

Subsidiary guidance

Supporting the inspection of maintained schools and academies

Inspectors should use this guidance during section 5 inspections in conjunction with the *School inspection handbook*¹ and *The framework for school inspection*². It is designed to provide guidance on particular aspects of the section 5 inspections.

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¹ *School inspection handbook* (120101), Ofsted, 2014; www.ofsted.gov.uk/resources/120101.

² *The framework for school inspection* (120100), Ofsted, 2014; www.ofsted.gov.uk/resources/120100.



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Introduction

1. This document provides subsidiary guidance for inspectors who carry out section 5 inspections from April 2014. It should be read in conjunction with the *School inspection handbook* and *The framework for school inspection*.
2. Part 1 is applicable to all school settings, including special schools and pupil referral units. Part 2 sets out specific guidance that is relevant to special schools, pupil referral units and resource base provision in mainstream schools.

Part 1: General guidance applicable to all schools

Achievement of pupils at the school

The use of prior performance data

3. When considering performance data, inspectors should take account of 'sizeable' groups of pupils. A 'sizeable' group is likely to be around 20% or more of a cohort but inspectors must use their professional judgement, particularly where the size of a group fluctuates, or a cohort is very large or very small. Consideration should be given to the attainment and progress of sizeable groups even if there is no information about the significance of particular results. This will often be the case in primary schools and it is important to establish whether there is a trend of progress and/or attainment that is above or below average. Inspectors will discuss such issues with the school and exercise professional judgement about the importance of the findings.
4. In small schools, performance measures may have been consistently above (or below) average, but not registered on significance tests. This is also relevant for small groups of pupils in bigger schools. Inspectors should use their professional judgement taking into account all available evidence, including any comparisons or evaluations provided by the school.
5. Inspectors should not insist that there must be three years worth of data, or that these data must show good progress or achievement, before judging a school's overall effectiveness to be good overall. A school can be good if teaching, leadership and management, and behaviour and safety are good, and if there is sufficient evidence that progress and/or achievement of current pupils are good also. This is often the case when a school is improving from requires improvement, serious weaknesses or special measures. However, inspection reports must state clearly if this is the case.
6. In the tables in RAISEonline, a 'dash' (-) shows that there were insufficient data for a significance test to be carried out, whereas a blank means that a test was carried out and the result was not statistically significant.
7. Inspectors must be wary of judging schools to be outstanding where recent past performance data, such as below average value added or declining

attainment indicators, give rise for concern. Inspection evidence which overrides such concerns would need to be compelling and explained fully in the inspection report.

8. Inspectors should compare a school's proportions of pupils making expected progress and the school's proportions of pupils making more than expected progress in English and in mathematics with the national figures for each starting point. Consistency in being close to or above the national figures for pupils at each prior-attainment level, including the most able, is an important aspect of good achievement. Where numbers of pupils at any prior-attainment level are small, inspectors should consider individual circumstances and take into account whether a school's percentage that is below the national figures is as close to it as possible. For example, where there are four pupils, the school's percentage can be only 0, 25, 50, 75 or 100, so 50 is the nearest possible value below a national figure of 64. Inspectors should pay particular attention to the sizeable prior-attainment groups in the school, and the most able, and note that school proportions below national figures for one starting point should not be considered to be compensated for by school proportions above national figures for another starting point. Inspectors should consider the school and national figures for the most recent year and the previous year, and how much they have changed.
9. Inspectors must take account of the performance of the group for whom the pupil premium provides support, however small. Within this group, the progress in English and in mathematics of each different prior-attainment group should be considered and compared with that of the other pupils in the school, using the tables in RAISEonline that show proportions making expected progress and proportions exceeding expected progress from each starting level. Inspectors should pay particular attention to the sizeable prior-attainment groups (those containing around 20% or more of the pupils for whom the pupil premium provides support) and the most able.
10. When considering data on pupils' progress shown in RAISEonline and for each year group of pupils currently in the school, inspectors should pay particular attention to the proportions that are on track to make, or have made, expected progress and more than expected progress. They should consider separately the progress of pupils from each starting point in comparison with the national proportions provided in the expected progress tables in RAISEonline. When considering year-by-year progress, inspectors should bear in mind that aggregate figures using average point scores (APS) mask the detail of progress from each starting point for each pupil. The DfE does not define expected progress in terms of APS. Footnotes in the achievement section of the *School inspection handbook* provide clarification of the DfE's definition of expected progress from each sublevel. Inspectors should not assume any aggregate APS increment to be required for progress to be good or outstanding. They should bear in mind that the proportions of pupils on track to make, or making, more than expected progress are key indicators for good or outstanding progress.

Floor standards

11. Inspectors should compare a school's 2013 performance with the 2013 Department for Education (DfE) floor standards, which were published in December 2013 for primary schools and in January 2014 for secondary schools.
12. The figures below show the 2013 primary school floor standard and 2013 secondary school floor standard. When commenting on floor standards, inspectors should compare the school's performance data against the figures below for primary and secondary schools. It is important to note that a school must be above at least one of the measures to be deemed to have reached the floor standard. Schools fail to meet the floor standard if they fail to meet all of the criteria.
13. Inspectors should be aware that the requirement to report on floor standards does not apply to nursery and infant schools, special schools or pupil referral units. Inspectors should note that they should not report on school performance against floor standards unless the school has 11 or more pupils in the cohort, and published results are available for all measures included in the standards.
14. For 2013 performance, a primary school is deemed to be below the floor standards when **all** of these criteria apply:
 - less than 60% of pupils achieve Level 4 or above in all of reading, writing and mathematics
 - less than the median percentage (91%) make expected progress in reading
 - less than the median percentage (95%) make expected progress in writing
 - less than the median percentage (92%) make expected progress in mathematics.
15. The figures are not directly comparable with those for 2012. It is harder for a school to get 60% of pupils to Level 4 or above in all three of reading, writing and mathematics than it was to get 60% of pupils to Level 4 or above in both English and mathematics. However, schools now need to exceed the median for only one of three progress measures to be considered above the floor standard. The percentages are based on median values for schools, which are 3% to 4% above the national proportions of pupils making expected progress.
16. For 2013 performance, a secondary school is deemed to be below the floor standard when **all** of these criteria apply:
 - less than 40% of pupils achieve five or more GCSEs A*– C (or equivalent), including English and mathematics
 - less than the median percentage (73%) make expected progress in English
 - less than the median percentage (73%) make expected progress in mathematics.

17. The expected progress percentage is higher than for 2012 in mathematics and in English. The percentages are based on median values for schools, which are 3% to 4% above the national proportions of pupils making expected progress.

The Early Years Foundation Stage and Key Stage 1

The Early Years Foundation Stage: nursery and reception

18. A revised *Statutory Framework for the Early Years Foundation Stage*³ commenced in September 2012 and the previous six areas of learning became seven. Inspectors should familiarise themselves with the Statutory Framework. The DfE has placed on its website a new document called *Early Years Outcomes*⁴ as a non-statutory aide to support practitioners. It can be used by childminders, nurseries and others, such as Ofsted inspectors, as a guide to making best-fit judgements about whether a child is showing typical development for their age, may be at risk of delay or is ahead for their age.
19. There are no national data for attainment on entry to nursery and reception and no prescribed methods of assessing children when they start school. The age bands describe the 'typical development' for children at that age but schools do not have to use these and may have other ways of assessing children when they start school. Inspectors should not use the terms 'average' and 'standards' as there is no 'national average' and there are no standardised expectations for three- and four-year-olds on entry to nursery and reception. Inspectors should discuss with the school's leaders **how** they measure children's starting points and the proportions of children that demonstrate development that is typical for their age.

Identifying starting points

20. Schools should have clear systems to:
- make an assessment of children's starting points (baseline)
 - plan next steps that challenge children sufficiently
 - track the progress of individuals, groups of children and cohorts across the Early Years Foundation Stage and into Key Stage 1
 - identify how much progress is made by individuals as well as groups of children and the cohort.

³ *Statutory Framework for the Early Years Foundation Stage*, DfE, 2012;
<http://media.education.gov.uk/assets/files/pdf/e/eyfs%20statutory%20framework%20march%202012.pdf>.

⁴ *Early Years Outcomes*: A non-statutory aide for practitioners and inspectors to help understanding of child development through the early years;
<https://www.education.gov.uk/childrenandyoungpeople/earlylearningandchildcare>

21. However, there is no requirement for schools to be generating hundreds of assessments for every child. They must develop an approach that meets the needs of their children, informs teaching and demonstrates children's progress from their starting points. Inspectors should sample from the school's system.
22. Individual children may be:
 - operating at a level **below** that typical for their age **but not significantly so** (this may reflect a lack of pre-school experience)
 - showing a **typical level of development** for their age
 - operating at a level **above** that typical for their age (indicating the potential to exceed the early learning goals by the end of reception).
23. Others may be operating at a level significantly below that which is typical for their age. Such children may be at risk of delay, or may have a particular disability or special educational need that has already been identified.
24. Inspectors should use their professional judgement when evaluating the starting point of a cohort of children. If a substantial number of new children start school in reception or leave after nursery (age four), inspectors should evaluate attainment on entry to reception as well as to the nursery. Inspectors should also take into account children who start reception part-way through the year. They should check arrangements for 'staggered entry' and part- and full-time attendance, as the amount of time spent in school may affect both attainment and progress.
25. Schools and inspectors should expect that children who start school at a level below, but not significantly below, that which is typical for their age catch up quickly.

The Early Years Foundation Stage Profile

26. At the **end of the Reception Year**, children are assessed in relation to the 17 early learning goals against three levels. These are:
 - meeting **expected** levels of development
 - **exceeding** expected levels
 - not yet reaching expected levels (**emerging**).
27. The Early Years Foundation Stage Profile has reflected the new seven areas of learning since July 2013. Data from previous years will reflect the previous system of assessment and inspectors should not try to make any comparisons between the results from the old and new system.
28. As well as assessing children against each of the early learning goals, practitioners must provide a narrative on each child's dispositions for learning.

Three characteristics of effective teaching and learning (playing and exploring, active learning, and creating and thinking critically) are set out in the framework (paragraph 1.10) and practitioners comment on each of these as part of the end of year assessment of children's learning and development. This narrative forms part of the dialogue with parents and with Year 1 teachers to aid transition.

29. Children will have reached a **good level of development** if they have met the early learning goals (which are the expected levels) in the prime areas and specific areas of literacy and mathematics. *NB: this is **not** the same as making 'good progress'. Where children meet the early learning goals this may represent excellent progress for some, and underachievement for others. For example, it will not demonstrate good progress for children who were close to reaching the early learning goals on entry to the reception class.*
30. **Children who speak English as an additional language:** as indicated in the *Early Years Foundation Stage Profile: Handbook 2014*⁵, learning to speak English as an additional language is not a special educational need. Practitioners should assess the development of children who speak English as an additional language in their home language as well as in English, where possible. While the children's skills in communication, language and literacy must be assessed in relation to their competency in English, the remaining areas of learning may be assessed in any language.

'Children must have opportunities to engage in activities and first-hand experiences that do not depend solely on English for success, and where they can participate in ways that reveal what they know and can do in the security of their home language. For children to grow in confidence, and hence demonstrate their embedded learning, their environment must reflect their cultural and linguistic heritage and their learning be supported by a wide range of stimuli and experiences.' (*Early Years Foundation Stage Profile: Handbook 2014*, page 15).

Judging progress across the Early Years Foundation Stage and into Key Stage 1

31. In making a professional judgement about children's achievement in the Early Years Foundation Stage inspectors must consider the proportions that have made typical or better progress taking account of staggered entry and full- and part-time attendance and the length of time children have been at the school. They should consider the achievement of different groups of children, especially those who are vulnerable to underachievement⁶, as well as their **readiness for**

⁵ *Early Years Foundation Stage profile Handbook*

<https://www.gov.uk/government/publications/early-years-foundation-stage-profile-handbook-2014>.

⁶ Note that it is appropriate for inspectors to ask schools how they use pupil premium funding to support children in the Early Years Foundation Stage.

Year 1. The evidence for this judgement should be captured on an evidence form. They should make judgements through:

- discussion with the staff and children
- analysis of assessment records
- observations of:
 - children’s dispositions to learning (characteristics of effective learning)
 - what children know, understand and can do.

32. Where children progress steadily against what is a typical level of development for their age, they can be said to have made typical progress. Children who meet all the early learning goals but who started at a lower level of development than is typical for their age might be said to be making rapid progress. However, a child starting school at a higher level of development, who meets all the early learning goals but exceeds none of them, is unlikely to have made enough progress. Inspectors should consider how well prepared children are for the next stage in their education.

Progress measures from the end of reception (Early Learning Goals) to Key Stage 1

33. The early learning goals do not translate precisely to National Curriculum levels. However, as a broad rule of thumb children who reach a good level of development at the end of the Reception Year ought to be reaching **at least** Level 2b by end of Key Stage 1. Children exceeding the early learning goals at the end of reception ought to be exceeding Level 2b at the end of Key Stage 1 and be reaching Level 2a as a minimum, and more likely Level 3.

34. In order to make judgements about pupils’ achievement and the quality of a school’s provision:

- inspectors should make a professional judgement about each cohort of pupils’ overall progress during Key Stage 1 given their starting points from the end of reception, taking account of the different groups (those known to be eligible for free school meals, those that are looked after, the most able, boys and girls, minority ethnic groups, those who are disabled and those who have special educational needs)
- inspectors should also take account of pupils’ attainment, readiness for Key Stage 2, and the impact of the quality of provision
- if all pupils are making good progress and levels of attainment are consistently high, overall achievement between the end of the Early Years Foundation Stage and end of Key Stage 1 is likely to be at least good and may be outstanding. To be outstanding, pupils known to be eligible for free

school meals and the most able should be making **good or better** progress.

35. The progress made in the Early Years Foundation Stage and Key Stage 1 **must** be taken into account when making the judgement about achievement in the whole of a primary school. **It is not enough to look at indicators of progress from Key Stage 1 to Key Stage 2 alone.**

The impact on pupils' progress of early entry to GCSE

36. Inspectors should investigate whether a policy of early entry to GCSE for pupils is preventing them from making as much progress as they should, for example because:
- the extensive and inappropriate use of early GCSE entry, particularly in mathematics, puts too much emphasis on attaining a grade C at the expense of developing the understanding necessary to succeed at A level and beyond
 - the policy is having a detrimental impact on the uptake of advanced level courses
 - the widespread use of early GCSE entry and repeated sitting of examinations has encouraged short-term gains in learning but has led to underachievement at GCSE, particularly for able pupils
 - the policy has resulted in a lack of attention to the attainment of the least able
 - opportunities are missed to meet the needs of high-attaining pupils through depth of GCSE study and additional qualifications.
37. In evaluating any approach to early entry, inspectors should consider the impact not only on the judgement on pupils' achievement but also on leadership and management in terms of whether the school is providing a curriculum that meets the pupils' needs.

Changes to early entry at GCSE and impact on inspections and RAISEonline

38. With effect from 29 September 2013, only a student's first entry to a GCSE examination will count in their school's performance tables.
39. For those who have already completed a GCSE, the performance tables will still record their best result from either their previous attempt, or from the next time they sit that GCSE. Those who have not yet taken a GCSE will have their first GCSE taken after 29 September 2013 counted in performance tables.
40. These changes will apply initially (for performance tables published in January 2015, relating to examinations taken in the summer of 2014 or earlier) to English Baccalaureate subjects only: English (English, English language, English literature), mathematics, science (core and additional science, biology,

chemistry, physics, computer science), history, geography and modern foreign languages. The changes will apply to all subjects for performance tables published in January 2016 and beyond.

41. Inspections between now and the publication of the 2014 results will be informed by the data as they currently stand in RAISEonline, which will remain unchanged in format when the validated 2013 results are published⁷. For inspections after the publication of the 2014 results where pupils' GCSE grades have changed as a result of examination entries, inspectors will take account of all available information.

Using performance data in the sixth form

42. The principles set out in the *School inspection handbook* on judging achievement apply to the sixth form. However, there are a number of important considerations which are specific to the sixth form and which are different from pre-16 arrangements. Most importantly, there are no national comparators for attainment post-16, as students do not all sit the same examinations in the same way as almost all Year 11 pupils sit GCSE examinations. The sixth-form PANDA report, in particular the value-added progress measures it contains, is a key source of evidence for evaluating sixth-form performance. The sixth-form PANDA report has been restructured for 2013. It is shorter yet contains some new measures, such as attainment of students known to have been eligible for free school meals, or looked after children, when in Year 11. Inspectors should give due weight to the progress measures for each qualification, which are shown alongside attainment data. When coming to a judgement, all elements that contribute to students' achievement, particularly the progress of past students and the learning and progress of current students, must be taken into consideration.

Progress measures

43. Inspectors must take account of measures of value added. Since 2012, Ofsted has used the level 3 value added data (L3VA), produced by the DfE for GCE examinations and advanced vocational qualifications. The L3VA analysis uses a correlation between GCSE grades achieved on entry and expected advanced-level achievement for qualifications in which grades are awarded. The L3VA report contains aggregate data for each qualification and separate data for each subject within each qualification. From 2013, it is provided to schools through the DfE school and college tables checking website and for inspectors alongside the sixth-form PANDA. The L3VA data are used to inform the progress measures in the sixth-form PANDA report.
44. Inspectors should be mindful of differences in the calculation of data between years. For 2013, the L3VA cohort is the same as the performance tables cohort.

⁷ Further information can be found on the DfE website:
<https://www.gov.uk/government/news/changes-to-early-entry-at-gcse>

It relates only to students reaching the end of Key Stage 5 so, for example, does not include AS-level data for 2013 Year 12 students. This contrasts with previous years, in which value-added data were based on all of the results that Year 12 to Year 14 students achieved within the academic year. In 2012, the L3VA report was based on where students sat their examination. From 2013, L3VA aligns with the sixth-form PANDA and the performance tables, in that the cohort is based on students on roll in the provider.

45. Inspectors should consider progress data in the L3VA report, the sixth-form PANDA and any analyses provided by the school, such as those produced by commercial systems including the Advanced level performance system (Alps) and the Advanced Level Information System (ALIS).

Attainment measures

46. In conjunction with the range of attainment measures provided in the sixth-form PANDA report, inspectors should consider the sixth-form Qualification Success Rate (QSR) report. Inspectors should use the 2013 QSR report as soon as it becomes available after Easter 2014. The QSR report takes into account the number of students registered on each course in November rather than only those who are entered for the examinations. The QSR report is based on data provided directly by schools, so inspectors should be mindful that schools may wish to draw to their attention occasional differences between the figures in the QSR report and those in the sixth-form PANDA report, for which the DfE provides the data. In addition to the data for an individual school, the QSR report includes the national figures for all school sixth forms.
47. QSR reports include three main elements: the success rate, the retention rate and the achievement⁸ rate. A school's success rate is the proportion of students gaining a pass in a qualification compared with those who started. A school's retention rate is the proportion of students who start a qualification in a particular year who are retained to the end. AS level and A2 are each counted separately as one-year qualifications. A school's achievement rate is the proportion of students who complete a qualification in a particular year that gain a pass in that qualification.
48. Inspectors should consider success rates alongside other attainment data, including average points scores and percentages attaining grades A* to B. If attainment in terms of the percentage of grades A* to E, as shown in the sixth-form PANDA report, is high at the expense of some poor retention, then the success rate (as a percentage of those passing compared with starters) may be low. Inspectors should take into account the success rates of groups, and consider students' prior attainment and the school's entry requirements for AS- and A-level courses when comparing success rates with national figures.

⁸ The term 'achievement' in this specific context does not have the same general meaning as used elsewhere in section 5 inspection guidance.

Retention rates

49. Inspectors should take account of retention rates when evaluating achievement and when considering the quality of the curriculum and of information, advice and guidance. The validated 2013 sixth-form PANDA and the QSR report contain retention rates. Inspectors should consider retention rates for subjects, groups and qualifications as a whole, in particular AS level and A level. Subject retention compares the number of students starting a subject (normally measured at 1 November in a given year) and the number completing a subject (normally measured at the end of May in a given year). Although subject retention should be considered separately for each of the AS and A2 components of the A-level programme, it is useful to look at two-year retention across key subjects where there was clear intent of a two-year course of study. However, there are no national figures available for comparison.

English and mathematics

50. A key element of judging achievement in the sixth form is the emphasis placed on improving students' English and mathematics, in particular through attaining grade C or above in GCSE English and mathematics. Inspectors should note that the success rates for GCSE English and mathematics given in the 2012 QSR report relate to grade G and above, and not to grade C and above, so do not indicate success at Level 2. The 2013 QSR report includes additional tables that show the percentages of students attaining grades A*-C overall and by gender, free school meal eligibility and year group. The 2013 sixth-form PANDA includes students' GCSE English and mathematics grade profiles on entry to Year 12 and data on their sixth-form attainment in these subjects. From September 2014, students entering the sixth form who have not attained GCSE grade A*-C in English must be enrolled to take a listed qualification⁹ in the subject, and likewise for GCSE mathematics. Students who enter the sixth form in September 2013 without GCSE grade A*-C in either English or mathematics will need to be enrolled on a listed qualification by September 2014.

The achievement of disabled pupils and those who have special educational needs

51. Inspectors should note that:
- pupils identified with special educational needs may or may not have a disability, and disabled pupils may or may not be identified as having special educational needs (inspectors must not assume that levels of attainment in all special schools will be below those expected of pupils of a similar age nationally)

⁹ Details of the requirements and the listed qualifications are given at <http://www.education.gov.uk/childrenandyoungpeople/youngpeople/qandlearning/programmes/a00225749/post-16-eng-and-maths>

- it is not appropriate to evaluate achievement according to a pupil's type of disability or special educational need, or their stage on the Code of Practice
 - a category of 'need' such as autistic spectrum disorder does not by itself indicate expected levels that pupils would usually be at, given their starting points (i.e. one pupil may be working towards 12 A* GCSE grades whereas another pupil of the same age may be working towards Level P6)
 - levels of identification and definitions of need vary considerably within an area or from one area of the country to another.
52. Inspectors need to take into account the proportion of pupils who have levels of attainment below those expected for their age and where these are related to cognitive difficulties. The judgement on these pupils' achievement should be based on an evaluation of their learning and progress relative to their starting points at particular ages, and any assessment measures held by the school. This consideration is likely to be required in special schools for pupils who have moderate, severe or profound and multiple learning difficulties. It may also be appropriate in mainstream schools where there is a specially resourced provision for pupils who have these learning difficulties. When reaching judgements in these schools, inspectors should consider the impact of these pupils on the school's overall attainments.
53. Available national data on progress made by pupils attaining below level 1 of the National Curriculum at the end of Key Stage 1 or 2 should contribute to the evaluation of achievement, alongside any additional analyses of progress undertaken by the school. National data are available within the *Transition Matrices* as part of RAISEonline and in the *Progression Materials 2010–11*. These analyses should be considered alongside the broader range of evidence of learning and progress obtained during the inspection.
54. The starting point for evaluation is that expected progress is the median level for pupils' age and starting point. As with all progress information, inspectors must be cautious when considering data relating to small groups of pupils. For example, it is important to distinguish between health-related issues and educational provision.
55. Inspectors should also look at the way the school identifies pupils who have special educational needs. They should find out whether pupils have been identified as having special educational needs, when in fact their progress has been hampered by weak teaching.
56. Inspectors should:
- note if pupils who receive additional intervention are demonstrating accelerated or sustained progress. This would indicate whether the intervention is effective
 - evaluate the school's arrangements for ensuring the accuracy of its pupil performance data, as there is no statutory moderation of P scales.

57. It is expected that there should be rigorous moderation arrangements within school and across a group of schools or a local authority to assure the accuracy of the progress data being used by the school.
58. While inspectors should not base an evaluation of progress on a pupil's category of special educational need or disability, they should look at the school's analysis of outcomes for different groups to see if pupils with a particular need or disability are performing differently from others in the school. While these groups may be small, it is still meaningful to look at patterns over time, bearing in mind any statistical significance. The special educational needs of pupils may vary considerably from year to year; for example, there may be an increase in the number of pupils with more complex needs. In addition, a single year's data may represent a small cohort. It is often valuable to collate three years' data as differences and similarities may be more readily noticed.
59. In addition to the full national dataset within the *Transition Matrices*, as part of RAISEonline, inspectors should continue to use data sets 2–3^{10,11} of the *Progression materials 2010–11* from the National Strategies' archive site as a guide when judging pupils' progress in schools. These materials offer near-national analyses of pupil progress data. They should help inspectors to form hypotheses about the level of expectation and ambition of schools' targets for the progress made by individuals and groups. Inspectors should also expect school leaders to be using them as a first level of analysis of progress within their school.
60. For pupils working within P levels, RAISEonline provides teacher assessment data on the levels attained at the end of Key Stages 1 and 2. RAISEonline also includes teacher assessment data for Key Stage 2 pupils working below the level of the test and uses them for calculating value added. The *Transition Matrices* within RAISEonline provide a national dataset of the progress made by pupils attaining below level 1 of the National Curriculum at the end of Key Stage 2, although currently this only includes information about reading and writing.
61. In RAISEonline, value-added measures, including scatter plots, and charts that show expected progress in English and mathematics, use Key Stage 2 teacher assessment where there is no test level data available for a pupil. Inspectors need to take this into account when making comparisons with previous years, in which the score equivalent to Level 2 was substituted for pupils working below the level of the test or not awarded a test level.
62. Unless individual education plan (IEP) targets are effectively linked to expectations outlined in the *Progression materials 2010–11* and RAISEonline,

¹⁰ Data set 2: the national p scales data collection for 2009, national archives;
<http://webarchive.nationalarchives.gov.uk/20110809101133/nsonline.org.uk/node/439233>.

¹¹ Data set 3: progression p scales data collection for 2009 – ks1 to ks2, national archives;
<http://webarchive.nationalarchives.gov.uk/20110809101133/nsonline.org.uk/node/439229>.

including the *Transition Matrices*, it is difficult to evaluate the degree of challenge they provide. These IEP targets are, therefore, unlikely to contribute strongly towards the judgement on pupils' achievement unless there is secure external moderation. Inspectors should be aware that while schools are required to review and report progress against the objectives within a statement of special educational needs, there is no statutory requirement for pupils to have IEPs.

63. An increase in the number and range of qualifications achieved by pupils may be a reflection of curriculum changes rather than improvements in achievement. The completion of a nationally recognised award or qualification may not in itself be sufficient achievement for a particular pupil. Inspectors should consider carefully the extent to which success in qualifications and awards demonstrates that pupils have made progress in their skills, knowledge or understanding, and whether the award or qualification meets their individual needs.

Teaching

64. Inspectors must not give the impression that Ofsted favours a particular teaching style. Moreover, they must not inspect or report in a way that is not stipulated in the framework, handbook or guidance. For example, they should not criticise teacher talk for being overlong or bemoan a lack of opportunity for different activities in lessons unless there is unequivocal evidence that this is slowing learning over time. It is unrealistic, too, for inspectors to necessarily expect that all work in all lessons is always matched to the specific needs of each individual. Inspectors should not expect to see 'independent learning' in all lessons and should not make the assumption that this is always necessary or desirable. On occasions, too, pupils are rightly passive rather than active recipients of learning. Inspectors should not criticise 'passivity' as a matter of course and certainly not unless it is evidently stopping pupils from learning new knowledge or gaining skills and understanding.
65. When in lessons, inspectors should also remember that they are gathering evidence about a variety of aspects of provision and outcomes. Inspectors are not simply observing the features of the lesson but they are gathering evidence about a range of issues through observation in a lesson. Inspectors should not focus on the lesson structure at the expense of its content or the wide range of other evidence about how well children are learning in the school.
66. When giving feedback, inspectors must not argue that they are unable to give a particular grade because of the time spent in the lesson.
67. Inspectors must not aggregate the grades given for teaching in a formulaic or simplistic way in order to evaluate its quality overall.

Behaviour and safety of pupils at the school

68. During the initial contact with the school, the lead inspector must ensure that the headteacher understands that the inspection evaluates what behaviour is **typically** like, not just the behaviour of pupils during the inspection. Often, the grade for behaviour and safety is a grade higher than overall effectiveness. Where this is the case, reports will be given additional scrutiny. Please make sure that sufficient evidence is gathered to warrant the grade awarded.
69. The lead inspector must establish whether the school runs an off-site unit (for pupils with behavioural or attendance difficulties), or runs one in partnership with other schools. If so, this should be visited as part of the inspection to assess the safeguarding, behaviour, attendance and quality of teaching.
70. During the analysis of pre-inspection evidence, the lead inspector should compare the school's statistics on attendance and exclusions as shown in RAISEonline against the **national picture for all pupils**. The inspector should look at whether any groups of pupils, for example those who have special educational needs, are being excluded disproportionately and how any inequalities in academic outcomes might be linked to behaviour.
71. During the inspection, inspectors should request the day's absence list alongside the reasons for absence and cross reference this with data on past exclusions and sanctions as a way of evaluating the behaviour of pupils who are not in school.
72. Inspectors should identify disruptive behaviour of any kind. This may be overt, for example, 'shouting out', or pupils 'talking over the teacher', or 'arguing back', or low level disruption, for example, through continuous chatter, not bringing the right equipment to lessons, not having books or doing homework, pupils arriving late to lessons, pupils chatting when they are supposed to be working together or pupils being slow to settle to their work and so on. It may also be more covert, taking the form, for example, of quiet reluctance from a number of pupils to participate in group work or to cooperate with each other.
73. In order to evaluate pupils' behaviour with, and attitudes towards, staff and each other in different contexts the lead inspector should ensure that:
 - a range of groups and settings are included in observations, taught by a range of staff including non-teaching staff, new and inexperienced staff and supply teachers
 - small group teaching, for example intervention groups with teaching assistants or mentors, is observed to see how pupils behave away from the class or subject teacher
 - any variation in behaviour between settings, times of day, different subjects, different groupings, and different staff is considered in relation to: how far it

influences learning; whether the school is aware of this; whether any action has been taken; and how effective this has been.

74. Where behaviour in a lesson is judged to be inadequate, this should be discussed with the teacher, as appropriate, during the feedback in order to explore whether this is typical and, if so, what support has been provided. Inspectors should not overemphasise the behaviour of one individual pupil with an identified behavioural difficulty (that may be a special educational need) or who is experiencing difficult personal circumstances.

Pupils' experience of behaviour

75. The lead inspector should ensure that the team spends time outside, at break times and lunchtimes, observing behaviour and seeking the views of pupils and staff, for example lunchtime supervisors. Inspectors should observe pupils' behaviour when they arrive at school and leave at the end of the day, and also use this time to seek their views. Where parents bring their children to school, or collect them, inspectors should use this time to seek parents' views about behaviour.
76. Inspectors should consider the food on offer at the school and atmosphere of the school canteen. They should:
- consider how lunch time and the dining space contribute to good behaviour and the culture in the school, including by spending time in the lunch hall, and
 - ask school leaders how they help to ensure a healthy lifestyle for their children and, specifically, whether their dietary needs have been considered.
77. The lead inspector should ensure that the groups of pupils selected to talk to inspectors include pupils with a wide range of needs and experiences (including those with DSEN and those who attend alternative provision). Inspectors should consider how best to ensure that **all** pupils in the discussion group give their views, for example by asking pupils to write their views on an evidence form or paper, or to respond to certain questions on a mini-whiteboard.
78. It is useful to seek pupils' views early in the inspection, so that any issues they raise can be followed up with inspection activities.

Judging behaviour over time

79. Inspectors should evaluate the school's own understanding of any patterns over time in the use of rewards and sanctions, detentions, use of 'on call' systems, remove rooms and internal exclusions and the action it has taken as a result. Inspectors should investigate further any patterns that show disproportionate use of such facilities.

80. High exclusion figures, and particularly the repeated exclusion of the same pupils, are not consistent with good behaviour overall. Inspectors should consider whether there is disproportionate exclusion of any particular group of pupils. High numbers of exclusions, either overall or of a particular group of pupils, are likely to indicate ineffective systems and structures to support pupils, including basic behaviour management to prevent low-level disruption.
81. Inspectors should take every opportunity to talk to pupils about what behaviour is typically like.
82. Where a pupil is sent home for disciplinary reasons for part of a school day, including lunchtimes, fixed term exclusion is the **only legal** method of removal. **Informal or unofficial exclusions are illegal**, regardless of whether they are carried out with the agreement of parents or carers.

Bullying

83. Inspectors should consider how well schools analyse their information about bullying and use this analysis to plan future actions. A record that shows a large number of bullying incidents may reflect careful record keeping rather than a high level of bullying. Inspectors should take account of whether pupils respond to the action taken or whether incidents of bullying are repeated. Repeated incidents indicate more deep-seated behavioural issues. They should consider whether there are any links between bullying and pupils' absence from school.
84. In order to evaluate pupils' attitudes to homophobia and other forms of prejudice, inspectors should specifically ask pupils about the type of language they hear around the school. This should be compared to responses from staff in order to test the school's attitudes to such issues.
85. Inspectors should explore with a range of staff, including teaching assistants, the training they have had about different aspects of bullying, including prejudice-based bullying; how confident they feel as result; how well supported they are by senior staff when they encounter bullying and how they promote an understanding of individual differences through the curriculum. In particular, inspectors should consider how pupils are taught about diversity in subjects such as personal, social and health education (PSHE) and citizenship. Where bullying is an issue and staff training and/or the curriculum is weak, this should be reflected in the judgement on leadership and management.
86. In addition to the approaches set out above, inspectors may wish to use or adapt the following evidence gathering strategies when investigating bullying:
 - Tour the school site with a group of pupils to identify areas where they do not feel safe. Talk about behaviour, bullying, and staff expectations.
 - Revisit, during break and lunchtime, any areas of the school mentioned by pupils as being unsafe, such as the playground or toilets.

- Meet a group of pupils who joined the school at times other than the start of the academic year.
- Meet with other groups and give pupils time to talk before responding to questions about behaviour and bullying.

The behaviour of disabled pupils and those who have special educational needs

87. Inspectors should consider:

- how well the school supports its most behaviourally challenging pupils, even where there is only a small number. This is because many pupils with special educational needs require clear expectations, structures and systems, additional support to manage their behaviour, and robust arrangements to support their personal and social development
- whether 'reasonable adjustments' are made for pupils with behavioural, social or emotional difficulties, or identified disabilities such as autistic spectrum disorders (ASD), to help them to be included in school (a requirement of the Equality Act 2010), or whether exclusion or other sanctions are the only or main response to their behaviour.

88. Inspectors should be familiar with the most recent DfE guidance on the use of force and restraint.¹² They must seek advice from Ofsted's Compliance, Investigation and Enforcement (CIE) helpline where they have concerns about their use.

89. There should be systematic recording of every significant incident where restraint or physical intervention has been used in accordance with the school's policy and procedures on the use of force and its child protection requirements. Care should be taken to check there is not excessive use of restraint or physical intervention (also sometimes referred to as 'positive handling'). The number and range of recorded incidents is also an important indicator of how successfully a school is managing very challenging behaviour.

90. Inspectors must take into account the specific communication needs of disabled pupils and those who have special educational needs. It is preferable for pupils to have a peer advocate than to involve staff, though it may occasionally be necessary for inspectors to request the assistance of staff that know and understand a pupil's preferred means of communication.

Evaluating attendance

91. Learners' attendance is evaluated in comparison to national figures for mainstream schools (not free school meal bands) as part of the judgement on

¹² *Use of reasonable force*, DfE, 2011; <http://www.education.gov.uk/aboutdfe/advice/f0077153/use-of-reasonable-force-advice-for-school-leaders-staff-and-governing-bodies>.

behaviour and safety. This also applies to special schools and pupil referral units. Inspectors must use the data in RAISEonline and the figures below, combined with the school's own analysis and documentary evidence, to evaluate attendance. When deciding whether attendance is consistently low, inspectors should consider how it compares with the attendance figures for the lowest 10% of schools. In 2012/13, this was 93.72% in primary schools and 92.46% in secondary schools.

92. It is important to note that published data are often dated, so current attendance must be taken into account. To evaluate whether attendance has changed since the last published figures, it is useful to compare attendance for the same time period, such as from September until the inspection date, in the current and previous school years.
93. The effectiveness of the school's strategies to promote good attendance should be taken into account. RAISEonline presents the school's attendance and persistent absence figures against free school meals data. However, while there is a clear statistical link between levels of social deprivation and attendance, this should not be taken as an excuse for poor attendance and high absence rates. It is not acceptable to judge poor attendance as 'average' on the basis that the school is working hard to improve it.
94. Inspectors should take into account any differences between the attendance of different groups of learners, such as those of different genders or ethnicities (for example Gypsy, Roma and Traveller children) when evaluating attendance. Inspectors should evaluate how much the school knows about the attendance patterns of groups of learners and the effectiveness of systems to alert them to changes in pupils' attendance. A sudden or a gradual alteration can indicate a safeguarding issue.
95. Inspectors should also take account of whether the percentage of pupils present in each lesson observed is broadly consistent with the school's attendance and absence figures. Investigate the school's procedures for registering pupils and recording absence where discrepancies arise. Truancy from lessons may be occurring after pupils have initially registered.
96. In addition, inspectors should evaluate the support given to any pupils absent for long-term medical reasons, such as any in hospital, and arrangements made to keep pupils in touch with school work and how well these are maintained during extended spells in hospital or at home. Inspectors should investigate the liaison arrangements in place with other supporting professionals, for example at the hospital school or home tuition.

Links between behaviour and safety and other aspects of the school's work

97. Where there are concerns about behaviour and safety, inspectors should investigate the quality and implementation of a clear and concise behaviour policy, linked to learning. In schools where behaviour policies are not planned,

managed or organised well, their impact is minimal. Successful behaviour management involves senior leaders seeing this as part of school improvement.

98. Inspectors should consider the reasons for poor behaviour as this may indicate unmet learning needs through weak teaching, a lack of guidance and/or support, a poor ethos, low expectations or bullying. Poor behaviour may also indicate learning difficulties or underachievement (including literacy difficulties) that the school has not identified.
99. Should inspectors find that the school has used exclusion illegally, this should be taken very seriously and taken into account when judging leadership and management.

The quality of leadership in, and management of, the school

Governance

100. Inspectors will increasingly encounter different models of governance, such as those associated with federated arrangements, free schools and academy chains. Inspectors should ensure that they clearly understand the governance arrangements for a school and that they identify and engage with the right people.
101. Inspectors must evaluate the extent to which governors both challenge and support the school and hold senior staff, including the headteacher, to account for the achievement of the pupils. Governors are not expected to be routinely involved in the day-to-day activity of the school. Governors are not expected to undertake lesson observations, unless the school has clear protocols for visits so their purposes are understood by school staff and governors alike¹³. However, they hold important strategic responsibilities for the development and improvement of the school.
102. Inspectors should meet with as many governors during an inspection as is possible, and should determine how well governing bodies evaluate the performance of the school, particularly in terms of: pupil progress; the leadership of teaching; the management of staff; and the difference made by initiatives such as the pupil premium, the Year 7 catch-up premium, or the new primary school sport funding.
103. Inspectors should consider whether governors:
 - carry out their statutory duties
 - understand the strengths and weaknesses of the school, including the quality of teaching
 - ensure clarity of vision, ethos and strategic direction

¹³ School governance: Learning from the best
<http://www.ofsted.gov.uk/resources/good-practice-resource-%E2%80%93-school-governance-learning-best>

- understand and take sufficient account of pupil data, particularly their understanding and use of the school data dashboard¹⁴
 - are aware of the impact of teaching on learning and progress in different subjects and year groups
 - are challenging and supporting leadership in equal measure
 - are providing support for an effective headteacher, or whether they are hindering school improvement by failing to tackle key concerns
 - are transparent and accountable, including in terms of governance structures, attendance at meetings, and contact with parents and carers
 - understand how the school makes decisions about teachers' salary progression
 - performance manage the headteacher rigorously
 - are failing to perform well and contributing to weaknesses in leadership and management.
104. Inspectors should also satisfy themselves that the governing body is ensuring that the school's finances are properly managed, and investigate governors' role in deciding how the school is using the pupil premium, the Year 7 catch-up premium, or the new primary school sport funding.
105. If inspection evidence reveals particular weaknesses, these should be followed up assiduously. For example, if safeguarding arrangements do not meet required standards, inspectors must establish the cause of the failing, and what steps have been taken to rectify the shortcoming so that pupils' wellbeing is no longer affected. Inspectors must take this into account when evaluating governance and judging leadership and management. Similarly, if pupils' performance is in decline and the governing body has not pursued this issue effectively with the headteacher, this should be reflected in inspectors' evaluation of the effectiveness of the governing body and may have an impact on the leadership and management judgement.

Schools judged as 'requires improvement'

106. Where governance is ineffective in a school judged as 'requires improvement' and is graded three for leadership and management, inspectors should include an external review of governance in their recommendations for improvement. The form of words to be used in the report under 'What the school should do to improve further' is, 'An external review of governance should be undertaken in order to assess how this aspect of leadership and management may be improved'. It is for the school to decide how this review will take place, and to commission and pay for it. Such reviews aim to be developmental, and do not represent a further inspection. Full details on what might be the form and

¹⁴ <http://dashboard.ofsted.gov.uk/>

nature of such reviews can be found on the following link:

<http://www.education.gov.uk/nationalcollege/review-of-governance>.

107. Where the report identifies specific issues regarding the provision for pupils eligible for the pupil premium, inspectors should also recommend an external review on the school's use of the pupil premium. The form of words to be used is 'An external review of the school's use of the pupil premium should be undertaken in order to assess how this aspect of leadership and management may be improved'. In such instances, in addition to any support that the governing body may benefit from, inspectors should advise that the school seeks support from an external system leader with a track record of accelerating disadvantaged pupils' achievement and closing gaps. Full details on what might be the form and nature of such reviews can be found on the following link: <http://www.education.gov.uk/nationalcollege/index/support-for-schools/pupilpremiumreviews.htm>
108. It is expected that there will be many cases where inspectors will recommend both an external review of governance and an external review of the school's use of the pupil premium. However, there may be instances where this will not be necessary, for example, where the proportions of pupils eligible for the pupil premium that make and exceed expected progress are above national figures and are similar to those for other pupils in the school, or where the number of eligible pupils is five or fewer.
109. Even where leadership and management is judged to be good, inspectors should use their professional judgement to determine whether a recommendation for an external review of the school's use of the pupil premium would benefit the school.
110. Inspectors should ensure that the section of the report on the effectiveness of leadership and management identifies clearly those aspects that would form the foci of any external review. The review's impact will be assessed and reported upon by inspectors conducting subsequent monitoring visits or the next section 5 inspection.
111. In addition, when HMI conduct monitoring visits to schools judged as 'requires improvement' where the section 5 inspection was AI-led, HMI may judge that such schools may warrant an external review of governance. In such circumstances, the monitoring HMI should raise this matter with the school at the feedback session and refer to it in the monitoring visit letter, through reference to the evidence that led the inspector to recommend a review.

Schools placed in categories of concern

112. Where leadership and management is found to be inadequate and governance is weak or failing, the lead inspector will write, by means of an email, to the responsible authority (for example, the local authority, an academy organisation, the DfE, or a diocese) to draw the issue to their attention (and will include a copy of the report). In such cases, inspectors must include a statement that Ofsted has made recommendations for action on governance to the authority responsible for the school, under the section of the report 'What

the school should do to improve further'. When writing to the responsible authority, the recommendations for actions will normally also include an external review of governance and may also include an external review of the school's use of the pupil premium. It will be for the school to commission and pay for the external review. The review's impact will be assessed and reported upon by inspectors conducting subsequent monitoring visits and the next section 5 inspection.

Performance management

113. In reaching their judgement on leadership and management, inspectors evaluate how well the headteacher/principal, and where relevant, other senior staff are managing staff performance and using the staff budget to differentiate appropriately between high and low performers. However, inspectors do not consider or report on any individual's performance or whether the quality of teaching of an individual is accurately reflected in that individual's progression on the salary spine.
114. Inspectors consider the extent to which the headteacher/principal ensures that all staff undergo performance management procedures which enable them to benefit from appropriate professional development. Where teachers' performance is less than good, inspectors will seek evidence that this is rigorously managed, and that appropriate training and support are provided. Where teachers' performance is good, inspectors will expect to see evidence that this is recognised through the performance management process.
115. Inspectors should ask the headteacher for anonymised information from the last three years, which shows the proportions of teachers who have:
 - progressed along the main pay scale
 - progressed to, and through, the upper pay scale
 - progressed along the leadership scale
 - received additional responsibility payments, such as teaching and learning responsibility payments and special needs allowances.
116. The information provided should include information about patterns of progression through the different salary scale points, and comparisons between subject departments and/or teachers deployed in different key stages.
117. Inspectors should compare this with the overall quality of teaching, and determine whether there is a correlation between the two, and if there is none, find out why, taking into account the length of time the headteacher has been in post.
118. Examples of the information headteachers could provide include:
 - the proportion of staff that progressed through thresholds over the last three years
 - the proportion that did not progress through thresholds over the last three years

- a table showing for each salary point, the number of staff, points they have moved from, and the number that met their performance management objectives
- performance management information the school provides to governors
- any other relevant information with regard to the performance management process.

119. The performance management information must be provided in an anonymised format which takes all reasonable steps to avoid identifying individuals in any school. Inspectors should take account of the particular concerns of those working in small schools. In all cases, the information provided:

- must be recorded in such a way that individual members of staff are not identified on inspectors' evidence forms or in inspection reports
- must not leave the school site
- must not be sent to inspectors electronically.

Evaluating the curriculum

120. When considering whether the curriculum has sufficient breadth and balance and the extent to which it meets the needs, aptitudes and interests of pupils, inspectors should note the following.

- A curriculum with breadth and balance in maintained schools is likely to consist of the National Curriculum subjects, religious education (RE) and a variety of other courses and programmes, including extra-curricular and enhancement activities offered by the school and its partners. Where a school does not provide the National Curriculum and RE, inspectors will need to fully explore the school's reasons. For academies, inspectors should check the curriculum requirements set out in the academy's funding agreement. Inspectors are not expected to seek details about individual subject programmes of study.
- Many secondary schools will be providing courses, or planning to provide courses, so that pupils can gain the English Baccalaureate (EBacc). Inspectors should note that provision of the EBacc is not compulsory.
- Initial evidence will be found in school prospectuses, curriculum plans and, where relevant, in options booklets. Inspectors will want to discuss the breadth, balance and where relevant, choice and personalisation, of the curriculum with pupils and staff.
- Inspectors will want to discuss with pupils their knowledge of courses and qualifications and the various progression routes available to them in order to understand the quality of advice provide by the school.
- The increasing diversity and autonomy of schools and the decisions they make about the curriculum may present some contradictions. Inspectors will need to make a professional judgement about the appropriateness of the

curriculum with respect to the specific circumstances of the school¹⁵. In instances where there is major curriculum imbalance, or where the curriculum does not prepare children for life in modern British society, inspectors must say so clearly and explain why.

- The extent to which timely information, advice and guidance provide pupils with a good understanding of the full range of options available to assist them to make informed decisions about their next steps in education, training or employment; the availability and quality of advice and guidance on learning and career pathways; and whether staff have the necessary qualifications, experience and skills to provide information, advice and guidance.

Partnerships and the curriculum

121. Where there are collaborative arrangements for extending the curriculum such as in collaborative sixth forms, college work and other off-site learning, inspectors should investigate how well these work 'on the ground'. Discussion with pupils and teaching staff should help inspectors to establish whether:
- timetables between institutions are effectively matched so opportunities for collaboration are provided and pupils do not miss lessons or other activities as a result of collaborative arrangements
 - transport and travel arrangements between collaborating institutions are reliable and enable students to be punctual
 - there is time for teachers and subject leaders in collaborating organisations to plan together
 - there are systems to coordinate and report on attendance and punctuality information.
122. Inspectors should identify what the school itself intends to provide and what it offers in collaboration with other schools or colleges. The options for pupils made available either by the school or through collaboration should be assessed for all pupils progressing from Year 11.
123. Inspectors should evaluate not just whether vocational courses have increased choice, but also whether they properly reflect the needs and interests of pupils. The range of vocational courses offered should be based on the school's analysis of students' needs and the requirements of the local labour market. It should not depend solely on the availability of staff or facilities.
124. When considering the school's self-evaluation of the sixth form provision, inspectors may investigate how well subject departments monitor their effectiveness and how the outcomes of these monitoring activities are included in the overall evaluation of the sixth form.

¹⁵ Studio schools and UTCs, for example, are established with a particular curriculum, based on a different rationale and approach to teaching.

The curriculum and pupils' spiritual, moral, social and cultural development

125. Inspectors should investigate the impact of the curriculum on the pupils' spiritual, moral, social and cultural (SMSC) development.
126. This may be seen through:
- lesson observations of different subjects like RE, art and music. Discussion with pupils and staff will provide an important insight into how well SMSC is planned as part of the curriculum in other subjects
 - observation of other activities. Inspectors should investigate whether there is a coherent approach to the promotion of SMSC through activities such as tutorials, citizenship programmes and discussions with pupils about their work
 - the opportunities created by the school for pupils to take part in a range of social¹⁶, artistic, cultural, sporting, dramatic, musical, mathematical, scientific, technological and, where appropriate, international events and activities that promote aspects of pupils' SMSC development.

Disapplication of the National Curriculum

127. The majority of the national curriculum is being 'disapplied' (ie suspended) from September 2013 for one year for most subjects to give all schools the freedom to change what they teach in order to prepare for the new national curriculum. Disapplication is a suspension of the content of the national curriculum, not the subjects themselves. New statutory programmes of study will be introduced for all subjects from 2014 (2015 for Key Stage 4 English, maths and science) – with the addition of foreign languages at Key Stage 2. ICT will be renamed computing.
128. Whilst schools will still have to teach all national curriculum subjects, what they cover will be up to them. The intention is to help teachers to manage the transition from the old national curriculum to the new one. For example, teachers can stick broadly to the current national curriculum but will be able to vary when they teach topics and what topics they teach. They can use this freedom to cover any gaps in pupils' knowledge and understanding to make sure they are prepared to learn the new curriculum from 2014.
129. Disapplication is a permissive measure – no school will be required to change its curriculum in 2013/14. At Key Stage 4 for English, mathematics and science the freedom will last for two academic years because the new national curriculum will be taught from 2015/16 for those pupils. Teachers will still have to teach the national curriculum for English, maths and science to pupils in years 1, 2, 5 and 6 in 2013/14. This is to ensure that pupils are properly

¹⁶ Such as volunteering.

prepared for national curriculum tests at Key Stage 1 and Key Stage 2 in summer 2014.

Evaluating the school's use of the pupil premium¹⁷

130. It is for schools to decide how the pupil premium is spent.
131. However, from April 2014, the grant allocation for looked after children, which has increased greatly since last year to £1900, must be managed by the designated virtual school head¹⁸ in the local authority that looks after those children. It must be used for the benefit of the looked after child's educational needs as described in their Personal Education Plan (PEP). Unlike in previous years, there is no requirement for an authority to pass the funding onto the school where the child is on roll. The presumption, however, is that funding is passed to the school. It is for the virtual school head to decide whether to provide £1900 to a school for a looked after child, or a higher or lower amount. Virtual school heads can take into account the length of time in care as well as other factors. They may decide to pool some pupil premium for activities to benefit the authority's looked after children more holistically. Virtual school heads will work closely with schools about how best to meet the needs identified in a child's PEP with support provided through the pupil premium.
132. Schools are accountable for their use of the pupil premium funding. Since September 2012, schools have been required to publish online information about their pupil premium allocation and how they plan to spend it. They must also publish a statement of how they spent the money for the previous year, and its impact on the attainment of pupils eligible for support through the pupil premium. This is intended to ensure that parents and others are made fully aware of the impact on the attainment of pupils covered by the pupil premium.
133. Local authorities decide how to allocate the pupil premium for pupils from low-income families in non-mainstream settings. The local authority must consult non-mainstream settings about how the premium for these pupils should be used.
134. When evaluating the effectiveness of leaders, managers and governors, inspectors should gather evidence about the use of the pupil premium in relation to the following key issues:

¹⁷The pupil premium is specific, additional funding provided to support the education of pupils known to be eligible for free school meals, pupils who have been eligible for free school meals at any point in the last 6 years (known as the Ever6 free school meal measure), and children who have been looked after continuously for a period of 6 months. From April 2014, eligibility for pupil premium funding extends to looked-after children who have been looked after for one day or more and children who were adopted from care or left care under a Special Guardianship Order or a Residence Order. See <http://www.education.gov.uk/schools/pupilsupport/premium/b00231348/pupil-premium-information-for-schools-and-ap-settings> for further information.

¹⁸ The Children and Families Act 2014 requires all local authorities to have someone (called the virtual school head) who will carry out the duty of the authority to promote the educational achievement of the children it looks after.

- the level of pupil premium funding received by the school in the current academic year and levels of funding received in previous academic years
 - how the school has spent the pupil premium and why it has decided to spend it in the way it has
 - any differences made to the learning and progress of pupils eligible for the pupil premium as shown by performance data and inspection evidence.
135. In many schools, the number of looked-after children is small and these pupils may not figure in headline performance data. Inspectors should record evidence of the impact of the pupil premium on looked-after children currently on roll in the school on a separate evidence form.
136. Inspectors should note that they should not report separately on the progress, attainment and/or achievement of pupils eligible for support through the pupil premium, or make comparisons with the progress made by other pupils, where individual pupils eligible for support through the pupil premium might be identified. Generally, this will be the case where there are five or fewer pupils at the school. However, where a small number of eligible pupils represents a sizeable proportion of the overall number of pupils on roll, inspectors should exercise their judgement on reporting on how well these pupils are supported. Inspectors should be mindful that the need to avoid identification of individuals remains a key consideration.
137. For example, inspectors may write in the report 'In this school, the pupil premium funding is used/is not used well to support individual pupils', and in the context section 'only a very small number of pupils is supported by the pupil premium.'

Impact of pupil premium and Year 7 catch-up

138. Inspectors must consider the difference between the average points scores in each of English and mathematics in national assessments at the end of Key Stage 2, and at GCSE at the end of Key Stage 4, for the following groups:
- those pupils known to be eligible for free school meals and all other pupils (FSM and non-FSM pupils)
 - children who are looked after and all other pupils (CLA and non-CLA)
139. Inspectors must evaluate the performance in English and in mathematics of groups of pupils who are supported through the pupil premium. Where a gap is identified between the performance of pupils supported through the pupil premium and all others in the school, inspectors must report this and whether it is narrowing. They should express gaps in terms of National Curriculum levels or a period of time (such as 'two terms') at the end of Key Stage 2, or GCSE grades at the end of Key Stage 4.

140. The following table shows suitable ways of expressing gaps in average points scores using plain language and simple fractions, which should be reported in words. Inspectors should take into account the way in which the school divides up the school year, such as into terms, in selecting wording that readers will understand.

Points	1	1.5	2	3	4	4.5	5	6
Key Stage 2								
NC levels		$\frac{1}{4}$	$\frac{1}{3}$	$\frac{1}{2}$	$\frac{2}{3}$	$\frac{3}{4}$		1
terms (3 per year)	1		2	3	4		5	6
years	$\frac{1}{3}$	$\frac{1}{2}$	$\frac{2}{3}$	1		$1\frac{1}{2}$		2
months	4	6	8	12	16	18	20	24
Key Stage 4								
GCSE grades		$\frac{1}{4}$	$\frac{1}{3}$	$\frac{1}{2}$	$\frac{2}{3}$	$\frac{3}{4}$		1

141. Inspectors must also evaluate and report on the progress being made by pupils targeted for the Year 7 catch-up programme, including through analysis of summary data kept by the school.¹⁹

Evaluating the school's use of the new primary school sport funding

142. Inspectors should consider the impact of the new primary school sport funding on pupils' lifestyles and physical wellbeing by taking account of the following factors:

- the increase in participation rates in such activities as games, dance, gymnastics, swimming and athletics
- the increase and success in competitive school sports
- how much more inclusive the physical education curriculum has become
- the growth in the range of traditional and alternative sporting activities
- the improvement in partnership work on physical education with other schools and other local partners
- links with other subjects that contribute to pupils' overall achievement and their greater social, spiritual, moral and cultural skills
- the greater awareness amongst pupils about the dangers of obesity, smoking and other such activities that undermine pupils' health.

¹⁹ This programme is for pupils who did not achieve the expected Level 4 in either reading or mathematics at the end of Key Stage 2.
<http://www.education.gov.uk/schools/pupilsupport/year7catchup/b00230816/year-7-literacy-and-numeracy-catch-up-premium>

Ensuring pupils are safe²⁰

143. Safeguarding remains a priority. Safeguarding practice and guidance is underpinned by a duty for schools to cooperate with relevant agencies to safeguard and promote the welfare of children.
144. Inspectors should check the single central record to ensure that adults working with pupils are appropriately recruited and vetted. Other evidence will come from discussions with the headteacher, governors' representatives and other staff which explore management responsibilities for child protection and the training and support for safeguarding.
145. Inspectors should observe pupils around the school and discuss with them whether the school helps pupils to keep safe, encourages them to adopt safe and responsible practices, and to deal sensibly with risk. Inspectors should include e-safety²¹ in their discussions with pupils, covering topics such as safe use of the internet and social networking sites and cyber bullying including by text message, and the measures the school takes to promote safe use and combat unsafe use.
146. There are mechanisms in place to alert inspectors to any formal notifications regarding safeguarding issues about a school through the Provider Inspection Portal (PIP). However, there may be other information that Ofsted is unaware of that is in the public domain and reported in the press. Inspectors should therefore conduct a brief internet search as part of their pre-inspection planning to see whether there are any safeguarding issues that may need to be followed up during inspection. When evaluating the effectiveness of a school's safeguarding procedures, inspectors should also ask whether there have been any recent safeguarding incidents.
147. Inspectors should also read the executive summary and areas for development of the most recent Ofsted inspection report on the relevant local authority's child protection arrangements either as a stand-alone inspection or as part of the wider inspection of services for children in need of help and protection, children looked after and care leavers. This would assist the lead inspector in establishing whether there are any safeguarding matters that may need to form part of an inspection trail during the course of a school inspection.

²⁰ Please see *Inspecting safeguarding briefing* (090205), Ofsted;
<http://www.ofsted.gov.uk/resources/briefings-and-information-for-use-during-inspections-of-maintained-schools-and-academies>

²¹ Key features of good and outstanding practice and sample questions for leaders, staff and pupils can be found in *Inspecting e-safety in schools* (120196) Ofsted;
<http://www.ofsted.gov.uk/resources/briefings-and-information-for-use-during-inspections-of-maintained-schools-and-academies>

Serious incidents that should be referred to in a published inspection report

148. There have been a small number of instances in recent years when Ofsted has become aware of an investigation by another agency²² into a serious incident or serious allegations involving a setting or provider being inspected. It has been agreed that, where relevant, inspection reports should make a brief reference to such a situation, without going into such detail that it would risk prejudicing the outcome of the investigation or identifying individuals who may be wholly innocent of the alleged wrongdoing. Any references will be confined to the most serious incidents, such as the death of a child or a serious safeguarding failure, or allegations of serious fraud. Information about investigations or previous serious incidents should be signposted to inspectors via the relevant inspection service provider portals. Inspectors should avoid making any reference to a serious incident if there is any possibility that doing so would prejudice such an investigation or prejudge the outcomes, breach confidentiality or where the reference could risk identifying individuals subject to or related to the investigation.
149. Inspectors must take account of the school's track record and the circumstances that led to any reported serious incidents, and observe pupils and discuss with them behaviour: outside lessons; at break times; at the beginning and end of school. The pupils selected for discussion should represent the full range of needs and experiences of pupils (including DSEN and alternative provision).
150. Inspectors should note that the restrictions in this guidance apply to what may be reported in the published inspection report about active, external investigations, not to what may be included as lines of enquiry in the inspection. Inspectors are required and remain free to comment upon any matter they think is relevant to the quality of the care provided as long as it is based on the inspection evidence.

Legal basis

151. The legal powers under which Ofsted inspects and reports provide the basis for such references to be included in an inspection report. For example, section 5 inspection reports must cover the quality of leadership in, and management of, the school and the safety of pupils (section 5(5A) of the Education Act 2005); EY Childcare inspection reports must cover the quality of leadership and management at the provision and the contribution made to the well-being of children (section 50 of the Childcare Act 2006) and; Social care inspection reports of children's homes focus on compliance with the Children's Homes Regulations 2001 and NMS, in particular the fitness of the provider, manager and workers, the promotion of children's welfare and appropriate behaviour management and restraint.

²² Such as the local authority, local safeguarding children board, the audit commission or the police.

152. In cases in which the serious incident does not fall within Ofsted’s express inspection and regulatory powers, Ofsted may rely upon its ancillary power to do whatever is necessary or expedient for the purposes of its functions in referring to these incidents (paragraph 13 of Schedule 11 and paragraph 6 of Schedule 12 to the Education and Inspections Act 2006). Ofsted has an overarching obligation to have regard to the need to safeguard and promote the rights and welfare of children in performing its functions (sections 117 and 119 of the Education and Inspections Act 2006).

Qualifying concerns/incidents and the sentence to include in the report

153. The following sentences should be inserted in the ‘Information about this school’ section of the report template.

A Serious Case Review that involves the setting

‘Inspectors were aware during this inspection that a serious incident which occurred at the setting since the previous inspection is under investigation by the appropriate authorities. While Ofsted does not have the power to investigate incidents of this kind, actions taken by the setting in response to the incident(s) were considered (where appropriate) alongside the other evidence available at the time of the inspection to inform inspectors’ judgements.’

An investigation into the death or serious injury of a child at the setting or elsewhere while in the care of staff employed by the setting, for example during an educational visit

‘Inspectors were aware during this inspection that a serious incident which occurred at the setting since the previous inspection is under investigation by the appropriate authorities. While Ofsted does not have the power to investigate incidents of this kind, actions taken by the setting in response to the incident(s) were considered (where appropriate) alongside the other evidence available at the time of the inspection to inform inspectors’ judgements.’

An investigation into alleged child protection failings

‘Inspectors were aware during this inspection that serious allegations of a child protection nature were being investigated by the appropriate authorities. While Ofsted does not have the power to investigate incidents of this kind, actions taken by the setting in response to the incident(s) were considered (where appropriate) alongside the other evidence available at the time of the inspection to inform inspectors’ judgements.’

A police investigation into the use of restraint/restriction of liberty at the setting

‘Inspectors were aware during this inspection of a police investigation into serious allegations about restriction of liberty at the setting. While Ofsted does not have the power to investigate incidents of this kind, actions taken by the setting in response to the incident(s) were considered (where appropriate)

alongside the other evidence available at the time of the inspection to inform inspectors' judgements.'

An investigation into allegations of other serious offences such as fraud, involving the head, principal or registered manager of the setting

'Inspectors were aware during this inspection of an investigation by the appropriate authorities into allegations of wrong-doing that did not concern child protection or safeguarding arrangements. While Ofsted does not have the power to investigate incidents of this kind, actions taken by the setting in response to the incident(s) were considered (where appropriate) alongside the other evidence available at the time of the inspection to inform inspectors' judgements.'

Evaluating pupils' spiritual, moral, social and cultural (SMSC) development

154. When considering how well the school promotes pupils' SMSC, inspectors should take into account the impact of the range of opportunities provided for them to develop their self-esteem and confidence.

Defining spiritual, moral, social and cultural development

155. Pupils' spiritual development is shown by their:

- beliefs, religious or otherwise, which inform their perspective on life and their interest in and respect for different people's feelings and values
- sense of enjoyment and fascination in learning about themselves, others and the world around them, including the intangible
- use of imagination and creativity in their learning
- willingness to reflect on their experiences.

156. Pupils' moral development is shown by their:

- ability to recognise the difference between right and wrong and their readiness to apply this understanding in their own lives
- understanding of the consequences of their actions
- interest in investigating, and offering reasoned views about, moral and ethical issues.

157. Pupils' social development is shown by their:

- use of a range of social skills in different contexts, including working and socialising with pupils from different religious, ethnic and socio-economic backgrounds
- willingness to participate in a variety of social settings, including by volunteering, cooperating well with others and being able to resolve conflicts effectively

- interest in, and understanding of, the way communities and societies function at a variety of levels.

158. Pupils' cultural development is shown by their:

- understanding and appreciation of the wide range of cultural influences that have shaped their own heritage
- willingness to participate in, and respond to, for example, artistic, musical, sporting, mathematical, technological, scientific and cultural opportunities
- interest in exploring, understanding of, and respect for cultural diversity and the extent to which they understand, accept, respect and celebrate diversity, as shown by their attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities.

Evaluating support provided by the local authority or other responsible body

159. When notifying a headteacher that their school is to be inspected, lead inspectors must ask for a meeting to be set up with a representative from the local authority or academy chain. This will apply to all maintained local authority schools and any academies or free schools that are part of a chain or formal partnership. This does not apply to converter academies that are not part of a chain²³. This conversation may be a face-to-face meeting or take place by telephone. Lead inspectors will also request that, where possible, a representative from the local authority or academy chain is present at the inspection feedback. Directors of Children's Services have been made aware of this change.

160. The purpose of the meeting with the representative of the local authority or academy chain is to consider the impact of their support. Inspectors must include a brief comment in the inspection report on the level and impact of this support under the section on leadership and management. For example:

'The local authority provides light touch support for this good/outstanding school.'

'The local authority provides effective support for the teaching of mathematics/English which has improved the quality of teaching in this/these subjects.'

'The local authority has not provided support or challenged this school despite its rapidly declining national test results in recent years. Consequently...'

'The academy chain has ensured that governors are well equipped to hold school leaders to account for the school's performance. As a result...'

²³ Currently around a quarter of schools that have converted to academy status are part of a chain, as defined by the DfE.

Part 2: Further guidance about specific settings

Alternative/off-site provision

161. It is becoming increasingly common for secondary schools and pupil referral units to use alternative provision in order to meet pupils' particular curriculum needs including college placements, vocational and work placements. Many placements are run by private providers.
162. These placements may be organised by the school, the local authority, or a local partnership. Whoever organises the provision, schools are responsible for the outcomes and provision of all their pupils on roll, including those who attend alternative provision.
163. Inspectors must evaluate the robustness and effectiveness with which the school checks that the provision is safe and suitable and monitors the learning, progress, attendance and behaviour of pupils that receive alternative provision.
164. Inspectors must ask the school about the registration status of any providers that they use. Most alternative providers do not need to be registered because they provide only part-time education. However, **any provider of alternative provision should be registered as an independent school if it caters full-time for five or more students** of compulsory school age, or one such student who is looked-after or has a statement of SEND.
165. Inspectors must evaluate:
- how well the school identifies provision that matches pupils' needs and interests and enables them to gain appropriate knowledge and skills
 - how well the school assesses the quality and safety of the provision
 - the quality of information that the school gives to the alternative provider, for example about the pupil's special educational needs, behaviour and/or literacy levels
 - how well the school monitors and evaluates pupils' progress, attendance and behaviour and intervenes to support pupils where needed
 - the progress that pupils make while attending alternative provision
 - whether any qualifications being taken are at the appropriate level
 - the quality of support that pupils receive while alternative provision.

Use of academy predecessor data

166. When a school becomes an academy, an Academy Order is made by the Secretary of State. The predecessor school is closed and a new school, the academy, is established. The new academy is legally a new school, even though in many cases it is likely to be composed of the same pupils, teachers and buildings. Academy schools are independent of local authority control but are state-funded schools. Statutory regulations permit Ofsted to provide RAISEonline data from a predecessor school to the new academy.

167. When inspecting and reporting on academies inspectors must have regard for their new legal status. Consequently when making judgements, inspectors must take care not to include undue consideration of the progress and attainment of the predecessor school nor take account of the progress made by a new academy against the areas for improvement identified in the most recent inspection report of its predecessor school.
168. Although inspectors may take account of information relating to a predecessor school, either from a predecessor school inspection report or from another source, such as RAISEonline, such information may only be used to inform the inspection of an academy during the period from the date on which the academy was established.
169. However, information or data relating to a predecessor school may be used to inform the evidence base that is gathered during the inspection of the academy in order to enhance inspectors' understanding about the performance of an academy. For example whether the academy, since its establishment:
- has improved, consolidated or is responsible for a decline in, the performance of pupils using the predecessor school performance as baseline
 - has tackled any areas of weakness, or built on areas of strength.
170. In addition, inspectors should pay particular attention to the quality of education at the academy for the period since its establishment. It is essential that inspection judgements, as in any school, are not based entirely on the use of RAISEonline data which refers to the predecessor school but are attributable to the current performance of the school. Inspectors should make clear to academies the extent to which they can take account of performance data which pertains to predecessor schools.

Junior schools

171. Key Stage 1 assessment results are the most important source of evidence on prior attainment. However, inspectors should take account of any assessments the school makes of pupils' attainment on entry and check that the school has quickly and correctly identified those pupils that did not meet the Key Stage 1 thresholds and, conversely, those that exceeded the thresholds.
172. Year 3 classes may include some pupils who have not completely mastered the Key Stage 1 skills of reading and writing. It is important that the school has taken effective action to ensure that these pupils make rapid progress to fill the gaps in their knowledge and skills. If there is any evidence that pupils have regressed over the summer break, then it is vital that inspectors are reassured that such pupils are helped to get back on track quickly.

Middle schools

173. Key Stage 1 assessment results may not provide an accurate picture of pupils' attainment on entry to a middle school because this will depend on the progress they have made in the intervening years. It is important, therefore,

that inspectors examine carefully any data provided by the middle school about the attainment of its pupils on entry. A number of middle schools collaborate across the country to try and moderate their attainment on entry information. The rigour and accuracy of the school's assessment procedures and the efforts made to moderate them will be an important contributory factor to inspectors' views about attainment on entry.

174. Inspectors will need to adopt a similar approach to considering pupils' attainment when they leave the middle school. This is important as it will help to determine whether attainment is sufficiently high and may contribute to the evidence on how much progress pupils have made. Again, Key Stage 2 test results may not reflect pupils' attainment when they leave the middle school. Inspectors will need to consider any data provided by the school about the attainment and progress of pupils at the end of their final year.
175. Similar considerations apply to the interpretation of Key Stage 1 to 2 value-added measures in RAISEonline. Inspectors will need to check the accuracy and credibility of the data on pupils' progress provided by the school. They should consider the proportions of pupils making expected, and more than expected, progress across the year groups in the school.

Pupil referral units

176. To ensure the appropriate expertise and tariff for the inspection, the inspection service provider and lead inspector should, as far as possible, establish:
 - the number and age range of pupils
 - the number of sites and their approximate geographical proximity – these may have changed significantly since the last inspection and this may affect the deployment (and possibly the size) of the team
 - the nature of the pupils' needs – in some instances this may require inspectors with particular specialisms being included within or leading the team (for example, a pupil referral unit for young mothers with an on-site nursery requiring a childcare inspector).
177. It is essential that **all** of the pupil referral unit's sites are visited during an inspection, to ensure that safeguarding and the quality of education are inspected rigorously.
178. It may not be possible for inspectors to visit all of the alternative provision that a pupil referral unit may be using, such as work providers or colleges. However, inspectors should select a sample to visit, concentrating on those providers that are not otherwise regulated. It is also essential that inspectors find out how the pupil referral unit monitors the quality of this provision, the progress that pupils make while there, pupils' behaviour, attendance and safety, and other outcomes. These must be taken into account when making the overall judgements about the PRU.
179. When evaluating past attainment and progress, inspectors will need to take account of the pupil referral unit's own assessment data. Due to the changing

nature of the cohorts attending, year on year comparisons of attainment are not reliable, but for progress they will provide a useful indicator.

180. The destinations of the pupils when they leave the pupil referral unit will help to provide a complete picture of pupils' progress. Equally, the stability of any subsequent placements will also be helpful information for inspectors. A pupil referral unit whose self-evaluation is effective will have evaluated the success of pupils in their placements after they leave the pupil referral unit.
181. Inspectors should take account of the core objectives of the pupil referral unit's work. For instance, in a pupil referral unit providing short-term placements for excluded pupils or those at risk of exclusion, the core work may emphasise specific improvements in the pupils' attitudes, behaviour and/or attendance alongside their academic achievement.

Dual placements and outreach

182. If pupils are registered at the pupil referral unit and a local school, inspectors must consider outcomes for these pupils from the perspective of shared responsibility for provision. The pupil referral unit should be adding value to what the mainstream school can offer and vice versa. The effectiveness of partnership work will be an important aspect of the inspection.
183. If the pupil referral unit provides outreach work, it is important to establish on what basis this is provided. If the pupils involved are not on the pupil referral unit's roll, their outcomes will not be part of the unit's inspection.
184. Dual registered pupils must have full-time provision unless their health prevents this. If any pupils are not receiving full-time education, the reasons need to be ascertained.
185. Some pupils may refuse to attend school. Inspectors need to satisfy themselves that the pupil referral unit is doing all it can to ensure full-time provision for these pupils, including where relevant increasing their time attending at the unit. This can be demonstrated through documentation such as review meeting minutes, records of multi-agency involvement, and targets for increasing attendance. Little or no action on the part of the pupil referral unit to increase the pupils' time in provision (either through home tuition or the centre) should be raised as a concern with the relevant leaders and managers.
186. If the pupil referral unit includes pupils who have had little or no formal education over a significant period of time, the pupil referral unit may decide to introduce these pupils gradually through a part-time timetable. In this situation, inspectors need to evaluate the suitability of these arrangements – are they rigorous, well monitored and aspirational, aiming to get the pupil into the unit full time quickly? Are they successful?
187. The same may apply to pupils with extreme behaviours. A pupil referral unit may decide to introduce the pupil to the centre over a short period of time (two or three weeks) to assess the support they may need, which groups they may be placed in and to avoid disrupting the dynamics of the centre. As above,

inspectors should assess the suitability of these arrangements, which should not be open-ended and should result in swift full-time education for the pupil.

Evaluating attendance in pupil referral units

188. If pupils have poor attendance they are unlikely to be achieving their potential and will continue to be disadvantaged. It is important to give accurate messages about outcomes for these pupils, however hard staff may be working to engage with them.
189. Full time provision should be available to every pupil - this may include packages with alternative providers.
190. Attendance for all single-roll pupils and for those who are attending a full-time dual roll placement **must** be evaluated as a percentage of a full-time timetable, even where the pupil referral unit has put temporary part-time arrangements in place. For example, a permanently excluded Year 11 pupil who the pupil referral unit has been put onto a timetable of 10 hours out of the 25 on offer at the unit, and who has attended five of those hours in a week has an attendance of 20% (five out of 25), **not** 50% (five out of 10).

Pupils with medical needs

191. Pupils who are absent from school for medical reasons are entitled to full-time education unless their medical condition means that this would not be in their best interests. For any pupil with a reduced timetable or access to education, inspectors should evaluate how the pupil referral unit decided to implement a reduced timetable in conjunction with health professionals. Inspectors will need to find evidence about the availability of full-time provision for these pupils and ensure that it is medical needs, rather than a lack of provision, that determines how much education being offered.
192. When evaluating pupils' achievement, inspectors should consider carefully and take into account the reasons why pupils are attending this type of provision. They must also look closely at the effectiveness of liaison with other schools to ensure there are appropriately high expectations, and as far as reasonably possible, continuity in pupils' educational programmes.
193. The pupil referral unit may be supporting pupils who are on the roll of a mainstream school because they have an illness/diagnosis that leads to prolonged or recurring periods of absence. These pupils, whether at home or in hospital, should have access to education, as far as possible from day one. Arrangements should be in place to ensure that such pupils have work packs prepared in advance that they can bring into hospital. Pupils should receive an education of similar quality to that available in school, including a broad and balanced curriculum. Inspectors should look carefully at partnership arrangements between the pupil referral unit and the school.

The quality of leadership in, and management of, the pupil referral unit

194. Inspectors must be clear about the relative roles and responsibilities of the pupil referral unit's leader (teacher in charge or headteacher), the local authority, and the management committee. Academy Alternative Provision have their own governing body with associated responsibilities. Local authority pupil referral units retain a management committee.
195. Since April 2013, management committees of PRUs have delegated budgets. They also have responsibility for all other financial decisions necessary to manage and spend budgets effectively, such as signing contracts and ensuring accurate accounts are maintained
196. Inspectors must evaluate the extent to which all leaders and managers enable pupils to overcome specific barriers to learning and promote improvements for all pupils and groups of pupils in the context of the individual pupil referral unit. In making this judgement, inspectors should consider:
- the leadership and management by the unit manager and other senior staff
 - for academy alternative provision, the effectiveness of governance
 - for local authority PRUs
 - the management committee's direct responsibilities; although individual members of the management committee may be officers of the local authority, care should be taken in drawing a distinction between the duties of the committee and the responsibilities of the local authority
 - the local authority as the responsible body for the pupil referral unit.

Partnerships

197. Inspectors should consider how the pupil referral unit works with key partners, such as parents, child and adolescent mental health services (CAMHS) and any providers of careers advice.

Safeguarding

198. When evaluating safeguarding in a pupil referral unit, inspectors should bear in mind that exclusion, part-time timetables and poor attendance that is not followed up effectively can place pupils in a vulnerable situation. Inspectors should also take into account the procedures to safeguard pupils at off-site alternative provision.

Making judgements

199. Consideration must be given to the quality and impact of all the different parts of the provision and any additional services. When considering overall effectiveness, care must be taken to weigh the judgements fairly. For example, judgements about overall effectiveness must **not** be dictated solely by the

outcomes of the education provided for a few of the unit's pupils located on one site. The following points should be kept in mind.

- The inspection must take account of the core objectives of the unit's work. These may include, for example, specific improvements in the pupils' attitudes, behaviour, attendance or confidence.
- When the pupil referral unit has responsibility for the home tuition service, the inspection must be planned so that evidence is gathered about the effectiveness of home tuition. This may include scrutiny of assessment records and pupils' work, discussions with key staff and discussions with pupils.
- If a hospital class is included as part of a pupil referral unit, this must be included in the inspection and must contribute to the judgements made.
- Where the outcomes and the effectiveness of the provision across several sites vary, this must be explained clearly in the text of the report.

Reporting on pupil referral units

200. Where the outcomes and the effectiveness of the provision across several sites vary, this must be explained clearly in the text of the report.

Special schools

201. In planning the inspection, lead inspectors will need to take account of:

- the range of special educational needs catered for by the school (if the school is for deaf pupils then a signing interpreter might be required)
- the number of key stages at the school and the number of sites used, including those that are co-located with mainstream schools
- any outreach services, particularly for dual registered pupils.

202. The lead inspector must check that the team has appropriate expertise for the range of pupils' needs. Where there are significant differences between the information used to plan the inspection and the school's current details, then the lead inspector should discuss these with the inspection service provider.

203. Inspectors should consider whether the physical environment enables all pupils to learn effectively, taking account of the needs of pupils who are deaf or have autistic spectrum disorders. They should also consider whether full use is made of specialist approaches, advice or equipment.

204. As far as possible, when meeting pupils, inspectors should use the forms of communication used by the pupils at the school. For some, the inspectors may need to request the assistance of staff that know and understand these pupils' preferred means of communication.

205. Inspectors may need to use an interpreter to interview deaf pupils. In most instances, inspectors should make use of the school's facilities for interpreting, taking due care to ensure pupils are able to give their views freely and without

influence. If the school is a specialist school for deaf children and uses British sign language as its primary communication, then an interpreter should be provided by the inspection service provider.

206. When evaluating leadership and management, inspectors should evaluate:
- the need for any specialist advice or training for staff, and whether specialist equipment and environments are being used effectively
 - the effectiveness of joint working with other professionals, for example, specialist therapists, on improving the outcomes for pupils
 - how well pupils are prepared and supported in making decisions as well as being involved in meetings where decisions about their future are made.
207. Regarding the curriculum, inspectors should:
- recognise that children aged between two and five years should be following the Early Years Foundation Stage curriculum
 - consider how well the curriculum helps to:
 - raise aspirations and provide realistic progression opportunities
 - enable progression at all the necessary levels and ensure that learning activities and resources are age-appropriate and are different from those used in earlier years, even when pupils' attainment remains at low levels; this is a particularly important consideration in all-age special schools.
208. Regarding safeguarding, inspectors should:
- ask whether the school has considered the specific risks that disabled pupils and those who have special educational needs may experience or present, including those with behavioural, emotional and social difficulties
 - ask about staff training concerning the awareness of specific safeguarding issues related to disabled pupils and those who have special educational needs, particularly from the designated teacher for child protection. Research indicates that disabled children are at increased risk of abuse and the presence of multiple disabilities appears to increase the risk of both abuse and neglect.²⁴

Reporting on special schools

209. Inspectors should ensure that:
- there is specific reference to literacy/communication and numeracy or early cognitive skill development, and other key aspects appropriate to the pupils' needs

²⁴ Paragraph 6.45, *Working together to safeguard children*, DCSF (now DfE), 2010; <https://www.education.gov.uk/publications/standard/publicationdetail/page1/DCSF-00305-2010>.

- the report does not make reference to any commercial schemes, for example, inspectors should refer to a 'symbolic communication system' rather than the particular scheme that is used in the school; similarly, specific commercial pupil performance analysis tools should not be named
- they report on the achievement of pupils who can attain more highly than the majority, as well as those who have particular strengths and talents, and ensure that their needs are being met.

210. In the case of complex pupil referral units, it is important that the inspection report includes a specific evaluation of the relative strengths or weaknesses of provision on different sites or for separate groups of pupils.

Mainstream schools with specially resourced provision for disabled pupils and those who have special educational needs

211. The following additional requirements apply to schools with a specially resourced provision for disabled pupils and those who have special educational needs. Resource base provision is the generic term and includes provision entitled 'unit' or 'specialist facility' or 'designated special provision'.
212. The resource base must be inspected and inspectors must consider evidence about the resourced provision when making judgements about the school overall where the provision is delegated to the school or, where the local authority maintains direct responsibility, for the period of time when the pupils in the provision are within mainstream classes at the school being inspected.
213. Specially resourced provision that is not delegated to the school or where pupils do **not** spend some of their time in the school's mainstream classes remain within the inspection remit of the pupils' 'home schools' (the schools where they are on the roll).
214. The lead inspector should obtain specific information about the resource base during the initial contact with the school, including:
- the number of pupils and the range of the needs catered for by the specially resourced provision, together with pupils' timetables, including when they are taught within mainstream classes (with and without support) and when they receive specialist support in separate resourced provision
 - the type/s of language/communication systems used; if the specialist provision is for deaf pupils, it is important to establish whether a British sign language interpreter is required when meeting with the pupils (the lead inspector should contact the inspection service provider as soon as possible if this support is needed)
 - staffing arrangements and details of any outreach services provided by the resourced provision.

215. Inspectors must observe classes involving pupils from the resource base/unit. It is not expected that all of these observations will be carried out by the specialist inspector. Inspectors should note how well teachers:
- plan thoroughly for the deployment of specialist support staff and brief them on what pupils are expected to learn and about their role/activity
 - make full use of agreed specialist approaches, advice or equipment.
216. Inspectors must undertake an analysis of the achievements of resource base pupils, which is distinct from other pupils identified with special educational needs in the mainstream school. Inspectors should explore and identify the reasons for any difference between the achievements of pupils in resource-based provision and other pupils in the school, including those who are disabled or have special educational needs. When analysing achievement, inspectors should carefully consider the impact that a large provision might have on the overall attainment and progress data of the whole school.
217. Discussions should be held with the person in charge of the resourced provision and with pupils in the resourced provision.
218. Inspectors should be familiar with the most recent guidance on the use of force and restraint. They must seek advice from Ofsted where they have concerns about their use.
219. There should be systematic recording of every significant incident where restraint or physical intervention has been used in accordance with the school's policy and procedures on the use of force and its child protection requirements. Care should be taken to check there is not excessive use of restraint or physical intervention (also sometimes referred to as 'positive handling'). The number and range of recorded incidents is also an important indicator of how successfully a school is managing very challenging behaviour.

Reporting on specially resourced provision for disabled pupils and those with special educational needs in mainstream schools

220. The effectiveness of provision for children/young people in the resourced provision should be captured in the main findings and included in the overarching judgements for the school. The report must:
- include a description of the resourced provision, which should include the nature of the designated special educational need, the number of pupils involved and the age range if it differs from the main school (in the first instance, use the term 'specially resourced provision for pupils with special educational needs', then subsequently use the term used by the school)
 - include sufficient detail in the report to show how well the pupils attending the resourced provision are achieving, as well as the quality of provision and leadership and management that contribute to their outcomes. This should be in addition to the achievement and provision for disabled pupils and those with special educational needs in the rest of the school

- explain and clarify any differences in outcomes and levels of provision between those with special educational needs in the main school and those attending the resource-based provision.

Reporting on boarding/residential provision managed by the governing body

221. Inspectors should use the terms 'boarding provision' and 'boarders'. In the case of residential special schools, use the terms 'residential provision' and 'residential pupils'.
222. The inspection findings in the main body of the report should be tailored to the school. Social care inspectors will ask at the outset of the inspection which terminology the school prefers, and will use this in their contribution to the integrated inspection report. The following are examples, but not an exhaustive list: 'boarders/residential pupils/students/care staff/residential staff'.
223. If any national minimum standards have not been met by the provision, the following standard phrase must appear as one of the recommendations under 'What does the school need to do to improve further?': 'The school must ensure that it meets the national minimum standards for boarding schools which have not been met.' or 'The school must ensure that it meets the national minimum standards for residential special schools which have not been met.' The national minimum standards not met should be listed towards the end of the report, as set out below.
224. Any major issues arising from the boarding or residential inspection should be reported in the section 'What does the school need to do to improve further?'
225. Inspectors must consider the impact of the grades for boarding/residential provision on the grades for the whole school, for which they will need to take account of the proportion of boarders/residential pupils in the school.
226. The inspection findings for the overall effectiveness and leadership and management of boarding, and boarders'/residential pupils' safety, should be woven into key findings and the corresponding sections of the main report.
227. The social care inspector's findings relating to outcomes for boarders/residential pupils and the quality of the boarding/residential provision should be reported in the section of the report entitled 'Boarding' (which should be used in the case of boarding schools) or 'Residential provision' (for use in residential special school reports). This section should contain about 400 words in total.
228. The section 5 and boarding grades for leadership and management and behaviour and safety should either match or be within one grade of each other, and the reasons for this should be clearly stated in the main body of the report.
229. Any national minimum standards that are not met must be listed under National minimum standards followed by their reference number in brackets, for example '(NMS 5.1)'. This list must be introduced with the sentence 'The school must meet the following national minimum standards for boarding schools.' or

'The school must meet the following national minimum standards for residential special schools.' (Used as appropriate.)

230. If all of the national minimum standards have been met, insert the sentence 'The school meets the national minimum standards for boarding schools.' Or 'The school meets the national minimum standards for residential special schools.' (Used as appropriate.) In these cases, there is no need to use bullet points.
231. A grade must be given for all five judgements on the boarding/residential provision. Two options are given for each judgement; the first is for boarding schools and uses the terms boarding provision/boarders. The second is for residential special schools and uses the terms residential provision/residential pupils. Please delete as appropriate.
232. Please refer to *Conducting inspections of boarding and residential provision in schools*²⁵ for further guidance on writing integrated inspection reports.

Reporting on evidence or allegations of child abuse

233. On a very small number of occasions, inspectors may come across evidence or allegations of child abuse within a school. When such allegations have been made, the lead inspector should report the concerns using the following wording:

'Concerns raised by some pupils/a pupil/some parents/one parent during the inspection are being examined by the appropriate bodies.'

²⁵ *Conducting inspections of boarding and residential provision in schools* (100180), Ofsted; www.ofsted.gov.uk/resources/100180.