupils making two levels of progress have increased since the last year of the school's results before joining the trust or federation; – behaviour and attendance has improved as shown through a reduction in persistent absence and exclusions; and – pupils' outcomes have improved across the ECM framework.
<p>2.2c: Partnership working</p> <p>Proposals should demonstrate evidence of the commitment of the schools led by the organisation to work in partnership with other schools and organisations</p>	<ul style="list-style-type: none"> ● Evidence that the trust or federated school is committed to developing as part of the community it serves and to raising standards within the borough or wider. ● Evidence that the trust or federation has worked collaboratively with local schools.

Note on 2.2: If there is significant cause for concern in a school or schools for which an organisation is the lead majority trust or federation partner – for example a school in an Ofsted category –the organisation should not seek accreditation.

B – For proposals for ASPs and ASGs from organisations other than maintained primary schools

Organisations without prior experience of being accountable for the governance of a primary school should demonstrate their track record and expertise they have in running a successful organisation. The proposal should explain the context of the organisation; include evidence of achievement and successful outcomes and outline how this is a good basis for leading improvement in primary schools in need of radical transformation.

Those organisations which do have experience of being accountable for the governance of one or more primary schools should give clear evidence of the impact of the organisation in enabling sustained high performance or significant improvement in standards.

2.3 – Non-educational lead organisations

Type of track record	How it is possible to demonstrate this:
<p>2.3a: Leadership and management</p> <p>Proposals should demonstrate evidence of highly successful leadership and management of the organisation</p>	<p>Evidence of:</p> <ul style="list-style-type: none"> ● successful leadership, management and governance of an organisation and how this has been developed; ● the impact of leading and managing organisational improvement, development and change; ● the effective governance of an organisation and the impact of this; and ● having successfully developed an organisation and contributed to its growth.
<p>2.3b: Achievement and outcomes</p>	<p>Evidence of:</p> <ul style="list-style-type: none"> ● successful outcomes and how these have been achieved; ● improvement in outcomes and the organisation's role in this; ● innovative practice within an organisation which has led to successful outcomes.
<p>2.3c: Commitment to partnership working and engagement with schools</p>	<ul style="list-style-type: none"> ● Evidence of having worked successfully with other organisations and how this has contributed to the organisation's goals. ● If applicable, evidence of what has been achieved through the organisation working with schools, both for the school and the organisation.
<p>2.3d: Knowledge and expertise</p>	<ul style="list-style-type: none"> ● Evidence of the specific knowledge and expertise the organisation has of primary schools in the maintained sector and the impact of work they have undertaken in partnership with them and/or to support improvement in primary schools which are underperforming.

2.4 – Educational consultancies and charities and other educational institutions that are not directly accountable for governance in a school, college or university

Type of track record	How it is possible to demonstrate this:
<p>2.4a: Leadership and management</p> <p>Proposals should demonstrate evidence of highly effective leadership and management of the organisation</p>	<ul style="list-style-type: none"> ● Evidence of the impact of the organisation on pupil outcomes, for example through independent evaluation of the impact of the success of their programmes. ● Evidence of having personnel with successful experience of governing or leading primary schools that meet the maintained primary school's criteria for: leadership and management; pupil achievement and partnership working. The roles and Full Time Equivalent (FTE) commitment of these people should be set out.
<p>2.4b: Pupil achievement</p> <p>Proposals should demonstrate evidence of strong pupil achievement and well-being</p>	<ul style="list-style-type: none"> ● Evidence that the activities of the organisation have contributed significantly to improving pupil achievement and well-being in primary schools in challenging circumstances, and what the particular contribution of the organisation has been.
<p>2.4c: Partnership working</p> <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>	<ul style="list-style-type: none"> ● Evidence of the impact of the organisation on supporting improvement in schools through collaboration and partnership working especially in primary schools in challenging circumstances.
<p>2.4d: Knowledge and expertise</p>	<ul style="list-style-type: none"> ● Evidence of the specific knowledge and expertise the organisation has of the Early Years Foundation Stage and primary education and the impact of its work to support improvement in primary schools.

2.5 – Maintained secondary schools

Type of track record	How it is possible to demonstrate this:
<p>2.5a: Leadership and management</p> <p>Proposals should demonstrate evidence of highly effective leadership and management including governance</p>	<ul style="list-style-type: none"> ● Has received an Ofsted inspection that is 'Outstanding' in any two of the following judgements: 'Overall Effectiveness', 'Leadership and Management' and 'Capacity to Improve' with 'Good' in the third. ● From September 2009, has received an Ofsted inspection that is 'Outstanding' in any two of the following judgements, with 'Good' in the third: 'Overall Effectiveness', 'The effectiveness of Leadership and Management in embedding ambition and driving improvement' and 'Capacity to Improve'. ● Evidence of the effectiveness of governance, for example, through this being highlighted in an Ofsted inspection report.
<p>2.5b: High levels of pupils' achievement</p>	<ul style="list-style-type: none"> ● Attainment – evidence of significant improvements in the percentage of pupils obtaining 5 A*–C GCSEs including English and maths over the last three years (for example, top quartile from 2005–08 would be an increase of more than 11 percentage points) or evidence of sustained high performance in the percentage of pupils obtaining 5 A*–C GCSEs 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). ● Value added and progress – 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. ● Narrowing the attainment gaps – evidence of having successfully raised the attainment of pupils that are at risk of underachieving and narrowed the gap between their attainment and that of other pupils while raising overall attainment. ● Since September 2006 has received an Ofsted inspection where 'Achievement and standards' were judged to be at least 'Good'. ● Evidence of strong outcomes for pupils across the ECM framework.

Type of track record	How it is possible to demonstrate this:
<p>2.5c: Partnership working</p> <p>Proposals should demonstrate evidence of successful partnership working which explains the impact on results, leadership and outcomes for both schools.</p>	<p>Evidence of the impact of:</p> <ul style="list-style-type: none"> ● the head teacher's work as a NLE or Local Leader of Education (LLE). ● the school's work as a National Support School, a High Performing Specialist School (including Training School) or an SSAT consultant (or advanced consultant) school. ● working with primary and secondary schools in a way that has achieved improvement in for example, outcomes in recruitment and retention or in the leadership and governance of a school. ● working collaboratively with partner schools to provide or facilitate high quality learning opportunities and outcomes in their specialist subject(s), sharing specialist facilities and resources to enhance the quality of teaching and develop and disseminate good practice. ● support given to raise standards in primary schools and how this was achieved.
<p>2.5d: Knowledge and expertise</p>	<ul style="list-style-type: none"> ● Evidence of the specific knowledge and expertise the organisation has of the Early Years Foundation Stage and primary education and the impact of its work to support improvement in underperforming primary schools.

2.6 – Independent schools in primary

Type of track record	How it is possible to demonstrate this:
<p>2.6a: Leadership and management</p> <p>Proposals should demonstrate evidence of highly effective leadership and management, including governance</p>	<ul style="list-style-type: none"> ● Independent Schools Inspectorate (ISI) reports which describe senior leadership and management capability to be at least 'Very Good' or 'Good' and no material regulatory failures. ● If the school provides boarding, assessment of this provision to be at least 'Good' or 'Outstanding' in all aspects and for it to meet all of the national minimum standards. ● The impact of highly effective self-evaluation practice leading to constant improvement and/or the maintenance of consistently very high standards. ● Evidence of providing for the equality and opportunity of all pupils and groups of pupils.

Type of track record	How it is possible to demonstrate this:
<p>2.6b: Pupil achievement</p> <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; and ● notable success in individual pupil development. 	<p>Evidence of:</p> <ul style="list-style-type: none"> ● significant improvements in pupils attainment in Key Stage tests or other equivalent measures recognised by the Independent Association of Prep Schools (IAPS) such as NFER, ISI or OFSTED Reports. ● high value added scores as measured by methods recognised by IAPS, such as NFER, ISI or OFSTED Reports. ● having successfully raised the attainment of pupils that are at risk of underachieving and narrowed the gap between their attainment and that of other pupils. ● strong outcomes for pupils' personal development and wellbeing.
<p>2.6c: Partnership working</p> <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>	<ul style="list-style-type: none"> ● The impact of 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 primary school.
<p>2.6d: Knowledge and expertise</p>	<ul style="list-style-type: none"> ● Evidence of the specific knowledge and expertise the organisation has of primary age education and the impact of its work supporting improvement in underperforming primary schools.

2.7 – Independent schools in secondary

Type of track record	How it is possible to demonstrate this:
<p>2.7a: Leadership and management</p> <p>Proposals should demonstrate evidence of highly effective leadership and management, including governance</p>	<ul style="list-style-type: none"> ● ISI reports which describe senior leadership and management capability to be at least 'Very Good' or 'Good' for inspections from Jan 2006 and no material regulatory failures. ● If the school provides boarding, assessment of this provision to be at least 'good' in all aspects and for it to meet all of the national minimum standards. ● The impact of highly effective self-evaluation practice leading to constant improvement and/or the maintenance of consistently very high standards. ● Evidence of providing for the equality and opportunity of all pupils and groups of pupils.
<p>2.7b: Pupils' achievement</p> <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; and ● notable success in individual pupil development. 	<ul style="list-style-type: none"> ● Evidence of sustained high performance in the percentage of pupils obtaining 5 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 iGCSEs, A levels and International Baccalaureate. ● Evidence of strong performance in the relevant value-added scores such as MIDYSIS or ALIS or other measures. ● Evidence of how the school ensures young people's well-being and pupil development.
<p>2.7c: Partnership working</p> <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>	<ul style="list-style-type: none"> ● The impact of a school's work with a maintained 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 primary school.

Type of track record	How it is possible to demonstrate this:
<p>2.7d: Knowledge and expertise</p>	<ul style="list-style-type: none"> ● Evidence of the specific knowledge and expertise the organisation has of the Early Years Foundation Stage and primary schools in the maintained sector and the impact of its work to support improvement in underperforming primary schools.

2.8 – Further education (FE) and Sixth-form colleges

Type of track record	How it is possible to demonstrate this:
<p>2.8a: Leadership and management</p> <p>Proposals should demonstrate evidence of highly effective leadership and management</p>	<ul style="list-style-type: none"> ● Has received an Ofsted inspection that is ‘Outstanding’ in any two of the following judgements: ‘Overall Effectiveness’, ‘Leadership and Management’ and ‘Capacity to Improve’ with ‘Good’ in the third. ● Evidence of the effectiveness of governance, for example, through this being highlighted in an Ofsted inspection report. ● The impact of highly effective self-evaluation practice leading to constant improvement and/or the maintenance of consistently very high standards.
<p>2.8b: Students’ achievement</p> <p>Proposals should demonstrate evidence of sustained strong students’ achievement and well-being or improvement in:</p> <ul style="list-style-type: none"> ● students’ attainment; ● value-added; and ● narrowing the achievement gap. 	<p>Examples of how this might be demonstrated are:</p> <ul style="list-style-type: none"> ● the 16–18 learners’ success rate for long courses for similar colleges (FE, Tertiary or Sixth Form Colleges) has been significantly above the relevant national average for the last two years. ● qualification outcomes for 14–16-year-olds (including diplomas and young apprenticeships) have been at or above the relevant national average. ● have received an Ofsted inspection outcome with a grade of at least ‘Good’ for ‘Outcomes for learners’.
<p>2.8c: Partnership working</p> <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>	<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.

Type of track record	How it is possible to demonstrate this:
2.8d: Knowledge and expertise	<ul style="list-style-type: none"> ● Evidence of the specific knowledge and expertise the organisation has of the Early Years Foundation Stage and primary schools in the maintained sector and the impact of its work to support improvement in underperforming primary schools.

Note: FE colleges may wish to refer to the *Framework for Excellence* and their Beacon Status as appropriate.

2.9 – Higher Education Institutions (HEI)

Type of track record	How it is possible to demonstrate this:
2.9a: Leadership and management Proposals should demonstrate the quality of leadership and management of the HEI	<ul style="list-style-type: none"> ● Evidence of leadership and management would normally include the outcome of the most recent institutional audit by the Quality Assurance Agency (QAA) for Higher Education.
2.9b: Students' achievement Proposals should demonstrate evidence of students' achievement and well-being	<ul style="list-style-type: none"> ● Evidence of the excellent achievement of their students, including those from disadvantaged backgrounds. ● Information on teaching and learning policies and their impact on student progress and achievement
2.9c: Partnership working 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	<ul style="list-style-type: none"> ● Evidence of successful partnership working to achieve improved educational standards, leadership and/or outcomes in maintained schools, and the impact of this, for example through reference to any relevant aspects of their most recent Widening Participation Strategic Assessment ● A summary of the contribution the institution could make to improving educational standards in a school.
2.9d: Knowledge and expertise	<ul style="list-style-type: none"> ● Evidence of the specific knowledge and expertise the organisation has of the Early Years Foundation Stage and maintained primary schools and the impact of its work in supporting improvement in underperforming primary schools.

2.10 – Church of England and Roman Catholic Dioceses, other faith groups and other organisations that are directly accountable for the governance of primary schools

Type of track record	How it is possible to demonstrate this:
<p>2.10a: Leadership and management</p> <p>Proposals should demonstrate evidence of highly effective leadership and management</p>	<p>Evidence of:</p> <ul style="list-style-type: none"> ● how the leadership and governance of the organisation has had a successful impact on pupils' outcomes, for example through individual school's Ofsted inspection outcomes. ● that in a significant majority of the schools an organisation leads, they have had Ofsted, or equivalent, which have graded the school as 'Good' overall, or equivalent, or described the senior leadership and management of these schools to be at least 'Very Good' or 'Good'. ● the impact of policies which lead to highly effective self evaluation practice leading to constant improvement and /or the maintenance of consistently very high standards ● providing for the equality and opportunity of all pupils and groups of pupils.
<p>2.10b: Pupils' achievement</p> <p>Proposals should demonstrate evidence of pupils' achievement and well-being</p>	<p>Examples of the track record of results over the last three years of results, which includes:</p> <ul style="list-style-type: none"> ● An improvement in performance at Level 4 and Level 5 in the Key Stage 2 tests for English and maths across the past three years, that is above the national average rate for improvement, if the schools an organisation is accountable for are maintained schools in the UK; ● Significantly positive CVA in the significant majority of the schools; ● The percentage of pupils making two levels of progress is above the national average in the significant majority of schools; ● If the schools an organisation is directly accountable for are independent schools, evidence that a significant majority meet the criteria for that sector at either 2.6 or 2.7; ● Evidence that the examination results for qualifications equivalent to GCSEs are at a sustained high level or have shown continuous improvement at or above the national average, if the schools an organisation is directly accountable for are outside the UK.

Type of track record	How it is possible to demonstrate this:
<p>2.10c: Partnership working</p> <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>	<ul style="list-style-type: none"> ● Evidence of the impact of the organisation on supporting improvement in schools through collaboration, for example with other schools the organisation is responsible for, or across a diocese.
<p>2.10d: Knowledge and expertise</p>	<ul style="list-style-type: none"> ● Evidence of the specific knowledge and expertise the organisation has of the Early Years Foundation Stage and maintained primary schools and the impact of its work supporting improvement in underperforming primary schools.

Note: Section 2.10 if there is significant cause for concern in a school or schools for which an organisation is the lead sponsor, or lead majority trust or federation partner, for example a school is in an Ofsted category, the organisation should not seek accreditation.

2.11 – Academy Trusts, or lead partners of majority trusts or federations in the secondary phase

Academy trusts will be judged mainly on the basis of the secondary phase of the performance in their Academies at the point at which at least one of their Academies or schools has three years of KS4 results. Until that time we will make an assessment both on their own track record as an organisation and their track record so far as an Academy sponsor or lead partner of a majority trust or federation (such organisations should respond to the section relevant to their own sector as well as this section).

Type of track record	How it is possible to demonstrate this:
<p>2.11a: Leadership and management</p> <p>Proposals should demonstrate evidence of establishing highly effective leadership and management in schools led by the organisation</p>	<ul style="list-style-type: none"> ● At least three-quarters of the schools for which an organisation is the lead sponsor or lead trust/federation partner have: <ul style="list-style-type: none"> – received a ‘Good’ or ‘Outstanding’ assessment in the ‘Overall effectiveness’ grade in the last Section 5 assessment; or – where a Section 5 assessment has not yet taken place, the school has been judged to be making at least ‘Good’ progress in their last Section 8 monitoring visit. ● Action has been taken across all schools to strengthen staffing, leadership and management in the school and there is evidence of the impact of this.

Type of track record	How it is possible to demonstrate this:
<p>2.11b: Pupils' achievement</p> <p>Proposals should demonstrate evidence of pupils' achievement and well-being improving in schools led by the organisation.</p>	<ul style="list-style-type: none"> ● At least three-quarters of schools the organisation has been the lead sponsor or trust/federation partner for over three years, have made strong improvements such as: <ul style="list-style-type: none"> – an improvement in 5 A*–C GCSE results, including English and maths, across the past three years, that is above the national average rate of improvement; – significantly positive Contextual Value Added (CVA) or that the percentage of pupils making three levels of progress is above the national average; – behaviour and attendance has improved as demonstrated by a drop in persistent absence rates and exclusions since opening; – pupils' outcomes have improved across the Every Child Matters (ECM) framework; and – the popularity of the school has increased as demonstrated by a rise in first choice admissions since opening. ● For schools for which the organisation has been the lead sponsor or trust/federation partner for less than three years, examples of strong improvement would be: <ul style="list-style-type: none"> – Results for 5A*–C GCSEs including English and maths in the Academy/Academies have improved at or above the national average since the last year of the predecessor school's results; – CVA scores and/or the proportion of pupils making three levels of progress have increased since the last year of the predecessor school's results; – behaviour and attendance has improved through a reduction in persistent absence and exclusions, compared to the last year of the predecessor school; and – pupils' outcomes have improved across the ECM framework. <p>Where the Academy Trust or lead partner of a majority trust or federation directly governs primary provision, evidence should be provided that demonstrates that this provision meets the criteria set out in Section 2.2 above.</p>

Type of track record	How it is possible to demonstrate this:
<p>2.11c: Partnership working</p> <p>Proposals should demonstrate evidence of the commitment of the schools led by the organisation to work in partnership with other schools and organisations</p>	<ul style="list-style-type: none"> ● Evidence that the Academy or trust/federated school is committed to developing as part of the community it serves and to raising standards within the borough. ● Evidence that the Academy, trust or federation has worked collaboratively with local schools.
<p>2.11d: Knowledge and expertise</p>	<ul style="list-style-type: none"> ● Evidence of the specific knowledge and expertise the organisation has of the Early Years Foundation Stage and primary schools and the impact of its work to support improvement in underperforming primary schools.

Notes on 2.11

- 1) If there is significant cause for concern in a school or schools for which an organisation is the lead sponsor or lead majority trust or federation partner, for example a school is in an Ofsted category, the organisation should not seek accreditation.
- 2) The criteria above apply only to schools that have become Academies as a result of a LA intervention in response to concerns about standards. They do not apply to City Technology Colleges (CTCs), high performing maintained schools that have become Academies (both of these should apply as Academy Trusts and the high performing school will be assessed against the maintained school criteria) and independent schools which have become Academies (which should demonstrate evidence against the independent school criteria).

Annex A

Type or organisation	Criteria to be demonstrated
Non-educational organisations	Criteria for non-educational organisations – 2.1.
Non-educational organisations seeking accreditation as a consortium with an education co-partner	Non-educational lead completed the criteria for non-educational organisations – 2.1. Educational co-partner completes the criteria relevant to their sector 2.3 – 2.8.
An educational charity, for example, that undertakes community outreach work and programmes to encourage young people's engagement in learning, but is not currently accountable directly for the governance of a school, college or university	Criteria for educational consultancies and charities – 2.2.
High performing maintained primary schools	The criteria for maintained primary schools – 2.3.
High performing maintained secondary schools	The criteria for maintained secondary schools – 2.4.
Independent schools in primary	The criteria for independent schools in primary – 2.5.
Independent schools in secondary	The criteria for independent schools in secondary – 2.6.
Good or outstanding FE and Sixth-form colleges	The criteria for FE and Sixth-form colleges – 2.7.
Universities	The criteria for Higher Education Institutions – 2.8.
Church Dioceses	The criteria for those organisations which are directly accountable for the leadership and governance of a school – 2.9.
Existing sponsors of secondary Academies and lead partners of secondary majority trusts and federations	The criteria for Academy sponsors and lead partners – 2.8.
Existing lead partners of trusts and federations of maintained primary schools	The criteria for open majority trusts and federations – 2.9.



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