**Coventry Monitoring Officers (CMO) Role and Organisation**

**What is the purpose of CMO visits?**

The purpose of CMO visits is:

* To monitor school level progress against agreed Coventry Education Partnership priorities
* To provide the Local Authority with information regarding schools’ effectiveness in meeting statutory duties
* To support headteachers in monitoring particular aspects of their school’s effectiveness
* To identify strengths in practice that can be shared with the wider school to school support system
* To identify any areas of significant concern which could require increased levels of support
* To support headteachers in identifying and articulating areas for development and provide an opportunity for discussing how these will be tackled

**How are CMO visits structured?**

CMO visits are structured into three parts:

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| 1. Establishing context
 | The first conversation will always focus on headteacher wellbeing.Following this, a set of standard questions will be covered for all schools. Some of these will be pre-populated but could still require discussion between the CMO and head.This section will include a focus on the Coventry Education Priorities. |
| 1. “On the Ground”
 | The second part of the visit will provide an opportunity for the CMO to monitor “on the ground” evidence. The expectation is that this part would take up the largest amount of time during the visit.The focus and structure should be agreed, ahead of the visit, by the CMO and headteacher. The headteacher can use this opportunity to focus on an area most useful to the school’s improvement journey.The focus could be, for example:* A curriculum area or aspect of a curriculum area
* Subject leadership
* Behaviour & Attitudes
* SEND
* EAL
* EYFS
* Personal Development

Which could be monitored through, for example:* Learning Walk
* Lesson visits
* Pupil voice
* Staff voice
* Meetings with subject leads
* Work scrutiny

A general school tour would not normally be the agreed focus for a CMO visit but may well be useful on occasions where a CMO is visiting a school for the first time. |
| 1. Agreeing areas for development
 | The CMO and headteacher will agree areas for development moving forward.* These should arise from discussions during the visit and may well link to areas already identified by the school – areas for development will not be generated and recorded unless needed
* If there are multiple CMO visits within a year, these will be reviewed at subsequent visits
* If there is only one CMO visit in a year, areas for development will still be identified and the recommendation would be that these are discussed / reviewed by those responsible for governance
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If a school has multiple visits in the school year, the context questions will be covered to review any relevant updates but should not take as long to complete.

CMOs are provided with a standard CMO Record of Visit to document evidence from each visit to school.

CMOs organise their own diaries and will attempt to agree visits which fit with criteria that are important to schools, e.g. lining up with Ofsted inspection windows.

**How is CMO allocation affected by categorisation?**

For primary schools, this depends on categorisation – a separate document explains how primary schools are categorised.

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| Category 1 | 3 CMO visits | These are default allocations – depending on the school’s context (especially for Category 1 and 3 schools, additional CMO visits could be agreed at the start of the year or as circumstances change during the year. |
| Category 2 | 3 CMO visits |
| Category 3 | 2 CMO visits |
| Category 4 | 1 CMO visit |

For secondary schools, all schools receive a default one CMO visit per year. They receive a second visit if they meet one of the following criteria:

* Their most recent Ofsted judgement is below Good
* The school is not part of a Coventry-based MAT
* They have a headteacher in their first two years of headship

For special schools, all schools will have two CMO visits during the 2023/24 academic year as they transition to a new CMO. Maintained special schools could receive additional visits if agreed between the headteacher and the Senior Advisor.

**What does the CMO Record of Visit look like?**

See below.

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|  | **COVENTRY MONITORING OFFICE (CMO)****2023-24 RECORD of VISIT (RoV)** |
| **Purpose of visit:** To provide professional challenge and support to the school to evaluate the impact of leaders against key priorities (Coventry Education Partnership and school) |
| **School:** |  |
| **DfE Number:** |  | **Date of visit:** |  |
| **Visit undertaken by:** |  |
| **School staff present:** |  |
| **Visit number** | **Current Ofsted grade** | **Ofsted window** |
|  |  |  |

**Section 1: Establishing Context (CMOs will pre-populate this section as much as possible ahead of the meeting but will need school input on some aspects, either ahead of the visit or during it)**

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| **People Profile** | * Headteacher wellbeing (discussion – probably not recorded in RoV)
* Changes to leadership, leadership capacity, staffing, governance
 |
| **Pupil Profile** | * Pupil numbers
* Key groups, e.g. disadvantaged, EAL
* Transience and changes in demographic
* Use IDSR to highlight significance
* Narrative around the above – impact on school
 |
| **Achievement** | * Most recent national data headlines
* Key trends (over time) and patterns (e.g. by pupil group)
* Use IDSR to highlight significance
 |
| **SEND & Inclusion** | * SEND numbers
* Trends over time (numbers, category of need, level of need)
* SEND provisions used (internal and external) – appropriate checks done?
* Use IDSR to highlight significance
* Narrative around the above – impact on school
 |
| **Behaviour** | * Exclusions and suspensions
* Use of reintegration and part-time timetables
* Behaviour provisions used (internal and external) – appropriate checks done?
* Internal behaviour monitoring
* Trends over time (including by pupil group – SEND, disadvantaged etc)
* Use IDSR to highlight significance
* Narrative around the above – impact on school
 |
| **Attendance and punctuality** | * Attendance
* Persistent absence
* Punctuality
* Key groups, e.g. disadvantaged, SEND, EAL
* Systems
* Use IDSR to highlight significance
* Narrative around the above – impact on school
 |
| **CEP 2023/24 Priorities\*** | * Is school aware of the 2023/24 priorities?
* Are they aware of the key priorities (SEND & Inclusion strand)?
* Can they articulate their work relating to CEP priorities, including within their network / collaborative?
 |
| **External Support** | * What support does the school engage with (e.g. MAT / network / collaborative / other)?
* What support does the school provide to others within the education system?
* What is the impact on the school of its external partnership work?
 |
| **Inspection cycle** | * Inspection readiness
* Progress against the key issues identified within previous inspection report (if relevant)
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| **Other school updates** | * Any other context school would wish to highlight
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**Section 2: “On the Ground”**

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| **On the ground monitoring** |
| The second part of the visit will provide an opportunity for the CMO to monitor “on the ground” evidence. The expectation is that this part would take up the largest amount of time during the visit.The focus and structure should be agreed, ahead of the visit, by the CMO and headteacher. The headteacher can use this opportunity to focus on an area most useful to the school’s improvement journey.The focus could be, for example:* A curriculum area or aspect of a curriculum area
* Subject leadership
* Behaviour & Attitudes
* SEND
* EAL
* EYFS
* Personal Development

SEND & Inclusion should be the default focus for 2023/24 given it is the key area in the Coventry Education Priorities. However, a headteacher can agree any area that best suits the school’s context.Monitoring could be conducted through, for example:* Learning Walk
* Lesson visits
* Pupil voice
* Staff voice
* Meetings with subject leads
* Work scrutiny

A general school tour would not normally be the agreed focus for a CMO visit but may well be useful on occasions where a CMO is visiting a school for the first time. |
| **Monitoring evidence used** |
| List sources of evidence and activities (e.g., website, meetings with leaders, observations, documentation, learning walks, pupil voice, work scrutiny) |

**Section 3: Review and next steps**

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| **School’s self-evaluation** |
| Overall effectiveness |  | CMO comment on the school’s self-evaluation judgements (if relevant): |
| [The](#_Toc501545236) quality of education |  |
| [Behaviour](#_Toc501545242) and attitudes |  |
| [Personal development](#_Toc501545247) |  |
| Leadership and management |  |
| Early Years provision in schools |  |
| Sixth form provision in schools |  |
| **Further action required by the school** |
| **Action** | **Lead** | **By when?** **(Time specific)** |
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| **Good practice that can be shared** |
|  |
| **Expression of concern to be shared with the LA** (e.g. safeguarding, projected nos., leadership/staffing stability, complaints, well-being) |
|  |
| **In addition to the Headteacher this Record of Visit (RoV) will be distributed to the MAT/MAC CEO****It is expected that the headteacher will share the Record of Visit (RoV) with their Chair of Governors** |

\*Coventry Education Partnership Priorities 2023/24:

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| --- | --- | --- | --- | --- | --- |
| Long-term strands: | Curriculum | **SEND & Inclusion** | EYFS | Behaviour | Attendance |
| Secure and deliver an ambitious and relevant curriculum that is designed to give all pupils, including disadvantaged pupils, the knowledge and cultural capital they need to succeed in life | Be ambitious for children and young people with SEND and effective in the provision that we make for them so that their educational outcomes improve across all key stages | Ensure early years provision is effective in providing children with successful foundations for learning | Manage behaviour well so that schools and settings are calm, safe and supportive environments which children and young people want to attend and where they can learn and thrive | Embed attendance as an important area of school improvement, with each school and setting offering a clear vision for attendance, underpinned by high expectations and core values  |
| Key Priority 2023/34 | Whole System* Increase the capacity of schools to meet a broader range of complex needs effectively through a workforce development strategy that is co-produced and commissioned through a system partnership, with the aim of increasing the confidence, skills and expertise of school based staff
* Continue to develop and roll out a range of specialist ERPs across the City to build a continuum of provision and extend choice
* With a focus on the impact of the pandemic on child development, target a range of early intervention programmes to develop speech, language and communication from the early years

Network / Collaborative Focus* Improve the quality of provision within each school/setting through focussed collaboration
* Ensure network/collaborative engagement in wider system strategies to improve provision
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