

# SCHOOLS & INSPECTION

## INFORMATION AND GUIDANCE FOR INSPECTORS OF MAINTAINED SCHOOLS, INDEPENDENT SCHOOLS AND TEACHER EDUCATION PROVIDERS

Issue 6 – September 2008

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## Foreword

I hope you all had an enjoyable summer break. Welcome back to issue 6 of *Schools & Inspection*. Included in this edition are articles on the new vetting and barring scheme for school CRB checks; the responses from the parental questionnaire benchmarking exercise; good practice articles from some of our surveys; assessing pupils' progress (APP); and an article on how to use data to improve performance in schools. There is also an update on RAISEonline developments - we know you will have read of problems with SATs over the summer.

The supplementary guidance for inspectors section includes articles on evaluating future economic well-being; meeting government PE targets; an update on evaluating the LA statement of action; information on the new 14-19 diplomas; and details of the changes to the achievement and attainment tables.

Our core activity section includes guidance for inspectors when completing the report templates; guidance for HMI when they have been allocated an additional RTI day; guidance on monitoring inadequate provision in EYFS; checking safeguarding procedures during section 8 monitoring visits; guidance for inspectors on the use of evidence forms; inspecting community cohesion in faith schools and removal of a school from special measures.

Inspectors will already know that there are some significant changes to section 5 inspections this term in what will be, of course, their final year. Details of these changes have been included in the zip file. The most important changes include:

- The start of the inspection of Early Years Foundation Stage (EYFS)
- The inspection of community cohesion
- Revised wording of the equalities judgement and associated guidance
- Revisions to the guidance on inspecting a school's use of challenging targets

Within Institutional Inspections and Frameworks division, we have set up two email addresses to help make communications easier. Any communications about independent schools, including the inspection of EYFS in them, should be sent to: [ind.sch@ofsted.gov.uk](mailto:ind.sch@ofsted.gov.uk)

Communications about Warning Notices also have their own email box, to which statutory notification of Warning Notices should be sent by local authorities. This is: [warningnotices@ofsted.gov.uk](mailto:warningnotices@ofsted.gov.uk)

Written submissions for *Schools & Inspection 7* should be sent to Maureen Carroll (see next page for contact details) by 1 November 2008.

**Paul Brooker HMI**  
**Editor**  
**Institutional Inspections and Frameworks Division**

## Getting in touch with us

Contact from readers is welcome:

- articles can be discussed with Paul Brooker, editor – [Paul.Brooker@ofsted.gov.uk](mailto:Paul.Brooker@ofsted.gov.uk)
- feedback, ideas for articles, contributions or issues that need to be addressed by inspectors can be sent to Maureen Carroll, assistant editor – [Maureen.Carroll@ofsted.gov.uk](mailto:Maureen.Carroll@ofsted.gov.uk)

Forthcoming issues of *Schools & Inspection* are planned for:

1. November 2008
2. January 2009
3. March 2009

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## Part A: Revisions and additions to core inspection activity

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### A1 Inspection documents zip file - September 2008

The updated section 5 and section 8 inspection documents zip files were despatched during the summer break. As a reminder the table showing changes made to the documents is attached as [Annex A](#).

Following the upgrade to the Ofsted website on 1 September we have been informed that some of the links within documents may no longer work. We are looking at all our zip file documents and will re-issue the zip file once we have checked all the links are still working.

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### A2 Completing page 1 of the report template on section 5 inspections

Inspectors will be aware that the two revised report templates, sent out in the September zip files, are designed to cover all the different permutations of provision on s5 inspections. We are, however, aware that there might be a few instances where a school has very complex provision that is difficult to encapsulate on page 1 of the report. For example, where childcare provision in a school is managed by the governing body, but has a separate URN, the current report template does not allow inspectors to enter the two separate URNs. Inspectors are advised to use the information from the SEF to enter the school and pupil details on page 1 and then use the **Description of the school** paragraph to summarise and explain the various different aspects of provision where these are particularly complex.

We are unable to make any changes to the templates now, but they will be revisited at a later date, in the light of any difficulties encountered on inspection.

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### A3 What the school should do to improve further, 'actions' for registered EYFS provision and 'recommendations' in relation to boarding provision in maintained schools

Inspectors will be aware that we have piloted two types of integrated inspection in recent months, both of which start from this September. These are: the integrated inspection of maintained schools and governing body-provided childcare in maintained schools; and the integrated inspection of education and welfare (boarding) in boarding schools which includes maintained boarding schools. The result will be a single report for each type of school, rather than the two published in the past. Note that where on-site childcare is not provided by the governing body but by another organisation, separate reports will continue to be issued.

Separate guidance has already been issued; the following addresses how to report actions and recommendations.

For boarding provision in maintained schools all **recommendations**, including national minimum standards in relation to boarding provision that have not been met, must be recorded under 'what the school should do to improve further' in the section 5 report.

When single school inspections include registered EYFS provision for children under three, any **actions** raised for the registered EYFS provision to meet statutory requirements should be included under 'areas for improvement' in the section 5 report, and the wording should mirror that for CD reports, as follows:

- Where provision is good or satisfactory, actions to meet statutory requirements are rare but may be raised for non-compliance that is minor in its impact – *to fully meet the specific requirements of the EYFS, the registered person must...*
- Where provision is inadequate (category 1) – *to comply with the requirements of the EYFS the registered person must take the following action (by a specified date).....*
- Where provision is inadequate (category 2) – *Ofsted will take enforcement measures to ensure children's safety and compliance with the welfare, learning and development requirements or will cancel registration.*

The issues should obviously be highlighted in the EYFS paragraph itself and also in the overall effectiveness section of the report where weaknesses are significant. If the inadequacies also affect the non registered EYFS (for children aged 3-5) and action is required here too, the wording may have to be amended slightly to include this, since there should be no reference, in this case, to meeting requirements for registration. Of course any inadequacies will have implications for the judgement on the school's overall leadership and management, as well as its overall effectiveness.

Where **actions** are not required, this section should report any **recommendations** made to improve the quality of the registered provision.

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#### **A4 Monitoring inadequate provision in schools with EYFS managed by the governing body**

Where inspectors are considering placing a school that has EYFS provision in a category of concern, they should be aware of the *Guidance on inspecting the Early Years Foundation Stage* in the September zip file; this includes a table (Appendix D) that summarises the strategy for monitoring inadequate provision where EYFS is managed by the governing body. The table clarifies the monitoring process for different scenarios, depending on whether the EYFS is itself inadequate. The appendix enables inspectors to explain to a school: whether it will be monitored; the focus of any further inspection visit; the timing of any visit; and who will monitor provision. The table is NOT a rubric for making judgements, but simply an *aide memoire* for inspectors for explaining how monitoring will occur.

## A5 Guidance for inspectors on the use of EFs

There are two issues that inspectors need to be aware of:

1. When inspecting 0-3 EYFS provision as part of a single inspection event (SIE), inspectors should enter 'E' in the appropriate box on the EF. The guidance has been amended as follows:

### Year group(s)

#### *Required in all EFs coded L and A*

For single year groups use:

N for **Nursery** classes

R for **Reception** classes

E for **0-3 EYFS** provision as part of a single inspection event (SIE)

2. **Running EFs** – When following an inspection trail using focused observation over a series of lessons, it is important that inspectors record the total lesson observation time on the running EF. For example, for a series of six 20 minute observations, the observation time should be recorded as 120 minutes, rather than 20 minutes. Failure to do so undermines management information and presents difficulties for retrieval.

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## A6 Guidance for HMI when allocated an additional day for reduced tariff inspections (RTI)

An extra preparation day is currently added to the HMI tariff for RTI of schools with more than 500 pupils. Although the essence and principles of RTI remain, HMI are permitted, by agreement with the headteacher, to visit the school on the afternoon prior to the inspection day for preliminary work such as reading documentation or discussions with staff. As this adds some flexibility to the use of the tariff, the HMI should ensure that both the RISP and any Additional Inspector (AI) are aware of the proposed inspection timetable, although the formal inspection day remains unchanged. It is not anticipated that the AI would also need to visit the school on the preparation day.

With this in mind, it is the responsibility of HMI to inform the RISP, in advance, if their planned schedule does not match the programmed day, so that schools are not misinformed during the initial phone call. When HMI receives the documents for an inspection (the 'documents to LI stage'), they should reply to the RISP with details of their proposed inspection timetable. The RISP will then inform the school that **'the main inspection activity' will be on XX date, but that HMI will take the headteacher through the exact details of the inspection in his/her follow-up phone call.** No change is required to the date logged on the dataset or report.

Note for regional planners: the '500 pupils' guideline is not a compulsory cut-off point. The additional day is best used for schools which are large, or complex, or

both. Some schools of 400 pupils may be more complex than larger schools, and programmers have some flexibility in allocating additional days.

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#### **A7 A reminder: checking safeguarding procedures on section 8 monitoring visits**

There have been several instances in recent months where schools being monitored (under section 8) have been found to have incomplete safeguarding procedures. Although there are different reasons for such breaches, in several cases the shortcomings only came to light when the school was in the process of being removed from special measures on a section 8 deemed section 5 inspection. It would be sensible, therefore, if monitoring inspectors could, at the earliest opportunity, undertake a full check of procedures for safeguarding children, including the Single Central Record. On the first special measures monitoring visit inspectors should therefore check that the CRB arrangements are secure. Safeguarding procedures should be reviewed at other appropriate times, for example following a period of staff turnover.

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#### **A8 Inspecting community cohesion in schools that have a religious character**

Where schools with a religious character have a separate inspection of their denominational religious education (RE) and collective worship (a section 48 inspection), section 5 (and section 8) inspectors should be clear about what it is reasonable for them to inspect and what they can/cannot be expected to report with regard to community cohesion. This issue has been highlighted in *'Inspection Matters 12'* and *'Schools and Inspection 1, 2 and 5'*. The policy for the denominational content of RE and collective worship agreed by the governing body may focus largely or exclusively on learning about the faith of the school. Nonetheless, inspectors should evaluate the impact of the school's ethos in promoting community cohesion and/or the pupils' spiritual development; including whether the school promotes high levels of understanding of others and the extent to which pupils value diversity, including equality and religious diversity. It would be appropriate to report, for example, that, in general terms, the school does/does not make adequate provision for pupils to learn about and understand religious and cultural diversity. However, it is **not** appropriate to make comment or judgement on the nature or quality of the school's denominational ethos, the denominational content of its RE, or collective worship in faith schools.

As noted previously, inspectors should therefore refrain from making statements such as: *'The school is very successful in promoting a strong Christian/Jewish/Muslim ethos'*.

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## A9 Removing a school from special measures

Inspectors are reminded that judging a school's capacity to improve is central to any decision to remove special measures.

Removing a school from special measures and making it subject to a notice to improve is a logical step as schools develop the capacity to secure improvement unaided, but the decision on whether or not to do so is complex. The lead inspector should make the decision, either way, on its merits and in the interests of the pupils. It will be appropriate to ask, 'Does the evidence show that leaders and managers are having an impact on all areas of weakness and are capable of sustaining that improvement without the aid of any external support?' There should also be clear evidence that leaders and managers in schools with low standards are having an impact by improving learners' progress and standards. Do not place reliance on just the capacity of one person, for example a relatively new headteacher, but consider whether all levels of leadership and management are making an appropriate contribution. This should be tested out through interviews and other methods with key middle and senior leaders. Their contribution is essential if improvement is to be sustained and so that the school's overall effectiveness can be judged at least satisfactory at its next inspection a year later.

Inspectors should remember that they must ring the regional duty desk when considering placing a school into a category, removing a category, or changing from special measures to NtI. Evidence of the capacity to improve will be a central part of the conversation with the duty HMI.

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## Part B: Supplementary guidance for inspectors

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### **B1 Evaluating Every Child Matters Outcome 5: how well learners develop workplace and other skills that will contribute to their future economic well-being**

Inspectors are required to report on how well learners develop workplace and other skills that will contribute to their future economic well-being. Too often the grade given in reports for economic well-being is not well supported by the text or simply reflects pupils' achievement in English and mathematics. Developing basic skills in literacy, numeracy and ICT are, of course, vital for young people's future employment and economic well-being but they are only part of what they need to be successful and fulfilled in later life. Ofsted's guidance to schools completing the self-evaluation form (SEF) encourages them to evaluate the provision they make for careers education and guidance, economic and business understanding, financial literacy and enterprise capability as part of their provision to develop learners' future economic well-being. Inspectors will also be aware that workplace social skills are also important in determining future economic well-being.

Inspectors should be aware that the government has been promoting enterprise education at Key Stage 4 for the past three years through the provision of additional funding to all secondary schools. This amounts to around £17,000 a year in an average sized secondary school. Although the funding is not ring-fenced it is still useful to ask schools how that money has been used. Over the next three years it is planned to spend at least the same amount, rolling it out to other phases of education.

The SEF provides a key source of evidence for the way that a school promotes economic well-being, particularly the sections relating to personal development and well-being and the curriculum. However, it is also important to explore with pupils the impact of any provision. There may be a lot of enterprise activity, but do all pupils have access to it and what are they gaining from it? Do pupils make progress in enterprise education as they move through the school and how does the school monitor and evaluate this progress? Are there clear learning outcomes and how are they assessed? If talking to pupils reveals, for example, that their understanding of 'enterprise' is confined to 'one-off' enterprise days where they only do 'team building' exercises, then questions might well need to be asked about the effectiveness of the school's provision.

It is important that inspectors differentiate good practice from that which is merely ordinary. For example, nearly all secondary schools include an element of 'work experience' for all pupils in Key Stage 4, typically for two weeks. The effectiveness of this varies widely and schools are not always good at evaluating its impact beyond whether pupils enjoyed the experience or not. A key question for inspectors to ask pupils is what happened after their work experience. For example, was there a proper debriefing that included an analysis of the skills and attitudes they developed and a discussion about what they might need to do to improve their employability?

Inspectors will also want to find out what impact work experience is having on pupils' learning, for example, whether subjects across the curriculum make use of the opportunities it creates to provide relevant contexts. Good examples of this include pupils using work experience to write about a real experience in English or as part of their oral work in foreign languages.

From September 2008, the government has introduced a new non-statutory programme of study for economic well-being and financial capability for all pupils at Key Stages 3 and 4. This is part of a new subject, personal, social, health and economic education and brings together careers education, work-related learning, enterprise and financial capability. It also provides a context for schools to fulfil their legal responsibility to provide careers education at Key Stages 3 and 4, and work-related learning at Key Stage 4.

Reporting outcomes for pupils in Key Stage 1 and 2 is even more sparse. However, recent visits by HMI to a small sample of primary schools revealed some good examples of work in promoting future economic well-being. Pupils developed an understanding of different cultures, poverty, global issues and 'fair trade'. Effective use was made of links with local businesses to provide real-life case studies. 'Mini' enterprise activities were used to help pupils learn about economic ideas. Pupils were introduced to a range of occupations through meeting adults other than teachers. They developed some basic understanding of personal finance, for example about saving and budgeting. 'Green' or 'eco' groups were given a high profile and encouraged pupils to think about the environment, sustainability and recycling. The work often included pupils developing their skills in carrying out investigations, presenting their ideas to a range of audiences and working in teams to solve problems. Schools also made effective use of these contexts to promote pupils' skills in writing and numeracy. Discussions with pupils often revealed a growing self-confidence and high levels of enjoyment from taking part in enterprise activities.

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## **B2 Physical education and school sport**

One of the government's PSA targets is that schools should be offering two hours of high quality physical education and school sport to all pupils between the ages of 5 and 16. It is particularly important that lead inspectors ask whether the target is being met in specialist sports colleges, as this is an expectation of their funding. Furthermore, **all schools** in the country are now linked to a school sports partnership and so should either be providing or working towards the target of two hours.

Inspectors should be aware of the relationship between curricular and extra-curricular provision. Currently the expectation of two hours includes both of these; although the government's preference is that the target is met within the mainstream curriculum. Eighty six per cent of schools already do this, providing two hours of physical education as part of their curriculum. The government has now set a new PSA target for 2012 of **five** hours physical education and school sport, assuming two hours of curriculum time supplemented by extra curricular provision.

If you require any further details please contact Judith Rundle, specialist adviser for physical education [Judith.rundle@ofsted.gov.uk](mailto:Judith.rundle@ofsted.gov.uk)

Editor's note: inspectors should be aware that the mere provision of two hours curriculum time is not enough on its own. PE departments should be active in encouraging all learners to adopt healthy lifestyles and it will be worth checking with schools what records they keep of how many learners participate fully in each lesson – for example, by arriving with the right kit.

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### **B3 Update for LMI on evaluating the LA statement of action**

Local authorities (LAs) need to complete a statement of action when a school is subject to a category of concern. Ofsted guidance for evaluating LA statements of action has been updated in order to clarify what is expected and to achieve greater consistency in the quality of submissions.

A statement of action must include **a plan of future action** that is fit for purpose in order to meet the statutory requirements set out in the DCSF's *Statutory Guidance on Schools Causing Concern* (May 2007). From this September, correspondence with LAs will emphasise the need to include a plan of future action that provides clear guidance on how/when support will be provided and how impact of that support will be monitored and evaluated. If a plan is not submitted, the statement of action does not fully meet requirements and the LMI should send a letter that requests amendments (Annex E in LMI guidance). A statement should be included along the lines of: 'The plan of future action was not submitted alongside the statement of action and should be supplied at the time of the monitoring visit'. Any additional amendments required should also be added.

At the time of the first monitoring visit, the impact of the LA statement of action should be evaluated and reported. If the LA has been required to amend its statement, a comment should be included about the response made by the LA in addition to its impact. This applies to both schools in special measures and to those with a notice to improve.

The DCSF guidance for schools causing concern is at the following link:  
[The Standards Site: Schools Causing Concern](#)

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## **B4 Inspecting the new 14-19 Diplomas**

### **Introduction**

This briefing provides basic information about the new 14-19 Diplomas, which will be introduced in some schools, colleges and work-based training providers from September 2008. It also suggests aspects of the Diplomas which might realistically be followed up on section 5 inspections. Several links to websites are provided, at the end of the paper, for those who might like more detailed information.

It is important to emphasise that only a minority of secondary schools will operate the Diplomas from September 2008, and the number of students involved is expected to be relatively small (much larger numbers are expected from September 2009). To be involved, schools will have to belong to 14-19 consortia which made successful bids for one or more of the first five Diploma lines (subjects or vocational areas). Schools in a handful of consortia will be running all five Diploma lines; most will probably offer only one or two.

### **Inspection of Diplomas**

In the initial discussion with the headteacher, it will be helpful to check whether the school is delivering Diplomas. If it is, then team inspectors will need to be made aware of how this affects their areas of responsibility.

The presence of Diplomas in Key Stage 4 or in the sixth form should not distort the overall planning or implementation of the inspection. Because teaching of the Diplomas is likely to occur on particular days of the week, it may not even be possible to see any lessons. However, there are particular aspects of the Diplomas which should be followed up, if possible, as part of the normal inspection process.

It is likely that reference will be made to the Diplomas and 14-19 partnership arrangements in the sections of the report on curriculum and on leadership and management. If appropriate, there will also be reference in the sections on teaching and learning and on care, guidance and support.

In lesson observations, students' learning should largely reflect the emphasis in the Diplomas on applying skills, knowledge and understanding to realistic work-based situations.

The contribution of the Diplomas to the range of options available to students in Key Stage 4 and the sixth form should inform the judgement on the quality of the school's curriculum. However, since the Diplomas are at such an early stage of development, the fact that a school is not operating the Diplomas this year should not be grounds for down-grading its 14-19 curriculum provision.

Discussion with students (including those from other schools in the Diploma classes) could provide important evidence of the effectiveness of transport, supervision and support arrangements for Diploma work away from the school site. The advice and guidance that students received prior to starting the Diploma programme will contribute to the total evidence on care, guidance and support.

The effectiveness of the partnership and quality assurance arrangements for the Diplomas could be an important indicator of the quality of leadership and management in the school.

In considering the implementation of the Diplomas, particularly in the first term, inspectors should be sensitive to the complexities of taking on such a major curriculum initiative and discuss with the school how it will ensure accountability. Where its students take the course off-site, a school is still accountable for their progress and outcomes and should be able to explain how it monitors the performance of both the learners and those delivering the course.

### Structure of the Diplomas

Diplomas will be available at three **levels**:

- Foundation                      broadly equivalent to five GCSEs at grades D-G
- Higher                            broadly equivalent to seven GCSEs at grades A\*-C
- Advanced                        broadly equivalent to three and a half GCE A levels

From September 2008 Diplomas will be available in five **lines of learning**:

- Construction and the built environment
- Creative and media
- Engineering
- Information Technology
- Society, health and development

Each Diploma will be made up of a number of **components**:

- **Principal learning.** This is the largest component of the Diploma, comprising the specialist vocational work in each line of learning.
- **Project.** Referred to as the extended project at advanced level.
- **Functional skills** in English, mathematics and ICT. These have been piloted since September 2007. They are compulsory for the Diplomas, but are also available to other students on a stand-alone basis. All three functional skills have to be achieved at level 1 for a foundation Diploma; they have to be achieved at level 2 for a higher or advanced Diploma.
- **Personal, learning and thinking skills (PLTS).** These are integrated in and demonstrated through the principal learning.
- **Work experience,** for a minimum of 10 days.
- **Additional/specialist learning.** This allows for specialism and flexibility and is likely to consist of existing alternative qualifications (e.g. GCSEs, NVQs) in the first year of the Diploma.

### Assessment of the Diploma

The principal learning is split into a number of units. At least one of these units, at each level, is assessed externally, but the majority of the units are assessed internally, with external moderation. Some awarding bodies are providing model assignments/tasks to help centres with their internal assessment. The project is, similarly, assessed internally.

The functional skills are assessed externally by tests/tasks, on a simple pass/fail basis.

The grade awarded for the Diploma is based on performance in the principal learning and the project. The other elements (functional skills, PLTS, work experience, additional/specialist learning) have to be successfully completed for the Diploma to be awarded.

## Partnership Arrangements

The Diploma can only be delivered in partnership with other providers, as part of a 14-19 consortium. A few schools may be able to teach all elements of particular Diplomas (particularly Creative and Media), by themselves, but most will do so collaboratively. This will mean that many students will travel between sites (schools, colleges and occasionally work-based training organisations) for part of the week. Many consortia have co-ordinated their timetables so that, for example, in Key Stage 4 one or one and a half days is blocked across the consortium for principal learning, and sometimes for additional/specialist learning. It is likely that, in Key Stage 4, functional skills will be taught through the normal arrangements for English, mathematics and ICT. There is likely to be more flexibility post-16 for advanced level Diplomas.

## Links to sites providing more information about Diplomas

General information:

<http://www.dcsf.gov.uk/14-19>

[http://www.qca.org.uk/qca\\_5396.aspx](http://www.qca.org.uk/qca_5396.aspx)

Detailed specifications from the three main awarding bodies:

<http://www.diplomainfo.org.uk/aboutdiplomas>

<http://developments.edexcel.org.uk/diplomas/>

<http://www.ocr.org.uk/qualifications/1419changes/diplomas>

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## **B5 Inspecting outcomes and provision for pupils with learning difficulties and/or disabilities (LDD): updated zip file of LDD materials**

From September 2008 all inspectors should have regard to the LDD documents, recently sent out as a zip file, when inspecting and reporting on mainstream schools, special schools, pupil referral units (PRUs), and independent special schools. The pilot materials that were circulated in the LDD zip file in April 2008 have been updated and modified in the light of feedback from inspectors; these files have now been superseded by the latest set of documents and **should therefore be deleted**.

The purpose of the documents is to improve inspection practice and reporting on provision and outcomes for pupils with LDD in all settings. The issues covered have been identified from retrieval from a range of inspection reports and include the use of data to make secure judgements, schools' responsibilities under the Disability Discrimination Act 1995 (DDA), behaviour, attendance and judging the quality of interventions. There is a large amount of information in the materials, but the pack has been designed to make it easily accessible through a PowerPoint presentation which facilitates the selection of topics. It is intended that inspectors will be able to find useful information as the need arises; not that inspectors will work through all the individual documents in one session.

We hope that you find the materials useful for inspections as well as for your other roles, such as when working on the duty desk, supporting new colleagues, planning

training for others or conducting surveys. Please continue to give us your feedback (via email to [Lesley.lewis@ofsted.gov.uk](mailto:Lesley.lewis@ofsted.gov.uk)) and please share with us any good inspection practice that relates to LDD so that we can continue to improve the materials and our wider practice.

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## B6 Inspecting English as an additional language

### Background

English as an additional language (EAL) refers to learners whose first language is not English. The learner may already be fluent in several other languages or dialects, which is why the term *English as a second language (ESL or E2L)* is inappropriate and should not be used in inspection reports. The term *English for speakers of other languages (ESOL)* is used in post-16 provision. The term *English as a foreign language (EFL)* refers to students studying English overseas or in this country for a specific purpose. It should not be used as an alternative term for EAL.

Pupils learning EAL are not a homogeneous group. Inspectors should be aware of the possible variations between individuals and groups. Pupils come from diverse linguistic, cultural and educational backgrounds. These variations are significant when interpreting the overall attainment and achievement of EAL learners. Learners will be at different stages of English language acquisition (from complete beginner to advanced bilingual), but even those at the same stage of English language acquisition will have different backgrounds and needs. For example, they will have had different experiences of schooling overseas. Some will be literate in other languages and might already have developed concepts in other subjects, such as science and mathematics, through another language. Others will have had little or no formal education and might not be literate in any language. Some will be gifted or, talented; others will have learning difficulties and/or disabilities.

### Inspection guidance

Inspectors need not always investigate EAL provision in detail. However, where pre-inspection analysis or inspection evidence highlights particular strengths or weaknesses, inspectors should evaluate provision and outcomes in detail. Below are examples of good practice that provide useful reference for inspectors:

- Achievement and standards
  - Schools should be using the step descriptors from [\*A language in common: assessing English as an additional language\*](#) (QCA, 2000/584) to monitor the attainment and progress of pupils who may be at the earliest stages of learning English. Although the scale is not statutory it is strongly recommended by the DCSF; other systems of measuring progress not linked to the National Curriculum should not be encouraged.
  - The school should also have taken steps to assess the learners' proficiency and literacy in their first language and established what prior subject knowledge and experience they have in other subjects.

- The progress and attainment of all EAL learners, including those who are advanced bilingual learners, should be closely monitored so they are doing as well as they can. The cognitive challenge should remain appropriately high and not be reduced because the English language demand has been reduced. EAL learners' conceptual thinking may be in advance of their ability to speak English.
- Teaching and learning
  - Specialist EAL support should be available for new arrivals from qualified teachers or teaching assistants who have received appropriate training and support. More advanced learners of English should have continuing support in line with their varying needs as they develop competencies over time.
  - Class/subject teachers should plan collaboratively with EAL support teachers or teaching assistants. There should be a focus on both language and subject content in lesson planning.
- Curriculum
  - All EAL learners have a right to access the National Curriculum and the Early Years Foundation Stage. This is best achieved within a whole school context. Pupils learn more quickly when socialising and interacting with their peers who speak English fluently and can provide good language and learning role models.
  - Any withdrawal of EAL learners from a mainstream class should be for a specific purpose, time limited and linked to the work of the mainstream class; the subject/class teacher should be involved in all the planning.
- Leadership and management
  - The school development plan should have clear objectives and strategies for the needs of EAL learners.
  - There should be regular training for all staff on the needs of EAL learners.
  - Any additional funding, such as the Ethnic Minority Achievement Grant, should be deployed strategically to support new arrivals as well as advanced bilingual learners.

### **Key resources**

Schools should be aware of the following support and guidance available from the DCSF:

- *New Arrivals Excellence Programme Management Guide: Primary and Secondary National Strategies* (DCSF 00041-2008DWO-EN): aimed at induction procedures for new arrivals including a self evaluation tool.

[www.standards.dcsf.gov.uk/primary/publications/inclusion/naep/](http://www.standards.dcsf.gov.uk/primary/publications/inclusion/naep/)

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## **B7 Grading achievement and standards in National Challenge schools and those whose performance is below national benchmarks**

The National Challenge, launched in June, aims to secure higher standards in all secondary schools so that, by 2011, at least 30 per cent of pupils in every school will

gain five or more GCSEs at A\*-C, including both English and mathematics. According to the 2007 performance tables, there were 638 secondary schools in England below this floor target. Each of these schools will have a National Challenge Adviser.

The identification of the 'National Challenge' schools that are below the 'floor target' has brought into focus the inspection judgements in primary and secondary schools where attainment is particularly low. On section 5 inspections, the judgement on standards is based primarily on the test and examination results of the pupils across all curriculum subjects. Where a primary or secondary school's performance is significantly below national benchmarks or especially low, inspectors should ensure that the judgement on standards is accurately made and that the inspection report is unequivocal about the school's low standards of attainment. Notwithstanding this, however, the achievement of pupils in any school can be judged outstanding, good, satisfactory or inadequate, independent of the grade for standards. However, where progress is consistently good or better it is unlikely that standards will remain very low over time; inspectors should also be cautious about grading achievement as outstanding solely on the basis of one year's figures – to be outstanding, a school should be demonstrating sustained performance. Although elements of the media have branded schools below government floor targets as 'failing', section 5 inspections will continue to provide an independent, external evaluation of the effectiveness of a school in promoting both achievement and standards.

Nonetheless, in evaluating how effectively a school uses challenging targets, there is an important relationship between the judgements for standards and progress/achievement. Guidance on judging *how effectively leaders and managers use challenging targets to raise standards* has been revised. If standards are significantly low and progress only satisfactory, inspectors should reflect on the implications for the targets judgement in leadership and management. In particular, inspectors should consider whether learners are improving fast enough to help close the 'attainment gap' and whether the school's use of challenging targets can be judged satisfactory.

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## **B8 Use of 2008 Key Stage 2 and 3 data on inspections**

Due to well publicised problems, Key Stage 2 and 3 test papers tests were not all returned to schools by the end of the summer term. It is expected that all schools should have their papers by the start of the September term, following which they have 10 days to request any re-marking. It is likely that there will be many more requests for reviews this year compared to usual. Both the delay in initial marking, and extra demand for re-marking will obviously increase the time it takes for complete sets of test results to be made available.

On 5<sup>th</sup> August, DCSF published summary Key Stage 2 results at national and local authority (LA) levels, based on incomplete data. On 12<sup>th</sup> August, DCSF similarly published summary Key Stage 3 results at national level.

Ofqual has studied the quality of marking and advised the DCSF that provisional results at national level could be published. However it has not yet advised on the use of data at school or LA levels and will make an announcement 'in the autumn' when the review process is complete.

In the light of this statement, Ofsted agreed with the DCSF that until Ofqual advises that the results are of good enough quality to be used at school level, inspectors should not use them formally to inform inspection. This decision applies to all users of the data in the education sector. Inspectors should be aware that there will be issues on the reliability and completeness of data at LA level and should treat aggregated performance data with suitable caution.

Key Stage 2 and 3 data will not be available in RAISEonline until after Ofqual has approved the data and advised the DCSF accordingly. This will result in this data being available significantly later than usual (around October half term in recent years).

If Ofqual concludes that the original marking was of good quality, then the DCSF will decide whether the original data, prior to re-marking, could appropriately be used at school level. Alternatively, it may conclude that the data should only be used at school level once all the reviews have been carried out and processed, which is unlikely to be concluded until late November at the earliest.

### **Implications for inspection whilst data is unavailable in RAISEonline.**

***The period between the start of term and whenever the review period is complete and the Ofqual statement is released.*** During this period, schools will have their KS2 papers back, but the reviews process will not have been completed. Whilst we will know some information about the volume of reviews submitted, we do not know the likely number of re-gradings. KS1 and KS4 data will become available through RAISEonline during this period (precise release dates will be available shortly).

***Guidance:*** Inspectors will not have any access to data at this stage, other than via the school. This should be clearly explained to the school by the lead inspector (LI) in the pre-inspection phone call; LI should also explain that during this period they are asked to be very cautious about drawing any conclusions on the basis of KS2 and KS3 tests alone. If a school is claiming a clear improvement, or there is evidence of a sharp decline, inspectors should look for any other significant corroborating evidence and encourage the school to share in this process. This evidence gathering would effectively mean an extension to the situation at the end of summer term period, when schools have interim results that are yet to be confirmed and validated. This may include more detailed scrutiny than normal of internal assessment records and pupils' work from the previous year. In a primary school, you may wish to focus especially on the quality of teaching and assessment in Years 5 and 6. In secondary schools you will have KS4 data around the same time as last year, but you could also place more emphasis on discussions about recent progress with learners now in Year 10 and also you could gather evidence from internal sources about progress on Years 7 to 9. In evaluating the school's performance it is important also to examine the track record in target-setting and target-getting; take into account trends in performance over a three year period or longer.

***The period between the Ofqual statement and validated data being made available to inspectors through RAISEonline.*** During this time schools will have their original papers and the results of some or all of their re-marks. The Ofqual outcome will have determined whether the results held by the schools are of good quality.

However, the data will not be available in RAISEonline directly after Ofqual's announcement. The DCSF will respond to the advice and it will take approximately six weeks from when the data is provided by DCSF to complete processing and quality assurance checks on the data prior to release in RAISEonline.

**Guidance:** If Ofqual concludes that the original results are robust, with few re-marks resulting in re-grading, inspectors would be able to place more weight on this information (held by schools) than if Ofqual conclude that only the post-review results are of good quality. However, inspectors will not have access to the data before they contact the school, so one of the tasks in the pre-inspection contact will be to ask the school whether it has many ongoing reviews and whether it is willing to share the data. It will be possible to reach broad conclusions about whether standards are rising or falling, and to engage in cautious discussions about progress in the light of information about prior attainment, but only if there is not a substantial volume of incomplete reviews. However, inspectors need to be very cautious in situations where schools were not content with their marks and have asked for reviews. Where this is the case, follow the guidance for the first period given above.

***If Ofqual concludes that the results are not robust, Ofsted will issue further guidance to inspectors.***

### **Timings**

The DCSF does not currently know how many re-marks are likely to be requested, or how long they will take to process. In previous years, reviews have taken six weeks over the summer holidays to complete. However, this year there are likely to be more reviews requested, and the summer holiday period (where there are many teachers usually available to carry out the marking) has been missed, due to the delays in marking of the papers originally.

Given all of the uncertainties over the quality of the original marking, volumes of remarks and timings of each stage, no dates for likely data availability can be given yet. However, it is very unlikely that any KS2 data will be available through RAISEonline before Christmas.

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## **B9 Benchmarking responses from parental questionnaires on s5 inspection**

In response to a request for information about 'usual' responses to parental questionnaires, a series of tables has been produced which provide benchmarks of parents' views across the seven questions. The benchmarks are based on a sample of parental questionnaires received on section 5 inspections in a balanced selection of schools. The resulting tables will enable inspectors to make better use of the questionnaires they receive for the year 2008-9, since they will be able to make broad comparisons between the responses received on the s5 inspection with those found nationally.

Further data from parental questionnaires will be collected by the RISPs during the 2008-09 year, enabling these benchmarks to be validated and refined as required.

The parental questionnaire tables will be included as supplementary guidance material in the updated September zip folder. These tables provide a help in interpreting the results of the parents' questionnaire and should be used in conjunction with any other evidence about parents' and carers' views presented by the school.

Inspectors will find that response rates vary considerably from school to school, and should interpret the results of the questionnaires accordingly. As a general rule, more weight could be given the evidence from the parental questionnaires where a relatively high proportion of the parents at that school responded. Inspectors should also not discount the views of a minority or even a single parent which, if held strongly and supported by evidence, should be reflected in the report.

Inspectors should not reach any final conclusion on the basis of parental questionnaire data alone. The data should, instead, be used to ask questions of the school and to develop inspection trails. For example, if parents' views of behaviour are reflected in a positive response rate significantly below the norm, inspectors should investigate as to why this might be and whether the school has already identified the concern in its own work. They should seek further evidence about behaviour; it is possible that parents' perceptions are correct or, for example, that behaviour is better than parents suppose, perhaps because of recent improvements. The school should then be able to explain what it is doing to allay parents' fears. Inspectors should also note that for questions where the norm response is very positive, it is difficult for any school to get a response much better than this.

Any feedback or queries should be directed to Ian Hartwright, IIF or Helen Barugh, RAI.

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## Part C: Other interesting material

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### C1 School CRB checks - Vetting and barring scheme

The following article has been provided by the Department for Children, Schools and Families (DCSF).

Current guidance to schools is set out in '[Safeguarding Children and Safer Recruitment in Education](#)', which came into force on 1 January 2007. This guidance notes (Para 4.20) that there is no requirement to carry out CRB checks on school staff recruited before the establishment of the CRB, unless the school has concerns about the person's suitability or the person moves to work that requires greater contact with children. That remains the case.

Staff appointed prior to the introduction of the CRB should however have been checked against other barring systems such as List 99 and POCA.

The requirements have been tightened up over time. In May 2006, following undertakings made by Ruth Kelly in January 2006, new regulations made CRB checks for new staff a requirement, rather than strongly recommended guidance. The requirement was also extended to cover all new school staff, no matter what level of their contact with children. However Ruth Kelly did not say that existing staff must be CRB checked.

Following the Ofsted survey of vetting practice in schools, the Department introduced new requirements for every school and college to have a single central record of checks. Full, single central records for all staff were required to be in place from 1 April 2007. The existence of an up to date record in every school, available for inspection by Ofsted, will help to ensure that schools have carried out and recorded all the checks, including List 99 and CRB checks, on staff properly.

The new vetting and barring scheme being introduced in October 2009 will also apply to existing staff. CRB checks will be done on all existing school staff as the new scheme is rolled out to them.

The guidance covers contractors at paragraphs 4.23 and 4.74 in particular, and we have nothing to add to that at present, except that any contractors who come into frequent or intensive contact with children will need to register with the new vetting and barring scheme from October 2009.

There will be new guidance around the turn of the year, updated to take account of the new vetting and barring scheme

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## C2 White boys from low-income backgrounds: good practice in schools

A new [Ofsted report](#) looks at good practice in the education of white boys from low-income backgrounds. Based on a recent survey, the report finds that schools that are successful in raising attainment in this group have the following features:

- an ethos which demonstrates commitment to every individual and treats staff and pupils with fairness, trust and respect
- consistent support to develop boys' organisation skills and instil the importance of perseverance; any anti-school subculture 'left at the gates'
- rigorous monitoring systems which track individual pupils' performance against expectations; realistic but challenging targets; tailored, flexible intervention programmes and frequent reviews of performance against targets
- a highly structured step-by-step framework for teaching, starting with considerable guidance by the teacher and leading gradually to more independent work by the pupils when it is clear that this will enhance rather than detract from achievement
- a curriculum which is tightly structured around individual needs and linked to support programmes that seek to raise aspirations
- creative and flexible strategies to engage parents and carers, make them feel valued, enable them to give greater support to their sons' education and help them make informed decisions about the future
- a strong emphasis on seeking and listening to the views of these pupils
- genuine engagement of boys in setting individual targets, reviewing progress, shaping curricular and extra-curricular activities and making choices about the future
- key adults, including support staff and learning mentors, who are flexible and committed, know the boys well and are sensitive to any difficulties which might arise in their home
- a good range of emotional support for boys to enable them to manage anxieties and develop the skills to express their feelings constructively
- strong partnership with a wide range of agencies to provide social, emotional, educational and practical support for boys and their families in order to raise their aspirations.

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## C3 New developments in RAISEonline

Over the coming months, new features and content will be released in RAISEonline in response to the requirements of different user groups. This article gives details of the developments which are relevant to the work of inspectors, and provides a brief update on the current position for the release of 2008 unvalidated data.

### Indicative school targets for 2010

In early September new indicative school targets reports will be released in the interactive Reports and Analysis area of RAISEonline. These will be available in Tables 4.1 - 4.3 at the end of the Full Report after the school's next key stage data release.

These reports will feature a new layout to make them more user-friendly. In addition to this a new science indicator is being introduced at Key Stage 3 and a refinement has been made to the calculation of 'two levels progress' measures across all key stages. Please note that the targets predicted in these reports are based on the average progress of all similar schools, they are not based on the progress needed to place you just inside the group of similar schools. For example, the targets based on the top 75% of similar schools are based on the average of the top 75% of similar schools; achieving the target would effectively place the school roughly midway through the group (i.e. at approximately the 37.5<sup>th</sup> percentile).

### **2008 data release**

As you will be aware, there have been problems with the processing of National Curriculum test papers at Key Stage 2 and Key Stage 3. Due to these circumstances, it is expected that there will be a delay in the release of data for these key stages in RAISEonline compared with last year: further information on the likely release schedule for these key stages will be provided later in the autumn term.

Key Stage 1 and Key Stage 4 are not affected, and it is currently expected that Key Stage 1 unvalidated data will be released in RAISEonline during October and unvalidated data for Key Stage 4 during November.

### **New developments for 2008 in reporting & analysis**

As part of the ongoing development of the system, new reports and content will become available to schools within the Reports and Analysis area of RAISEonline and in the Full Report when the 2008 data are released.

#### **1. Contextual Attainment**

Contextual Attainment is a new measure that gives schools greater depth of analysis at Key Stage 1, supplementing the average point score and threshold reports already available in RAISEonline. Unlike Contextual Value Added (CVA) at later key stages, Contextual Attainment is not a measure of progress. Instead, it compares attainment for a school's Key Stage 1 cohort with attainment at Key Stage 1 nationally for similar pupils.

At pupil level, predicted attainment will be calculated based on the characteristics of each individual pupil. This prediction is compared with the actual attainment of the pupil to produce a comparative residual. The school Contextual Attainment score is derived from the average of these residuals. So if a school has a Contextual Attainment of zero, this means that the cohort has performed in line with the national expectation for a cohort with those specific pupil characteristics. Higher than this and the school is achieving a better than expected attainment for its pupils; lower, and the attainment is lower than expected.

Contextual Attainment data are presented in four different reports:

- As a quadrant graph plotted against relative attainment, with accompanying table;
- As a graph showing the breakdown by pupil characteristics, with accompanying table;

- As a graph showing the breakdown by ethnicity, with accompanying table;
- As an online dynamic report for the application of grouping and filtering.

Significance tests are carried out for Contextual Attainment. Where appropriate, reports will show a 95% confidence interval and whether a result is significantly above or below the national average.

## 2. CVA 3-year averages

A new CVA exceptions report will be introduced to show the average CVA for the school over the previous three years (or those years that are available if less than three). CVA 3-year averages will also be available by core subject. As is usual with this type of report, significance tests are applied, and the data labelled if they are significantly above or below the national average. Three-year averages are helpful because they eliminate the variations that can occur in year-on-year CVA and provide a more robust measure for schools with small cohorts or small groups of pupils with particular characteristics. Such data will be especially helpful when looking at the performance of small groups of minority ethnic learners, which may never be significant in an individual year.

## 3. CVA threshold reports

This analysis provides the number of pupils who achieved the threshold for their key stage in a given year, grouped by their estimated probability of achieving the threshold. The probability for each pupil is worked out by taking into account their contextual characteristics and their prior attainment at the previous key stage. Significance tests are performed on the measures, and the data labelled if they are significantly above or below the national average.

## 4. Vocational GCSE reporting

Reporting of GCSE threshold data at Key Stage 4 is being expanded to include threshold summary and relative performance indicator reports for vocational GCSEs. These reports are presented in the same format as the equivalent reports for non-vocational GCSEs that have previously been available.

In addition to this the subject groups for inclusion in the existing GCSE summary and relative performance indicator reports have been revised to best reflect the range of qualifications being taken by students at the end of Key Stage 4 in 2008. The reports will now also include the GCSE results of early takers.

## 5. New indicators at Key Stage 4

New indicators for science and modern foreign language (MFL) are being introduced in the Achievement and Attainment Tables, and these will be reflected in RAISEonline. The two MFL indicators are:

- % pupils achieving 1+ GCSE or equivalent at A\*-C in a language;
- % pupils achieving 1+ short course GCSE or equivalent at A\*-G in a language.

The new science indicator shows the percentage of pupils at the end of Key Stage 4 who have achieved at least two GCSEs at grades A\*-C and equivalents which cover the Key Stage 4 science programme of study and provide a progression route to A levels in Physics, Chemistry, Biology or Applied Science and other substantial level 3 qualifications in science.

These measures will be included in the Full Report using the same presentation as other GCSE threshold measures.

#### 6. Pupil progress reports for pupils achieving the key stage threshold

Pupil progress reports have previously been available in RAISEonline showing the breakdown by rate of progress for pupils achieving below the expected key stage threshold result. This analysis is now being expanded so that a similar report will be available showing the breakdown by rate of progress for those pupils actually achieving the expected key stage threshold result.

#### 7. Absence

RAISEonline will now provide school-level data on pupil absence. The absence report will show:

- the proportion of enrolments in the school that are classed as persistent absentees (pupils with more than 20% absence);
- the proportion of sessions missed due to overall absence.

The analysis also provides national average levels of persistent absenteeism and sessions missed for comparison, as well as the median level for schools of the same type with the same level of Free School Meals eligibility. This new analysis will be available as a separate report. Please note that attendance and absence indicators will therefore be removed from the Basic Characteristics contextual report.

### **Making Good Progress pilots**

In schools taking part in the Making Good Progress pilots, some pupils may have taken both an end-key-stage test and a pilot test to assess them as being secure at a particular level. Where a pupil has attained a higher level in the pilot test than the end-key-stage test, this higher level will be counted in the Achievement and Attainment Tables in place of the lower result. For consistency, RAISEonline will also reflect the higher level.

Information on current developments in RAISEonline is available in the news area of the site: <https://www.raiseonline.org>

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## **C4 Using data to improve school performance**

Ofsted's report *Using data, improving schools* considers the different types of school performance data available to people working with schools, from teachers and headteachers to inspectors, local authorities and national policy makers. It shows how these data, if used intelligently, can inform judgements about the strengths and weaknesses of schools and help to secure the improvements needed for learners.

However, the report stresses that data must be used with care. The challenge for all those working with schools is to investigate the clues that data give about effectiveness, and so reveal the underlying story behind the figures. *Using data, improving schools* is intended to contribute to achieving this goal. The report also acts as a reminder that whilst data cannot be ignored, we must recognise its limitations. There is no straightforward, formulaic link, for example, from contextualised or any other form of data to the judgements inspectors make during inspections. Moreover, data must never be used – by schools or inspectors – to furnish excuses for poor attainment or slow progress.

As HMCI says in her foreword to the publication, “The intelligent use of data affects the work of all professionals involved in education. There can be no going back to the days when decisions were made on hunches and anecdotal information. But we have to present and explain data in ways which inspire trust and confidence, and lead to appropriate choices and judgements being made.”

The report is available on the Ofsted website:  
[www.ofsted.gov.uk/publications/070260](http://www.ofsted.gov.uk/publications/070260)

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## **C5 Reporting on the impact on specialist schools status**

The requirement for inspectors to comment on the impact of specialist status in s5 and s8 inspections has been discussed in previous editions: *Schools and Inspection 1* and *Inspection Matters 11* and *16*. This requirement is important because the DCSF uses these reports as part of their deliberations about re-designation. Inspection reports are an important source of evidence about the progress schools are making, their capacity for further improvement, and the impact of their specialism on whole-school effectiveness. Inspectors should evaluate the impact of specialist status (whether in the first specialism or any additional high performing specialist status) on learners’ outcomes, including achievement and standards across the school, and comment on particular strengths or weaknesses in the specialist areas. The current guidance is available [here](#).

The Specialist Schools briefing paper in the September s5 zip file has been updated to reflect the latest information from the DCSF, including changes introduced in 2008 such as: additional initial specialism (‘applied learning’); further detail on the alignment of the re-designation process with the section 5 inspection cycle; changes to the High Performing Specialist Schools (HPSS) programme; the Capital Grant Offer for re-designating specialist schools; and a greater emphasis for specialist schools to develop their community dimension.

A published section 5 inspection report will trigger the first stage of the re-designation process. The judgement on overall effectiveness is central to the re-designation decision, but the DCSF also looks at the report for any evidence of the impact of the specialism on whole school improvement. This includes setting and achieving challenging targets, raising standards in their specialist subjects, improving leadership and management, and delivering purposeful support for partner schools

and community-based activities. This information is then combined with school performance and CVA data in evaluating re-designation.

Full details of the all the options available and background information, including the current 2008 criteria are set out on the DCSF Standards website:

<http://www.standards.dcsf.gov.uk/specialistschools>

The Specialist Schools and Academies Trust is at:

<http://www.specialistschools.org.uk/> and the Youth Sport Trust is at:

<http://www.youthsporttrust.org/page/home-welcome/index.html>

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## **C6 Assessing pupils' progress (APP): an approach to assessment**

The following article has been provided by QCA to give a brief introduction to the APP materials in schools. A subsequent article will look at how APP works in practice.

As part of the its Assessment for Learning strategy, the DCSF is investing in continuing professional development to help schools make effective use of Assessing Pupils' Progress (APP) materials. These are designed to equip teachers to make robust judgements about pupils' progress linked to national standards, to fine-tune their understanding of learners' needs, and to tailor their planning and teaching accordingly.

APP is an integral part of QCA's new approach to assessment which involves schools reviewing their current assessment practice and exploring different ways of looking at what learners do and say. To support this QCA is encouraging schools to think about assessment in the following ways:

**Day-to-day assessment:** every interaction between the teacher and learner provides opportunities for assessment. This includes information that teachers might gain from conversations with pupils about their work, ongoing marking, and peer and self assessment. Day-to-day assessment gives learners immediate feedback and provides them with relevant next steps. It also enables teachers to adjust their short-term planning in line with their learners' needs.

**Periodic assessment:** this involves teachers drawing on a broad range of activities and evidence over a longer period of time. Periodic assessment helps the teacher to identify the learners' overall progress in a subject or aspect of learning, rather than in the last piece of work or topic they completed. It also gives them a clear sense of whether the learner is able to transfer the knowledge, skills and understanding they have developed and use them in different contexts. This sort of assessment can also inform the teacher's medium- and long-term planning and provide the evidence to link the learners' attainment to national standards.

**Transitional assessment:** these are judgements that are meant for a wider audience and will often be made at the end of a year or key stage. They draw on the full range of assessment information, including judgements made by the teacher and

any other evidence such as tests. Transitional assessments provide a formal recognition of achievement and valuable baseline information for the next teacher.

Recognising these different aspects of assessment encourages schools to:

- make full use of APP materials to support periodic assessment
- ask for level-related assessment judgements only when sufficient evidence is gathered and when pupils have been given enough time to show meaningful progress
- support learners in taking risks and applying what they know
- make use of oral, on-screen and written evidence
- draw on peer- and self-assessment
- use the outcomes of national tests and tasks appropriately.

This has implications not just for the teacher in the classroom, but also for how schools treat assessment information and use data.

Editor's note: Ofsted does not prescribe the approach to assessment that a school should use. Inspectors should consider whether the school's methods are effective and whether they enable the teaching to be matched to pupils' needs.

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## **C7 Recent Ofsted publications**

The Ofsted report '*How well new teachers are prepared to teach pupils with learning difficulties and/or disabilities*' (reference no: 070223) was launched on 2 September 2008. The report examines the factors that contribute to good training for intending and newly qualified teachers in preparing them to meet the needs of pupils with learning difficulties and/or disabilities (LDD).

Initial teacher education was rarely inadequate but too much was satisfactory rather than good. There was a heavy reliance on school placement to provide most of the training. This worked well in schools where the overall provision for pupils with LDD was good but less well where it was satisfactory or inadequate. Even the best providers could not compensate for weaker input from schools during initial teacher education and induction. Induction often focused on schools' priorities. These outweighed the trainees' need for a wider coverage of the professional knowledge and skills necessary to meet all the core standards for newly qualified teachers.

In two thirds of the lessons taught by new and recently qualified teachers, provision for pupils with LDD was satisfactory or worse. Where it was most effective, teachers were skilled communicators, reflective and were able to identify what promoted or detracted from learning. New teachers' planning of other adults' work was generally satisfactory, but their monitoring of it was weaker. Effective new teachers accepted the responsibility for ensuring that all pupils, whatever their ability or specific needs, made good progress.

The report recommendations include the following for schools

- ensure that new teachers are equipped to evaluate how effectively lessons enable pupils with LDD to make good progress.

- provide newly qualified teachers with sufficient opportunities to prepare them effectively for the start of their career and to give them a good grounding in all the professional standards, including those relating to teaching pupils with LDD.

### **Other recent and forthcoming survey reports**

- Sustaining improvement: the journey from special measures – 13/06/2008
- Success In Science – 17/06/2008
- Education for a technologically advanced nation -Design and technology in schools, 2004/07 – 25/06/2008
- Teacher trainees and phonics- An evaluation of the response of providers of initial teacher training to the recommendations of the Rose Review – 27/06/2008
- The Changing Landscape of languages - Modern Languages Long Report 2004/07 – 01/07/2008
- A comparison of the effectiveness of level 3 provision in 25 post-16 providers: How well do students achieve on level 3 courses in different post-16 providers and what factors contribute to their achievement? – 03/09/2008
- Implementation of 14-19 reforms – an evaluation of progress – 03/09/2008

### **Due to be published soon**

- Mathematics: understanding the score- 19/09/2008
- Curriculum innovation in schools
- Learning Outside the classroom
- Good practice in re-engaging disaffected and reluctant learners
- Developing young people's economic and business understanding

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## **Part D: Schools and Inspection (Inspection Matters) digest**

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**Link to digest on Intranet**

<http://intranet/NR/ronlyres/3E2E3FE6-AD83-4CC9-A284-A7B1F1C300AD/0/inspectionMattersDigest.doc>

**Link to digest on Ofsted website**

<http://www.ofsted.gov.uk/publications/20070039>

## Summary of changes made for September zip file

File name	Status	Summary of revisions and/or comments
<i>Academies: supplementary guidance for s5 inspection of academies</i>	New document	A briefing paper for inspectors on s5 inspection of academies
<i>Attendance: guidance on inspecting attendance</i>	Existing document	Benchmarks updated using 2006-07 figures
<i>Boarding provision: Inspection of boarding provision in residential schools. Joint inspections by ED and CD.</i>	New document	From September 2008 all education inspections of residential/boarding schools on the regular inspection cycle will be integrated with an inspection of social care (welfare). This is new guidance for education and social care inspectors responsible for each of the remits: education and welfare. It covers arrangements for the inspection, making judgements and producing the joint report.
<i>Clerical support for RTIs - guidance</i>	Existing document	No changes
<i>Community Cohesion: Guidance on inspecting maintained schools' duty to promote community cohesion</i>	New document	From September 2008 inspectors must evaluate how well schools contribute to community cohesion, so this is new guidance for inspectors. The new judgement is included in <i>Using the Evaluation Schedule</i> .
<i>Conducting the inspection</i>	Existing document	This document has significant revisions and additional information linked largely with: <ul style="list-style-type: none"> <li>▪ 'streamlining' of inspection events</li> <li>▪ the new requirement to evaluate how well schools contribute to community cohesion</li> <li>▪ the new framework for inspecting the Early Years Foundation Stage</li> <li>▪ the revised guidance on evaluating schools' use of challenging targets to raise standards</li> <li>▪ .....and the revised judgement and guidance on how well equality of opportunity is</li> </ul>

		<p>promoted and discrimination eliminated</p> <p>In addition, there are a number of revisions collated from recent editions of <i>Schools and Inspection</i></p>
<i>Early Years Foundation Stage: inspection guidance</i>	New document	New guidance for inspectors in judging the quality of provision for children in the Early Years Foundation Stage (EYFS) in line with new statutory requirements from September. The document replaces the previous Foundation Stage guidance.
<i>Evidence form</i>	Existing document	No changes
<i>Evidence Forms: Guidance on the use of EFs</i>	Existing document	Some additional guidance on issues such as 'confidentiality', 'running EFs' and code for EYFS
<i>Exclusions data: supplementary guidance</i>	New document	THIS IS SUPPLEMENTARY GUIDANCE FOR INSPECTORS, USING DCSF STATISTICAL FIRST RELEASE FOR 2006/7. THIS INFORMATION PROVIDES BENCHMARKS OF EXCLUSION DATA BASED ON NATIONAL FIGURES.
<i>Extended schools and children's centres: inspection guidance</i>	Existing document	No changes
<i>Final moderation report</i>	Removed	Removed from zip
<i>Form 1 SCC</i>	Existing document	Minor change: LI prompted to explain capacity to improve
<i>Framework for inspection of schools</i>	Existing document	Minor amendments and edits linked with new judgements, plus additional guidance under 'code of conduct' regarding confidentiality of information.
<i>Guide to Ofsted's house style</i>	Existing document	No changes
<i>Inspecting specialist schools</i>	Removed	Document combined with 'specialist schools briefing'

<i>Inspection of day care</i>	Removed	Removed from zip
<i>ISM-NtI Flow chart</i>	Existing document	Minor edits and amendments to reflect moderation stages and to clarify sixth form judgement.
<i>Lead inspector flowchart RTI</i>	Existing document	Minor edits
<i>Lead inspector flowchart standard tariff</i>	Existing document	Minor edits
<i>Parental Questionnaires: supplementary guidance on benchmarking parental responses</i>	New document	This document provides inspectors with benchmark data on parental responses for the seven questions on the parental questionnaire. The document has now been circulated to inspectors as an addition to the zip file.
<i>Performance data: Guidance on the use of school performance data</i>	Existing document	Foundation Stage guidance has been removed and reference to EYFS performance data is found in the EYFS document. Additional guidance on use of the sixth form PANDA
<i>PIB template RTI</i>	Existing document	No changes
<i>PIB template STI</i>	Existing document	No changes
<i>PRU briefing paper</i>	Existing document	No changes
<i>QA procedures s5 and s8</i>	Existing document	No changes
<i>Report Review Form</i>	Removed	Removed from zip
<i>Request for additional inspector RTI</i>	Existing document	Minor edits

<i>Responding to possible criminal activity</i>	Existing document	No changes
<i>Revised moderation desk instructions</i>	Removed	Removed from zip
<i>Safeguarding children guidance</i>	Existing document	Amended bullet point on 'address' and 'date of birth' in SCR
<i>SEF: Guidance if school has no SEF</i>	Existing document	No changes
<i>Sixth forms: guidance on inspecting school sixth forms</i>	New document	Guidance on use of new PANDA information updated This document has subsumed previous sixth form guidance which was in two separate documents
<i>S5 templates for standard tariff inspection (STI) and reduced tariff inspection (RTI)</i>	Removed from zip	There is not now a separate template for RTI and STI
<i>S5 template (NURSERY)</i>	New document	New template Includes new judgements Template includes several permutations for different inspection types
<i>S5 template (NURSERY) guidance for completion</i>	New document	Completely new guidance to go with new template
<i>S5 template (all others – not nursery)</i>	New document	New template replaces s5 RTI and STI template. Includes new judgements Template includes several permutations for different inspection types

<i>S5 template (all others – not nursery) guidance for completion</i>	New document	Completely new guidance to go with new template
<i>Sixth form PANDA school letter</i>	Removed	Removed from zip
<i>Specialist Schools Briefing</i>	Existing documents amalgamated	'Specialist schools briefing' and 'Inspecting specialist schools' documents amalgamated as one document with additional changes and updates.
<i>Single inspection events in Children's Directorate/ Education Directorate joint working</i>	Removed from zip	Replaced by EYFS inspection guidance
<i>Using the evaluation schedule</i>	Existing document	Several changes and revisions. Reference to Foundation Stage removed from schedule. Judgements and criteria amended to reflect: <ul style="list-style-type: none"> <li>▪ the new requirement to evaluate how well schools contribute to community cohesion</li> <li>▪ the new framework for inspecting the Early Years Foundation Stage</li> <li>▪ the revised guidance on evaluating schools' use of challenging targets to raise standards</li> </ul> .....and the revised judgement and guidance on how well equality of opportunity is promoted and discrimination eliminated