Effective Governance 2019-20

Guidance Notes

Date of issue	Next review	Version	Signed: Chair of Governors	Signed: Headteacher
Nov 2019	Oct 2020			

Single Equality Statement

This Single Equality Scheme for schools in Mundella Primary School provides a format for addressing the statutory duties of the Equality Act 2010 and The Children and Families Act 2014. This supersedes and brings together all previous statutory duties in relation to race, gender and disability and also addresses the duty to promote community cohesion, thus meeting the school's statutory duties in these areas.

Our Access and Single Equality Scheme is available to view and download on our website.

Governor Statement

The Governing Body of Mundella Primary School works as a 'whole team', meeting 6 times per year; spread evenly across the year, without any separate committees excepting finance. In addition to these meetings, we have termly Governor Monitoring Visits (GMV); usually lasting around four hours and organised to effectively observe, scrutinise, challenge and support a range of school activities and personnel.

An agenda for each meeting and GMV will include all the tasks which the governing body is required to consider, and the governing body will plan assignments or activities; arising from the business of the meeting or that fall into the annual monitoring schedule, which will be recorded in the minutes and then undertaken as directed.

In addition to 'commissioning' activities or actions on their behalf, the governing body may wish to delegate monitoring activities to 'monitoring pairs' or 'individuals'. This could apply to statutory functions, and/or the priorities of the School Plan. They may also arrange to visit the school, or attend school activities, at any time; at the discretion of the Headteacher, to undertake monitoring activities as and when they are available to do so.

In each case, where a function has been delegated there is a statutory duty to report any action or decision to the governing body at the next meeting.

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1. INTRODUCTION TO EFFECTIVE GOVERNANCE

The Department for Education (DfE) has high expectations of governing boards. Governing boards are the strategic leaders of the schools and have a vital role to play in making sure every child gets the best possible education. The purpose of governance is to provide confident, strategic leadership and to create robust accountability, oversight and assurance for educational and financial performance.

All boards, no matter what type of schools or how many schools they govern, have three core functions:

- **Ensuring clarity of vision, ethos and strategic direction;**

- **Holding executive leaders to account for the educational performance of the organisation and its pupils, and the performance management of staff; and**

- **Overseeing the financial performance of the organisation and making sure its money is well spent.**

2. KEY FEATURES OF EFFECTIVE GOVERNANCE

Boards must be ambitious for all children and young people and infused with a passion for education and a commitment to continuous school improvement that enables the best possible outcomes. Governance must be grounded in reality as defined by both high-quality objective data and a full understanding of the views and needs of pupils, staff, parents, carers and local communities. It should be driven by inquisitive, independent minds and through conversations focussed on the key strategic issues which are conducted with humility, good judgement, resilience and determination.

In our rapidly developing education system the range of organisations being governed is more diverse than ever – ranging from single small primary schools to large MATs governing numerous schools. Regardless of the scale or nature of the organisation being governed, the features of what makes for effective governance remain the same. They are common across the education sector and share their fundamental principles with governance in the charity and business sectors.

Effective governance is based on six key features:

Strategic leadership that sets and champions vision, ethos and strategy.

Accountability that drives up educational standards and financial performance.

People with the right skills, experience, qualities and capacity.

Structures that reinforce clearly defined roles and responsibilities.

Compliance with statutory and contractual requirements.

Evaluation to monitor and improve the quality and impact of governance.

The first two features are the core pillars of the board's role and purpose. The second two are about the way in which governance is organised, and the last two are about ensuring and improving the quality of governance.

(a) Strategic leadership *that sets and champions vision, ethos and strategy through***:**

- a clear and explicit vision for the future set by the board, in collaboration with executive leaders, which has pupil progress and achievement at its heart and is communicated to the whole organisation;

- strong and clear values and ethos which are defined and modelled by the board, embedded across the organisation and adhered to by all that work in it, or on behalf of it;

- strategic planning that defines medium to long-term strategic goals, and development and improvement priorities which are understood by all in the organisation;

- processes to monitor and review progress against agreed strategic goals and to refresh the vision and goals periodically and as necessary including at key growth stages or if performance of the organisation drops;

- mechanisms for enabling the board to listen, understand and respond to the voices of parents/carers, pupils, staff, local communities and employers;

- determination to initiate and lead strategic change when this is in the best interests of children, young people and the organisation, and to champion the reasons for, and benefits of, change to all stakeholders;

- procedures for the board to set and manage risk appetite and tolerance; ensuring that risks are aligned with strategic priorities and improvement plans and that appropriate intervention strategies are in place and embedding risk management at every level of governance; and

- an informed decision on whether to form, join or grow a group of schools which is underpinned by robust due diligence and an awareness of the need to review the effectiveness of governance structures and processes if and when the size, scale and complexity of the organisation changes.

(b) Accountability *that drives up educational standards and financial performance through***:**

- rigorous analysis of pupil progress and attainment information with comparison against local and national benchmarks and over time;

- clear processes for overseeing and monitoring school improvement and providing constructive challenge to executive leaders;

- a transparent system for performance managing executive leaders, which is understood by all in the organisation, linked to defined strategic priorities;

- effective oversight of the performance of all other employees and the framework for their pay and conditions of service;

- a regular cycle of meetings and appropriate processes to support business and financial planning; and

- effective controls for managing within available resources and ensuring regularity, propriety and value for money.

(c) People *with the right skills, experience, qualities and capacity who*:

- understand the purpose of governance and the role of non-executive leadership and have all the necessary skills, as outlined in the DfE's *Competency Framework for Governance*, to deliver it well;

- include an effective chair and vice-chair with the ability to provide visionary strategic non-executive leadership;

- provide sufficient diversity of perspectives to enable robust decision making;

- are recruited through robust and transparent processes against a clear articulation of required skills which are set out in a role specification;

- use active succession planning to ensure the board, and the whole organisation, continues to have the people and leadership it needs to remain effective; and

- employ a professional clerk, and as necessary a company secretary, to provide expert advice and guidance and to ensure the efficient and compliant operation of the board.

(d) Structures *that reinforce clearly defined roles and responsibilities through*:

- appropriate board and committee structures that reflect the scale and structure of the organisation and ensure sufficient and robust oversight of key priorities;

- clear separation between strategic non-executive oversight and operational executive leadership which is supported by positive relationships that encourage a professional culture and ethos across the organisation;

- processes for ensuring appropriate communication between all levels and structures of governance and to pupils, parents/carers, staff and communities – particularly to ensure transparency of decision-making; and

- published details of governance arrangements including the structure and remit of the board and any committees which is understood at all levels of governance and leadership and is reviewed regularly.

(e) Compliance *with statutory and contractual requirements, through*:

- awareness of, and adherence to, responsibilities under education and employment legislation and where applicable, charity and company law and all other legal duties including Canon law where applicable;

- plans to ensure that key duties are undertaken effectively across the organisation such as safeguarding, inclusion, special education needs and disability (SEND), and monitoring and oversight of the impact of pupil premium and other targeted funding streams; and

- understanding of, and adherence to, responsibilities under the Equalities Act, promoting equality and diversity throughout the organisation including in relation to its own operation.

(f) Evaluation *to monitor and improve the quality and impact of governance, through:*

- regular skills audits, aligned to the organisation's strategic plan, to identify skill and knowledge gaps and which both define recruitment needs and inform a planned cycle of continuous professional development (CPD) activity including appropriate induction for those new to governance or to the board;

- processes for regular self-evaluation and review of individuals' contribution to the board as well of the board's overall operation and effectiveness;

- commissioning external reviews of board effectiveness, particularly at key growth or transition points, to gain an independent expert assessment of strengths and areas for development; and

- documentation which accurately captures evidence of the board's discussions and decisions as well as the evaluation of its impact and which complies with legal requirements for document retention.

3. REFERENCE DOCUMENTS TO SUPPORT EFFECTIVE GOVERNANCE

There are many useful documents available to assist governors in their understanding of the education system and their role within it. There are four in particular that are essential reference documents for informing governors of the key priorities, targets and strategic direction of schools; they are:
- DfE Governance Handbook
- DfE A Competency Framework for Governance
- Ofsted School Inspection Handbook for inspecting schools under section 5 of Education Act 2005
- Ofsted School Inspection Handbook for inspecting schools under section 8 of Education Act 2005

The latest versions of these documents are available from the website: www.gov.uk
In addition, there is a wealth of resources available via Kent Educational Learning & Skills Information, (KELSI), kelsi.org.uk, The Education People www.theeducationpeople.org and the National Governance Association (NGA), nga.org.uk .

4. CIRCLE MODEL OF GOVERNANCE

The Governing Board of Mundella Primary School works as a 'whole team', meeting 6 times per year; spread evenly across the year, without any separate committees excepting finance.
In addition to these meetings, there are termly Governor Monitoring Visits (GMV); usually lasting around four hours and organised to effectively observe, scrutinise, challenge and support a range of school activities and personnel. An agenda for each meeting and GMV will include all the tasks which the Governing Board is required to consider, and the Governing Board will plan assignments or activities arising from the business of the meeting or that fall into the annual monitoring schedule, which will be recorded in the minutes and then undertaken as directed.
In addition to 'commissioning' activities or actions on their behalf, the Governing Board may wish to delegate monitoring activities to 'monitoring pairs' or 'individuals'. This could apply to statutory functions, and/or the priorities of the School Plan. They may also arrange to visit the school, or attend school activities, at any time; at the

discretion of the Headteacher, to undertake monitoring activities as and when they are available to do so. In each case, where a function has been delegated there is a statutory duty to report any action or decision to the Governing Board at the next meeting.

The terms of reference for the GMVs include:
a. To meet with the lead professional within the school to gain an understanding of the scope of the targets and the activities the school is conducting to achieve success.
b. To undertake any necessary appropriate training to enable effective monitoring of the areas/subject.
c. To evaluate the extent of success at the end of the set timetable.

At the Full Governing Body (FGB) meeting in September 2019, governors discuss the monitoring areas and receive a timetable of the planned governor monitoring days for the year; monitoring reports are produced after each governor monitoring day and are discussed by the FGB.

5. MONITORING ACTIVITIES AND REPORTS

This document provides75 the guidance for undertaking the crucial role of monitoring the key aspects of school life. For each monitoring area there is an overview of the key issues that would be the focus of an Ofsted inspection and, where appropriate, comments made in the school's recent Ofsted report of June 2016. There are the grade descriptors of the Ofsted grade of good.

It is very much encouraged that wherever possible a monitoring activity embraces more than one area. For example, a meeting with the school council could involve feedback on a range of topics such as behaviour, e-safety, PE or, a walk around the school, could include feedback on pupil behaviour, school environment and health & safety. Attendance at a parents' evening may facilitate feedback from parents/carers on a range of topics such as PE, communications, understanding the National Curriculum.

The FGB approved its governor monitoring visit policy in September 2019. This provides useful background information on how to undertake a monitoring visit. Before undertaking a monitoring activity, governors should seek out evidence, such as from the school's website (for example by reading the newsletters and relevant policies), from walking around school and by talking with staff, pupils and parents/carers.

Reports should be produced using the "Governor's Monitoring Feedback Form". Once completed, the report should be sent initially to the headteacher to agree the content and sign off the report and then to any members of staff involved. Once signed off by the headteacher the governor responsible for the report should send it to the chair and to the clerk for addition to the agenda of the relevant governing board meeting and should include confirmation that the report has been agreed by the headteacher. If a matter arises that a governor is not sure about or is uncomfortable with, the governor should ideally address this with the headteacher before leaving the school on the day or later by telephone if the headteacher is not available. If the matter is unresolved the governor should speak to the chair.

The monitoring reports must focus on "impact" or the "so what?" question.
Examples of the language of impact include:
- It means that ...
- It has enabled ...

- This has ensured that ...
- This has improved/resulted in/increased/decreased.....
- This compares with ...
- The children/staff/parents/local residents said/have told us ...(record, listen to and respond to the people that matter)
- Statistics/data to show relative success/progress against criteria (including things like confidence, skills, knowledge, awareness, understanding, as well as hard data) and the difference it has made

6. THE OFSTED INSPECTION SYSTEM

(a) Changes to inspection
Since September 2019, Ofsted has introduced a new common inspection framework (CIF).
Inspection focuses on the real substance of education, the curriculum.
Inspectors will spend less time looking at test data, and more time looking at what is taught and how it is taught. They will consider how a school achieves its results. Ofsted wants to make sure that good results flow from teaching a broad, rich curriculum and reflect real learning, not just intensive preparation for a test. Inspectors will look at how a school contributes to pupils' broader development, including their character, citizenship and resilience. They will also look at how the school manages behaviour, low-level disruption and bullying, so that parents can be assured that the school is one in which pupils are safe and able to learn. Inspectors will check that school leaders are behaving with integrity by putting children's interests first. Inspectors will also check that schools are not removing pupils from the school's roll without a formal, permanent exclusion when this is not in the child's best interests. Ofsted refer to this as 'off-rolling'.

(b) Section 8 inspections
Schools that were judged to be good or are a non-exempt outstanding school at their last inspection will receive a one to two-day inspection, under section 8 of the Education Act 2005 approximately once every four years. The inspectors will focus on particular aspects of the school's provision. These aspects are drawn principally from the 'quality of education' judgement, but also include specific elements of pupil behaviour, personal development, potential gaming and off-rolling, workload and safeguarding.

There are four possible outcomes for a section 8 inspection of a good or non-exempt outstanding school.

■ **Outcome 1** – the school continues to be a good/outstanding school.

■ **Outcome 2** – the school remains good and there is sufficient evidence of improved performance to suggest that the school might be judged outstanding if it received a section 5 inspection at the time of the section 8 inspection. The school will be informed that its next inspection will be a section 5 inspection, which will typically take place within one to two years of the publication of the section 8 inspection report.

■ **Outcome 3** – the lead inspector is not satisfied that the school would receive at least its current grade if a section 5 inspection were carried out at the time of the section 8 inspection. The school will be informed that its next inspection will be a section 5 inspection within the statutory timeframe, which will typically take place within one to two years of the publication of the section 8 inspection report, depending on how near to the end of the statutory timeframe the section 8 inspection has taken place

■ **Outcome 4** – the lead inspector has gathered evidence that suggests that the school may be inadequate in one or more of the graded judgements under section 5 inspection, and there are serious concerns about the quality of education, pupils' behaviour or

safeguarding. For outstanding non-exempt schools, there are concerns that the performance of the school could be declining to 'requires improvement'. The section 8 inspection will be converted to a section 5 inspection, usually within 48 hours.

Inspectors will always report on whether safeguarding is effective. If there is evidence that safeguarding may be ineffective, the lead inspector will always convert the section 8 inspection to a section 5 inspection.

(c) Section 5 inspections
These are the full inspections that do not normally last more than two days.

7. AREAS OF A FULL INSPECTION AND THE GRADING SYSTEM

Inspectors will make judgements on the following:

- overall effectiveness

and the four key judgements:

- the quality of education
- behaviour and attitudes
- personal development
- leadership and management and,

judgement on the quality of provision in:
- early years education

Inspectors use the following four-point scale to make all judgements:

> grade 1: outstanding

> grade 2: good

> grade 3: requires improvement

> grade 4: inadequate

8. OFSTED AREA – OVERALL EFFECTIVENESS

Inspectors must use all their evidence to evaluate what it is like to attend the school. In making their judgements about a school's overall effectiveness, inspectors will consider whether the standard of education is good or whether it exceeds good and is outstanding. If it is not good, then inspectors will consider whether it requires improvement or is inadequate.

In judging the overall effectiveness, inspectors will take account of the four key judgements.

In coming to each of these key judgements, inspectors will also draw on evidence from the inspection of the early years provision and consider its impact in the wider context of the school.

The grade for early years provision may be the same as, or higher or lower than, the overall effectiveness grade. Inspectors will take into account the size of the early years provision in relation to the size of the school when considering the impact of these judgements on the overall effectiveness grade. Inspectors will explain any difference between the early years provision grade and the overall effectiveness grade in the report.

Inspectors will always make a written judgement about the effectiveness of the arrangements for safeguarding pupils.

Before making the final judgement on overall effectiveness, inspectors will always consider the spiritual, moral, social and cultural development of pupils at the school, and evaluate the extent to which the school's education provision meets different pupils' needs, including pupils with SEND.

GRADE DESCRIPTORS FOR OVERALL EFFECTIVENESS

Good (2)
■ The quality of education is at least good.   ■ All other key judgements are likely to be good or outstanding. In exceptional circumstances, one of the key judgement areas may require improvement, as long as there is convincing evidence that the school is improving this area sustainably and securely towards good.   ■ Safeguarding is effective.

9. OFSTED AREA – THE QUALITY OF EDUCATION

Issues identified in Mundella School Ofsted report – June 2016

- Standards in mathematics lag behind those in reading. Pupils have insufficient opportunities to problem solve and use mathematical reasoning.
- Most able pupils do not always reach the very highest standards in mathematics because they are not always given work which challenges them to think deeply and apply their knowledge and skills widely. This impacts on the progress that this group of pupils make.
- In mathematics, teachers sometimes do not move learning on quickly enough when pupils understood a concept.
- Standards in writing at Key Stage 1 are below national levels.
- Proportion of pupils reaching the standard in Year 1 phonics is below national average.
- There remains a gap in Early Years between the attainment of disadvantaged and that of other pupils. By the end of Early Years, not enough disadvantaged pupils achieve expected standards, and not enough are ready for their next stage of learning.
- Although pupils are challenged in their learning, this is not yet consistent.
- Most-able pupils are not challenged enough to consolidate and deepen their understanding.
- The school's marking policy is less well developed in mathematics.

Inspectors will take a rounded view of the quality of education that a school provides to all its pupils, including the most disadvantaged pupils and pupils with SEND.

Inspectors will consider the school's curriculum, which is the substance of what is taught with a specific plan of what pupils need to know in total and in each subject.

Inspectors will consider the extent to which the school's curriculum sets out the knowledge and skills that pupils will gain at each stage (Ofsted call this '**intent**'). They will also consider the way that the curriculum developed or adopted by the school is taught and assessed in order to support pupils to build their knowledge and to apply that knowledge as skills (Ofsted call this '**implementation**'). Finally, inspectors will consider the outcomes that pupils achieve as a result of the education they have received (Ofsted call this the '**impact**').

INTENT

In evaluating the school's educational intent, inspectors will primarily consider the curriculum leadership provided by school, subject and curriculum leaders.

The judgement focuses on factors that both research and inspection evidence indicate contribute most strongly to an effective education where pupils achieve highly. These factors are listed below.

■ The school's curriculum is rooted in the solid consensus of the school's leaders about the knowledge and skills that pupils need in order to take advantage of opportunities, responsibilities and experiences of later life. In this way, it can powerfully address social disadvantage.

■ It is clear what end points the curriculum is building towards and what pupils need to know and be able to do to reach those end points.

■ The school's curriculum is planned and sequenced so that new knowledge and skills build on what has been taught before and towards its clearly defined end points.

■ The curriculum reflects the school's local context by addressing typical gaps in pupils' knowledge and skills.

■ The curriculum remains as broad as possible for as long as possible.

■ There is high academic/vocational/technical ambition for all pupils, and the school does not offer disadvantaged pupils or pupils with SEND a reduced curriculum.

CURRICULUM FLEXIBILITY

The curriculum sets out the aims of a programme of education. It also sets out the structure for those aims to be implemented, including the knowledge and skills to be gained at each stage. It enables the evaluation of pupils' knowledge and skills against those expectations.

All pupils in maintained schools are expected to study the basic curriculum, which includes national curriculum, religious education and age-appropriate relationship and sex education.

CURRICULUM NARROWING

Research has shown that some schools narrow the curriculum available to pupils, particularly in key stages 2 and 3. Research also shows that this has a disproportionately negative effect on the most disadvantaged pupils. In Key Stage 1, inspectors need to check that pupils are able to read, write and use mathematical knowledge, ideas and operations so they are able to access a broad and balanced

curriculum at Key Stage 2. Inspectors will be particularly alert to signs of narrowing in the Key Stage 2.

CULTURAL CAPITAL

As part of making the judgement about the quality of education, inspectors will consider the extent to which schools are equipping pupils with the knowledge and cultural capital they need to succeed in life. Ofsted's understanding of 'knowledge and cultural capital' is derived from the following wording in the national curriculum:

'It is the essential knowledge that pupils need to be educated citizens, introducing them to the best that has been thought and said and helping to engender an appreciation of human creativity and achievement.'

SOURCES OF EVIDENCE SPECIFIC TO CURRICULUM INTENT

Inspectors will draw evidence about leaders' curriculum intent principally from discussion with senior and subject leaders. Inspectors will explore:

■ whether leaders are following the national curriculum and basic curriculum

■ how carefully leaders have thought about what end points the curriculum is building towards, what pupils will be able to know and do at those end points, and how leaders have planned the curriculum accordingly. This includes considering how the intended curriculum will address social disadvantage by addressing gaps in pupils' knowledge and skills

■ how leaders have sequenced the curriculum to enable pupils to build their knowledge and skills towards the agreed end points

■ how leaders have ensured that the subject curriculum contains content that has been identified as most useful, and ensured that this content is taught in a logical progression, systematically and explicitly enough for all pupils to acquire the intended knowledge and skills

■ how the curriculum has been designed and taught so that pupils read at an age-appropriate level.

IMPLEMENTATION

In evaluating the implementation of the curriculum, inspectors will primarily evaluate how the curriculum is taught at subject and classroom level.

Research and inspection evidence suggest that the most important factors in how, and how effectively, the curriculum is taught and assessed are that:

■ Teachers have expert knowledge of the subjects that they teach. If they do not, they are supported to address gaps in their knowledge so that pupils are not disadvantaged by ineffective teaching.

■ Teachers enable pupils to understand key concepts, presenting information clearly and encourage appropriate discussion.

■ Teachers check pupils' understanding effectively, and identify and correct misunderstandings.

■ Teachers ensure that pupils embed key concepts in their long-term memory and apply them fluently.

- The subject curriculum is designed and delivered in a way that allows pupils to transfer key knowledge to long-term memory. It is sequenced so that new knowledge and skills build on what has been taught before and pupils can work towards clearly defined end points.
- Teachers use assessment to check pupils' understanding in order to inform teaching, and to help pupils embed and use knowledge fluently and develop their understanding, and not simply memorise disconnected facts.

DEVELOPING UNDERSTANDING, NOT MEMORISING DISCONNECTED FACTS

Learning can be defined as an alteration in long-term memory. If nothing has altered in long-term memory, nothing has been learned. However, transfer to long-term memory depends on the rich processes described above. In order to develop understanding, pupils connect new knowledge with existing knowledge. Pupils also need to develop fluency and unconsciously apply their knowledge as skills. This must not be reduced to, or confused with, simply memorising facts. Inspectors will be alert to unnecessary or excessive attempts to simply prompt pupils to learn glossaries or long lists of disconnected facts.

THE SCHOOL'S USE OF ASSESSMENT

When used effectively, assessment helps pupils to embed knowledge and use it fluently, and assists teachers in producing clear next steps for pupils. However, assessment is too often carried out in a way that creates unnecessary burdens for staff and pupils. It is therefore important that leaders and teachers understand its limitations and avoid misuse and overuse.

Inspectors will therefore evaluate how assessment is used in the school to support the teaching of the curriculum, but not substantially increase teachers' workloads by necessitating too much one-to-one teaching or overly demanding programmes that are almost impossible to deliver without lowering expectations of some pupils.

The collection of data can also create an additional workload for leaders and staff. Inspectors will look at whether schools' collections of attainment or progress data are proportionate, represent an efficient use of school resources, and are sustainable for staff. The Teacher Workload Advisory Group's report, 'Making data work', recommends that school leaders should not have more than two or three data collection points a year, and that these should be used to inform clear actions.

SOURCES OF EVIDENCE SPECIFIC TO CURRICULUM IMPLEMENTATION

The following activities will provide inspectors with evidence about the school's implementation of its intended curriculum:

- discussions with curriculum and subject leaders and teachers about the programme of study that classes are following for particular subjects or topics, the intended end points towards which those pupils are working, and their view of how those pupils are progressing through the curriculum
- discussions with subject specialists and leaders about the content and pedagogical content knowledge of teachers, and what is done to support them
- discussions with classroom teachers about how often they are expected to record, upload and review data

- observations of and interviews with pupils or classes who are following this curriculum in lessons, including scrutinising the pupils' work

- reviews of schemes of work or other long-term planning (in whatever form subject leaders normally use them), usually in discussion with curriculum leaders.

IMPACT

When inspectors evaluate the impact of the education provided by the school, their focus will primarily be on what pupils have learned.

Inspection experience and research show that the most important factors to consider are that:

- A well-constructed, well-taught curriculum will lead to good results because those results will reflect what pupils have learned. There need be no conflict between teaching a broad, rich curriculum and achieving success in examinations and tests.

- Disadvantaged pupils and pupils with SEND acquire the knowledge and cultural capital they need to succeed in life.

- National assessments and examinations are useful indicators of pupils' outcomes, but they only represent a sample of what pupils have learned. Inspectors will balance outcomes with their first-hand assessment of pupils' work.

- All learning builds towards an end point. Pupils are being prepared for their next stage of education. Inspectors will consider whether pupils are ready for the next stage by the point they leave the school.

- If pupils are not able to read to an age-appropriate level and fluency, they will be incapable of accessing the rest of the curriculum, and they will rapidly fall behind their peers.

SCHOOL'S INTERNAL ASSESSMENT DATA

Inspectors will not look at non-statutory internal progress and attainment data on section 5 and section 8 inspections of schools. That does not mean that schools cannot use data if they consider it appropriate. Inspectors will, however, put more focus on the curriculum and less on schools' generation, analysis and interpretation of data. Teachers have told us they believe this will help us play our part in reducing unnecessary workload. Inspectors will be interested in the conclusions drawn and actions taken from any internal assessment information, but they will not examine or verify that information first hand. Inspectors will still use published national performance data as a starting point on inspection.

Inspectors will use the official IDSR as a starting point and get to see first hand the quality of education as experienced by pupils and understand how well leaders know what it is like to be a pupil at the school.

Inspectors will ask schools to explain why they have decided to collect whatever assessment data they collect, what they are drawing from their data and how that informs their curriculum and teaching.

SOURCES OF EVIDENCE SPECIFIC TO CURRICULUM IMPACT

Inspectors will gather evidence of the impact of the quality of education offered by the school from the following sources:

- the progress that pupils are making in terms of knowing more, remembering more and being able to do more

- nationally generated performance information about pupils' progress and attainment.

- first-hand evidence of how pupils are doing, drawing together evidence from the interviews, lesson visits, work scrutinies and documentary review described above (see 'Implementation – sources of evidence')

- in primary schools, listening to a range of pupils read

- discussions with pupils about what they have remembered about the content they have studied

- how well pupils with SEND are prepared for the next stage of education and their adult lives.

GRADE DESCRIPTORS FOR THE QUALITY OF EDUCATION

In order to judge whether a school is **good** or **requires improvement**, inspectors will use a 'best fit' approach, relying on the professional judgement of the inspection team.

Good (2)

Intent

- Leaders adopt or construct a curriculum that is ambitious and designed to give all pupils, particularly disadvantaged pupils and including pupils with SEND, the knowledge and cultural capital they need to succeed in life. This is either the national curriculum or a curriculum of comparable breadth and ambition. [If this is not yet fully the case, it is clear from leaders' actions that they are in the process of bringing this about.]

- The school's curriculum is coherently planned and sequenced towards cumulatively sufficient knowledge and skills for future learning and employment. [If this is not yet fully the case, it is clear from leaders' actions that they are in the process of bringing this about.]

- The curriculum is successfully adapted, designed or developed to be ambitious and meet the needs of pupils with SEND, developing their knowledge, skills and abilities to apply what they know and can do with increasing fluency and independence. [If this is not yet fully the case, it is clear from leaders' actions that they are in the process of bringing this about.]

- Pupils study the full curriculum; it is not narrowed. In primary schools, a broad range of subjects (exemplified by the national curriculum) is taught in key stage 2 throughout each and all of Years 3 to 6.

Implementation

- Teachers have good knowledge of the subject(s) and courses they teach. Leaders provide effective support for those teaching outside their main areas of expertise.

- Teachers present subject matter clearly, promoting appropriate discussion about the subject matter being taught. They check pupils' understanding systematically, identify misconceptions accurately and provide clear, direct feedback. In so doing,

they respond and adapt their teaching as necessary without unnecessarily elaborate or individualised approaches.

- Over the course of study, teaching is designed to help pupils to remember long term the content they have been taught and to integrate new knowledge into larger ideas.

- Teachers and leaders use assessment well, for example to help pupils embed and use knowledge fluently, or to check understanding and inform teaching. Leaders understand the limitations of assessment and do not use it in a way that creates unnecessary burdens on staff or pupils.

- Teachers create an environment that focuses on pupils. The textbooks and other teaching materials that teachers select – in a way that does not create unnecessary workload for staff – reflect the school's ambitious intentions for the course of study. These materials clearly support the intent of a coherently planned curriculum, sequenced towards cumulatively sufficient knowledge and skills for future learning and employment.

- The work given to pupils is demanding and matches the aims of the curriculum in being coherently planned and sequenced towards cumulatively sufficient knowledge.

- Reading is prioritised to allow pupils to access the full curriculum offer.

- A rigorous and sequential approach to the reading curriculum develops pupils' fluency, confidence and enjoyment in reading. At all stages, reading attainment is assessed and gaps are addressed quickly and effectively for all pupils. Reading books connect closely to the phonics knowledge pupils are taught when they are learning to read.

- The sharp focus on ensuring that younger children gain phonics knowledge and language comprehension necessary to read, and the skills to communicate, gives them the foundations for future learning.

- Teachers ensure that their own speaking, listening, writing and reading of English support pupils in developing their language and vocabulary well.

Impact

- Pupils develop detailed knowledge and skills across the curriculum and, as a result, achieve well. This is reflected in results from national tests and examinations that meet government expectations, or in the qualifications obtained.

- Pupils are ready for the next stage of education. They have the knowledge and skills they need and, where relevant, they gain qualifications that allow them to go on to destinations that meet their interests and aspirations and the intention of their course of study. Pupils with SEND achieve the best possible outcomes.

- Pupils' work across the curriculum is of good quality.

- Pupils read widely and often, with fluency and comprehension appropriate to their age. They are able to apply mathematical knowledge, concepts and procedures appropriately for their age.

10. OFSTED AREA – BEHAVIOUR AND ATTITUDES

Issues identified in Mundella School Ofsted report – June 2016

- Behaviour, although managed well, does not focus enough on pupils' self-regulation and the reinforcement of the school's positive values.
- Although pupils felt that behaviour was generally good, some felt that small pockets of poor behaviour in lessons slowed their learning.
- Further development is needed in developing pupils' self-control and the further understanding of the school's 'LEARN' values.
- Some parents felt that some poor behaviour was not dealt with firmly enough.

The behaviour and attitudes judgement considers how leaders and staff create a safe, calm, orderly and positive environment in the school and the impact this has on the behaviour and attitudes of pupils.

The judgement focuses on the factors that research and inspection evidence indicate contribute most strongly to pupils' positive behaviour and attitudes, thereby giving them the greatest possible opportunity to achieve positive outcomes. These factors are:

- A calm and orderly environment in the school and the classroom, as this is essential for pupils to be able to learn.

- The setting of clear routines and expectations for the behaviour of pupils across all aspects of school life, not just in the classroom.

- A strong focus on attendance and punctuality so that disruption is minimised.

- Clear and effective behaviour and attendance policies with clearly defined consequences that are applied consistently and fairly by all staff. Children, and particularly adolescents, often have particularly strong concepts of fairness that may be challenged by different treatment by different teachers or of different pupils.

- Pupils' motivation and positive attitudes to learning as important predictors of attainment. The development of positive attitudes can also have a longer-term impact on how pupils approach learning tasks in later stages of education.

- A positive and respectful school culture in which staff know and care about pupils.

- An environment in which pupils feel safe, and in which bullying, discrimination and peer-on-peer abuse – online or offline– are not accepted and are dealt with quickly, consistently and effectively whenever they occur.

PUPILS WHO HAVE PARTICULAR NEEDS

The school may be working with pupils with particular needs in order to improve their behaviour or their attendance. When this is the case, 'behaviour and conduct that reflects the school's high expectations and their consistent, fair implementation' are likely to include demonstrable improvement in the attendance and behaviour of these pupils, taking account of the individual circumstances of the school.

PUPILS WHO ARE NOT IN THE SCHOOL DURING THE INSPECTION

Inspectors will gather evidence about the typical behaviour of all the pupils who attend the school, including those who are not present on the day of inspection. If there is evidence that a school has deliberately removed pupils from the school site on the day of inspection or has arranged for them to be absent, and inspectors reasonably believe that this was done in order to have an impact on the inspection, then inspectors are

likely to judge both behaviour and attitudes and leadership and management to be inadequate.

EXCLUSIONS

Headteachers have the right to exclude pupils when there are legitimate reasons for them to do so. Used correctly, exclusion is a vital measure for headteachers to use. Exclusions must be legal and justified. Permanent exclusions should only be used as a last resort, in response to a serious breach or persistent breaches of the school's behaviour policy, and when allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school.

If a school uses fixed-term and internal exclusions, inspectors will evaluate their effectiveness, including the rates, patterns and reasons for exclusion and whether any pupils are repeatedly excluded. Schools should have a strategy for reintegrating a pupil who returns to school following a fixed-term exclusion and for managing their future behaviour. Inspectors will consider how well the school is recognising and acting to address any patterns that exist, because disruptive behaviour or sudden changes in behaviour can be an indication of unmet needs or a change in another aspect of a young person's life.

Inspectors will consider whether the school is developing the use of alternative strategies to exclusion and taking account of any safeguarding risks to pupils who may be excluded. Inspectors will recognise when schools are doing all that they can to support pupils at risk of exclusion, including through tenacious attempts to engage local support services.

SOURCES OF EVIDENCE SPECIFIC TO BEHAVIOUR AND ATTITUDES

Inspectors will hold discussions with pupils and staff to gather evidence about school culture and practice in relation to pupils' behaviour, support for staff and other systems. In setting up discussions, inspectors will select a sample of staff who research suggests are most affected by pupils' challenging behaviour. These are trainees, supply staff, NQTs, administrative support staff and catering staff, as well as other members of staff. The discussions will provide inspectors with valuable information that includes the views of those who most urgently require the school's support in managing pupils' behaviour. Where practically possible, inspectors should carry out discussions with individuals, not groups, to allow members of staff to give clear evidence without being influenced by the views or expectations of others in the group when talking about a sensitive issue.

Inspectors will speak to pupils from a range of different backgrounds and who have different experiences of the school's approach to behaviour. This should include pupils who have experienced sanctions under the school's behaviour policy. Inspectors will take into account the views of these pupils, their experiences of others' behaviour and attitudes towards them, and their understanding of the importance of positive behaviour in school and beyond school.

Inspectors will evaluate the experience of particular individuals and groups, such as pupils for whom referrals have been made to the local authority (and check, for a small sample of these pupils, how the referral was made and the thoroughness of the follow-up), pupils with SEND, children looked after, those with medical needs and those with mental health needs. In order to do this, inspectors will look at the experience of a small sample of these pupils and consider the way the school is working with the multi-agency group to ensure that the child receives the support they need. For pupils with

SEND, this will include ensuring that appropriate reasonable adjustments are made in accordance with the Equality Act 2010 and the SEND code of practice.

The pupil and staff surveys used in inspection contain questions about safeguarding, behaviour and discipline, bullying, how respondents feel about the school and how well supported and respected they feel they are in the school. Inspectors will meet school leaders to account for the results of the pupil and staff interviews and surveys.

Over the course of inspection, inspectors will carry out evidence-gathering activities. In some cases, inspectors will be able to gather this evidence as part of other activities they are carrying out. The activities are:

■ observing pupils' behaviour in a range of different classes at different times of the day

■ observing pupils at breaktimes, lunchtimes, between lessons and, if they are led and managed by the school, before- and after-school clubs

■ observing pupils' punctuality in arriving at school and at lessons

■ observing pupils' respect for, and courtesy and good manners towards, each other and adults, and their pride in themselves and their school

■ evaluating the school's analysis of, and response to, pupils' behaviour over time, in whatever format the school already has

■ analysing absence and persistent absence rates for all pupils, and for different groups compared with national averages for all pupils; this includes the extent to which low attenders are improving their attendance over time and whether attendance is consistently low

■ evaluating the prevalence of permanent exclusion, the procedures surrounding this and the reasons for it, and the support given to make sure that it is a last resort

■ evaluating the effectiveness of fixed-term and internal exclusions, including the rates and reasons for exclusion

■ assessing the school's work to follow up and support fixed-term excluded pupils

■ gathering the views of parents, staff, those with responsibility for governance and other stakeholders

■ gathering evidence about the typical behaviour of pupils who are not in school during the inspection, for example whether they have had fixed-term or internal exclusions in the two years before inspection

■ balancing evidence seen during the inspection and evidence of trends over time

GRADE DESCRIPTORS FOR BEHAVIOUR AND ATTITITUDES

In order to judge whether a school is good or requires improvement, inspectors will use a 'best fit' approach, relying on the professional judgement of the inspection team.

Good (2)
■ The school has high expectations for pupils' behaviour and conduct. These expectations are commonly understood and applied consistently and fairly. This is reflected in pupils' positive behaviour and conduct. Low-level disruption is not tolerated and pupils' behaviour does not disrupt lessons or the day-to-day life of the

school. Leaders support all staff well in managing pupil behaviour. Staff make sure that pupils follow appropriate routines.

■ Leaders, staff and pupils create a positive environment in which bullying is not tolerated. If bullying, aggression, discrimination and derogatory language occur, they are dealt with quickly and effectively and are not allowed to spread.

■ There is demonstrable improvement in the behaviour and attendance of pupils who have particular needs.

■ Pupils' attitudes to their education are positive. They are committed to their learning, know how to study effectively and do so, are resilient to setbacks and take pride in their achievements.

■ Pupils have high attendance, come to school on time and are punctual to lessons. When this is not the case, the school takes appropriate, swift and effective action.

■ Fixed-term and internal exclusions are used appropriately. The school reintegrates excluded pupils on their return and manages their behaviour effectively. Permanent exclusions are used appropriately[1] as a last resort.

■ Relationships among pupils and staff reflect a positive and respectful culture; pupils are safe and they feel safe.

PERSONAL DEVELOPMENT

The curriculum provided by schools should extend beyond the academic. Schools support pupils to develop in many diverse aspects of life. The personal development judgement evaluates the school's intent to provide for the personal development of all pupils, and the quality with which the school implements this work. It recognises that the impact of the school's provision for personal development will often not be assessable during pupils' time at school.

At the same time as the school is working with pupils, those pupils are also being influenced by other factors in their home environment, their community and elsewhere. Schools can teach pupils how to build their confidence and resilience, for example, but they cannot always determine how well young people draw on this. Schools are crucial in preparing pupils for their adult lives, teaching them to understand how to engage with society and providing them with plentiful opportunities to do so. In this judgement, therefore, inspectors will seek to evaluate the quality and intent of what a school provides (either directly or by drawing on high-quality agencies and providers, for example the Duke of Edinburgh award scheme, Cadet Forces and the National Citizenship Service), but will not attempt to measure the impact of the school's work on the lives of individual pupils.

This judgement focuses on the dimensions of the personal development of pupils that our education system has agreed, either by consensus or statute, are the most significant. These are:

■ developing responsible, respectful and active citizens who are able to play their part and become actively involved in public life as adults

■ developing and deepening pupils' understanding of the fundamental British values of democracy, individual liberty, the rule of law and mutual respect and tolerance

- promoting equality of opportunity so that all pupils can thrive together, understanding that difference is a positive, not a negative, and that individual characteristics make people unique

- promoting an inclusive environment that meets the needs of all pupils, irrespective of age, disability, gender reassignment, race, religion or belief, sex or sexual orientation

- developing pupils' character, which we define as a set of positive personal traits, dispositions and virtues that informs their motivation and guides their conduct so that they reflect wisely, learn eagerly, behave with integrity and cooperate consistently well with others. This gives pupils the qualities they need to flourish in our society

- developing pupils' confidence, resilience and knowledge so that they can keep themselves mentally healthy

- enabling pupils to recognise online and offline risks to their well-being – for example, risks from criminal and sexual exploitation, domestic abuse, female genital mutilation, forced marriage, substance misuse, gang activity, radicalisation and extremism – and making them aware of the support available to them

- enabling pupils to recognise the dangers of inappropriate use of mobile technology and social media

- developing pupils' understanding of how to keep physically healthy, eat healthily and maintain an active lifestyle, including giving ample opportunities for pupils to be active during the school day and through extra-curricular activities

- developing pupils' age-appropriate understanding of healthy relationships through appropriate relationship and sex education

- supporting readiness for the next phase of education so that pupils are equipped to make the transition successfully.

SPIRITUAL, MORAL, SOCIAL AND CULTURAL DEVELOPMENT

Inspectors will evaluate the effectiveness of the school's provision for pupils' spiritual, moral, social and cultural education. This is a broad concept that can be seen across the school's activities, but draws together many of the areas covered by the personal development judgement.

Provision for the spiritual development of pupils includes developing their:

- ability to be reflective about their own beliefs (religious or otherwise) and perspective on life

- knowledge of, and respect for, different people's faiths, feelings and values
- sense of enjoyment and fascination in learning about themselves, others and the world around them

- use of imagination and creativity in their learning

- willingness to reflect on their experiences.

Provision for the moral development of pupils includes developing their:

- ability to recognise the difference between right and wrong and to readily apply this understanding in their own lives, and to recognise legal boundaries and, in doing so, respect the civil and criminal law of England

- understanding of the consequences of their behaviour and actions

- interest in investigating and offering reasoned views about moral and ethical issues and ability to understand and appreciate the viewpoints of others on these issues.

Provision for the social development of pupils includes developing their:

- use of a range of social skills in different contexts, for example working and socialising with other pupils, including those from different religious, ethnic and socio-economic backgrounds

- willingness to participate in a variety of communities and social settings, including by volunteering, cooperating well with others and being able to resolve conflicts effectively

- acceptance of and engagement with the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs. They will develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain.

Provision for the cultural development of pupils includes developing their:

- understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and that of others

- understanding and appreciation of the range of different cultures in the school and further afield as an essential element of their preparation for life in modern Britain

- ability to recognise, and value, the things we share in common across cultural, religious, ethnic and socio-economic communities

- knowledge of Britain's democratic parliamentary system and its central role in shaping our history and values, and in continuing to develop Britain

- willingness to participate in and respond positively to artistic, musical, sporting and cultural opportunities

- interest in exploring, improving understanding of and showing respect for different faiths and cultural diversity and the extent to which they understand, accept, respect and celebrate diversity. This is shown by their respect and attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities.

RELATIONSHIPS AND SEX EDUCATION

From September 2019, schools are able to follow a new relationships and sex education and health education curriculum. From September 2020, they will be required by law to follow it. Primary-age children must be taught about positive relationships and respect for others, and how these are linked to promoting good mental health and well-being.

If a school is failing to meet its obligations, inspectors will consider this when reaching the personal development judgement.

SOURCES OF EVIDENCE SPECIFIC TO PERSONAL DEVELOPMENT

Inspectors will use a range of evidence to evaluate personal development, including:

■ the range, quality and take-up of extra-curricular activities offered by the school

■ how curriculum subjects such as citizenship, RE, and other areas such as personal, social, health and economic education, and relationship and sex education, contribute to pupils' personal development

■ how well leaders promote British values through the curriculum, assemblies, wider opportunities, visits, discussions and literature

■ how well leaders develop pupils' character through the education that they provide

■ where appropriate, the quality of debate and discussions that pupils have

■ pupils' understanding of the protected characteristics and how equality and diversity are promoted.

GRADE DESCRIPTORS FOR PERSONAL DEVELOPMENT

In order to judge whether a school is good or requires improvement, inspectors will use a 'best fit' approach, relying on the professional judgement of the inspection team.

Good (2)
■ The curriculum extends beyond the academic, vocational or technical and provides for pupils' broader development. The school's work to enhance pupils' spiritual, moral, social and cultural development is of a high quality.
■ The curriculum and the school's effective wider work support pupils to be confident, resilient and independent, and to develop strength of character.
■ The school provides high-quality pastoral support. Pupils know how to eat healthily, maintain an active lifestyle and keep physically and mentally healthy. They have an age-appropriate understanding of healthy relationships.
■ The school provides a wide range of opportunities to nurture, develop and stretch pupils' talents and interests. Pupils appreciate these and make good use of them.
■ The school prepares pupils for life in modern Britain effectively, developing their understanding of the fundamental British values of democracy, the rule of law, individual liberty, tolerance and respect.
■ The school promotes equality of opportunity and diversity effectively. As a result, pupils understand, appreciate and respect difference in the world and its people, celebrating the things we share in common across cultural, religious, ethnic and socio-economic communities.
■ Pupils engage with views, beliefs and opinions that are different from their own in considered ways. They show respect for the different protected characteristics as defined in law and no forms of discrimination are tolerated.
■ The school provides pupils with meaningful opportunities to understand how to be responsible, respectful, active citizens who contribute positively to society. Pupils know how to discuss and debate issues and ideas in a considered way.

11. OFSTED AREA – LEADERSHIP AND MANAGEMENT

The leadership and management judgement is about how leaders, managers and those responsible for governance ensure that the education that the school provides has a positive impact on all its pupils. It focuses on the areas where inspection and research indicate that leaders and managers can have the strongest effect on the quality of the education provided by the school. Important factors include:

■ leaders' high expectations of all pupils in the school, and the extent to which these are embodied in leaders' and staff's day-to-day interactions with pupils

■ the extent to which leaders focus their attention on the education provided by the school. There are many demands on leaders, but a greater focus on this area is associated with better outcomes for pupils

■ whether continuing professional development for teachers and staff is aligned with the curriculum, and the extent to which this develops teachers' content knowledge and teaching content knowledge over time, so that they are able to deliver better teaching for pupils

■ the extent to which leaders create coherence and consistency across the school so that pupils benefit from effective teaching and consistent expectations, wherever they are in the school

■ whether leaders seek to engage parents and their community thoughtfully and positively in a way that supports pupils' education. Also, whether leaders are thoughtful in drawing boundaries and resisting inappropriate attempts to influence what is taught and the day-to-day life of the school

■ the extent to which leaders take into account the workload and well-being of their staff, while also developing and strengthening the quality of the workforce

■ the extent to which leaders' and managers' high ambitions are for all pupils, including those who are harder to reach. This includes ensuring that practices such as 'off-rolling' do not take place and that the way the school uses the pupil premium is founded on good evidence.

■ whether leaders and those responsible for governance all understand their respective roles and perform these in a way that enhances the effectiveness of the school.

LEADERSHIP AND MANAGEMENT IN SCHOOL

Research suggests that leadership and management can be highly effective when they are shared by different individuals and distributed across different levels in a school. Inspectors will look at the work of headteachers, senior leaders, subject leaders and others with leadership and management roles when reaching this judgement.

GOVERNANCE

Inspectors will seek evidence of the impact of those responsible for governance. In a maintained school, those responsible for governance are the school governors.

The governance handbook sets out the purpose of governance, which is to provide confident, strategic leadership, and to create robust accountability, oversight and assurance for educational and financial performance.

The governance handbook also sets out the statutory functions of all boards, no matter what type of school or how many schools they govern. There are three core functions:

- ensuring clarity of vision, ethos and strategic direction
- holding executive leaders to account for the educational performance of the school and its pupils, and the performance management of staff
- overseeing the financial performance of the school and making sure that its money is well spent, including the pupil premium.

Inspectors will explore how governors carry out each of these functions. For example, the clarity of the school's vision, ethos and strategic direction will have a significant impact on the decisions that leaders make about the curriculum. Inspectors will consider whether the work of governors in this respect is supporting the school to provide a high-quality education for its pupils.

In addition, those with governance/oversight are responsible for ensuring that the school fulfils its statutory duties, for example under the Equality Act 2010, and other duties, for example in relation to the 'Prevent' duty and safeguarding. Please note that, when inspectors consider whether governors are fulfilling this responsibility, they are not expected to construct or review a list of duties. Inspectors will report clearly on governance in the inspection report.

USE OF THE PUPIL PREMIUM

Inspectors will gather evidence about the use of the pupil premium, particularly regarding:

- 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 leaders and governors have spent the pupil premium, their rationale for this spending and its intended impact
- the learning and progress of disadvantaged pupils, as shown by published outcomes data.

GAMING

Inspectors will challenge leaders and managers about unusual patterns of examination entry that appear to 'game the system', for example if they are entering pupils for courses that are not in their educational best interest.

Inspectors will also challenge leaders and managers about unusual patterns in the way that the school records attendance, including the use of inaccurate register codes or changes to when the register is taken. For example, if inspectors reasonably believe that a school is inaccurately recording attendance, has changed the timing of session registration to game attendance rates or is using part-time timetables inappropriately, then inspectors are likely to judge leadership and management to be inadequate.

INCLUSION AND OFF-ROLLING

Schools should have an inclusive culture that supports arrangements to:

- identify early those pupils who may be disadvantaged or have additional needs or barriers to learning

- ■ meet the needs of those pupils, drawing, when necessary, on more specialist support, and help those pupils to engage positively with the curriculum

- ■ ensure pupils have a positive experience of learning and achieve positive outcomes.

There is no legal definition of 'off-rolling'. However, Ofsted define 'off-rolling' as:

> The practice of removing a pupil from the school roll without a formal, permanent exclusion or by encouraging a parent to remove their child from the school roll, when the removal is primarily in the interests of the school rather than in the best interests of the pupil. Off-rolling in these circumstances is a form of 'gaming'.

There are other reasons why a school might remove a pupil from the school roll, such as when a pupil moves house or a parent decides, without encouragement or coercion by the school, to home educate their child. This is not off-rolling. If the pupil transfers to the roll of their alternative provision, and this is genuinely in the best interest of the pupil, this is not off-rolling. If a school appropriately removes a pupil from the roll due to a formal permanent exclusion and follows the proper processes, this is not off-rolling. Headteachers have the right to exclude pupils when there are legitimate reasons for them to do so. Used correctly, exclusion is a vital measure for headteachers to use.

Dual-registering or dual-coding a pupil in two schools or providers, or using alternative provision while they remain registered at the school, is not off-rolling because the pupil has not left the roll of their school. However, this may still be a form of gaming if it is not in the best interests of the pupil. Managed moves can be an effective tool in breaking a cycle of poor pupil behaviour, but they can also be a form of off-rolling. Managed moves are not off-rolling only when they are genuinely used in a pupil's best interests, within the statutory guidance. If a school uses managed moves, inspectors may ask to see evidence of the ways in which these have been carried out.

SAFEGUARDING

All schools should have a culture of safeguarding. This means they should have effective arrangements to:

- ■ always act in the best interests of children and pupils to protect them online and offline

- ■ **identify** children and pupils who may need early help, and who are at risk of harm or have been harmed. This can include, but is not limited to, neglect, abuse (including by their peers), grooming or exploitation

- ■ secure the **help** that children and pupils need, and if required, referring in a timely way to those who have the expertise to help

- ■ **manage** safe recruitment and allegations about adults who may be a risk to children, pupils and vulnerable adults.

Inspectors will not grade this aspect of a school's work. However, inspectors will always make a written judgement under 'leadership and management' in the report about whether the arrangements for safeguarding children and pupils are effective.

Inspectors must go beyond ensuring that schools meet statutory requirements, and beyond simply reviewing documents, to evaluate the safeguarding culture that has been established in the school.

Safeguarding is ineffective when there are serious or widespread failures in the school's/setting's safeguarding arrangements that give cause for concern because children are not protected and statutory requirements are not being met, or because insufficient action is being taken to remedy weaknesses following a serious failure of safeguarding arrangements.

The following are examples of what ineffective safeguarding might include.
- Safeguarding allegations about staff members are not being handled appropriately.
- Children and pupils or particular groups of children and pupils do not feel safe in school/the setting.
- Children and pupils have little confidence that the school/setting will address concerns about their safety, including risk of abuse.
- For schools: pupils are frequently missing from school (including for part of the school day), but this is not addressed appropriately by staff.
- Incidents of bullying or prejudiced and discriminatory behaviour are common.

THE IMPACT OF SAFEGUARDING ON THE LEADERSHIP AND MANAGEMENT JUDGEMENT

When safeguarding is ineffective, this is likely to lead to an inadequate leadership and management judgement. However, there may be circumstances when it is appropriate to judge a setting as requires improvement, rather than inadequate, if there are minor weaknesses in safeguarding arrangements that are easy to put right and do not leave children either being harmed or at risk of harm.

SEGREGATION

It is unlawful for schools to segregate pupils on the basis of any protected characteristics such as sex, race or faith, while at school, unless permitted by the Equality Act 2010 for:

- positive action to alleviate a disadvantage associated with a certain characteristic. This could, for example, include pupils of one race or sex getting additional work experience in a sector in which they are underrepresented, or separating the pupils by gender for teaching in subjects if the school has evidence that this improves their academic outcomes (section 158)
- competitive sport, games or other competitive activities in which physical strength, stamina or physique are significant factors in determining success or failure. A school is allowed to organise separate events for boys and girls (section 195).

SOURCES OF EVIDENCE SPECIFIC TO LEADERSHIP AND MANAGEMENT

Evidence used to evaluate the impact of leaders' work, both currently and over time, includes, but is not limited to:

- meetings with leaders, to discuss how well they know the school and the quality of education that it provides for pupils

- meetings with those responsible for governance, as appropriate, to evaluate how well they fulfil their statutory duties, including their duties under the Equality Act and in relation to safeguarding

- documentary evidence provided by the school that demonstrates the effectiveness of the school's provision

- interviews with staff and pupils to evidence how well leaders have created a positive culture

- first-hand evidence gathered during the course of inspection

- responses to the staff and pupil questionnaires and Ofsted Parent View; these will be particularly useful for judging the culture that has been established in the school by leaders and managers

- any evidence the school has from regularly surveying its staff and the way in which leaders and managers have responded to concerns raised by staff or parents, for example about how senior leaders support teachers to tackle low-level disruptive behaviour

- if there are unusual patterns of pupil movement, discussions with school leaders, the local authority about those movements.

Inspectors will always report on the school's activity to gather the views of staff, whether through the school's internal procedures or through it using the Ofsted questionnaire.

GRADE DESCRIPTORS FOR LEADERSHIP AND MANAGEMENT

In order to judge whether a school is good or requires improvement, inspectors will use a 'best fit' approach, relying on the professional judgement of the inspection team.

Good (2)
■ Leaders have a clear and ambitious vision for providing high-quality education to all pupils. This is realised through strong, shared values, policies and practice.
■ Leaders focus on improving teachers' subject, pedagogical and pedagogical content knowledge in order to enhance the teaching of the curriculum and the appropriate use of assessment. The practice and subject knowledge of staff, including newly qualified teachers, build and improve over time.
■ Leaders aim to ensure that all pupils successfully complete their programmes of study. They provide the support for staff to make this possible. They create an inclusive culture and do not allow gaming or off-rolling.
■ Leaders engage effectively with pupils and others in their community, including, when relevant, parents, employers and local services. Engagement opportunities are focused and have purpose.
■ Leaders engage with their staff and are aware and take account of the main pressures on them. They are realistic and constructive in the way they manage staff, including their workload.
■ Leaders protect staff from bullying and harassment.
■ Those responsible for governance understand their role and carry this out effectively. Governors/trustees ensure that the school has a clear vision and

strategy, that resources are managed well and that leaders are held to account for the quality of education.

■ Those with responsibility for governance ensure that the school fulfils its statutory duties, for example under the Equality Act 2010, and other duties, for example in relation to the 'Prevent' duty and safeguarding.

■ The school has a culture of safeguarding that supports effective arrangements to: **identify** pupils who may need early help or who are at risk of neglect, abuse, grooming or exploitation; **help** pupils reduce their risk of harm by securing the support they need, or referring them in a timely way to those who have the expertise to help; and **manage** safe recruitment and allegations about adults who may be a risk to pupils.

12. OFSTED AREA – EARLY YEARS

Issues identified in Mundella School Ofsted report – June 2016
The gap in attainment between disadvantaged and non-disadvantaged pupils is narrowing, but the school needs to continue to reduce this further. By the end of the early years, not enough disadvantaged pupils achieve expected standards, and not enough are ready for their next stage of learning.

Inspectors are required to grade the standards of education and care in any early years provision in schools and to write about its effectiveness in the inspection report.

The effectiveness of the arrangements for safeguarding children is reflected in the main judgement for the school.

Inspectors should take account of all the judgements made across the evaluation schedule. In particular, they should consider:

■ the extent to which leaders and staff plan, design and implement the curriculum

■ the extent to which the curriculum and care practices meet the needs of the range of children who attend, particularly any children with SEND

■ the progress all children make in their learning and development relative to their starting points and their readiness for the next stage of their education

■ children's personal, social and emotional development, including whether they feel safe and are secure, stimulated and happy.

Inspectors will particularly consider the intent, implementation and impact of the school's early years curriculum. They will evaluate the impact that the quality of education has on children, particularly the most disadvantaged and those with SEND.

Inspectors will look at the children's achievements at the end of Reception over time, by the proportions reaching a good level of development. However, inspectors need to get beyond the data as quickly as possible to ascertain how well the curriculum is meeting children's needs. This will be evident in how well children know and remember more. Inspectors need to make careful inferences about children's current progress by drawing together evidence from a range of sources.

Any care that a school provides for children in the early years age range, before and/or after the school day or during school holidays, is considered as part of the evaluation of early years provision.

Inspectors will consider how well:

- leaders assure themselves that the aims of the early years foundation stage (EYFS) are met and that it is sufficiently challenging for the children it serves. Staff ensure that the content, sequencing and progression in the seven areas of learning are secured as appropriate

- the content of the EYFS curriculum is taught in a logical progression, systematically and in a way that is explained effectively, so that it gives children the necessary foundations for the rest of their schooling

- children develop, consolidate and deepen their knowledge, understanding and skills across all the areas of learning in the EYFS. In Reception, staff teach children to read systematically by using synthetic phonics and books that match the children's phonic knowledge

- staff develop children's communication and language through singing songs, nursery rhymes and playing games

- staff develop children's love of reading through reading aloud and telling stories and rhymes

- children demonstrate their attitudes and behaviours through the key characteristics of effective learning:
  - playing and exploring
  - active learning
  - creative thinking and thinking critically.

GRADE DESCRIPTORS FOR EARLY YEARS

Good (2)

INTENT

- Leaders adopt or construct a curriculum that is ambitious and designed to give children, particularly the most disadvantaged, the knowledge, self-belief and cultural capital they need to succeed in life.

- The curriculum is coherently planned and sequenced. It builds on what children know and can do, towards cumulatively sufficient knowledge and skills for their future learning.

- There is a sharp focus on ensuring that children acquire a wide vocabulary, communicate effectively and, in Reception, secure a knowledge of phonics, which gives them the foundations for future learning, especially in preparation for them to become confident and fluent readers.

- The school's approach to teaching early reading and synthetic phonics is systematic and ensures that all children learn to read words and simple sentences accurately by the end of Reception.

	The school has the same academic ambitions for almost all children. For children with particular needs, such as those with SEND, their curriculum is designed to be ambitious and to meet their needs.

IMPLEMENTATION

- ■ Children benefit from meaningful learning across the curriculum.

- ■ Staff are knowledgeable about the areas of learning they teach. They manage the EYFS curriculum and pedagogy in relation to the learning needs of their children. Staff are expert in teaching systematic, synthetic phonics and ensure that children practise their reading from books that match their phonics knowledge.

- ■ Staff present information clearly to children, promoting appropriate discussion about the subject matter being taught. They communicate well to check children's understanding, identify misconceptions and provide clear explanations to improve their learning. In so doing, they respond and adapt their teaching as necessary.

- ■ Staff read to children in a way that excites and engages them, introducing new ideas, concepts and vocabulary.

- ■ Staff are knowledgeable about the teaching of early mathematics. They ensure that children have sufficient practice to be confident in using and understanding numbers. The mathematics curriculum provides a strong basis for more complex learning later on. Over the EYFS, teaching is designed to help children remember long term what they have been taught and to integrate new knowledge into larger concepts. This is checked well by staff and leaders. Leaders understand the limitations of assessment and avoid unnecessary burdens on staff or children.

- ■ Staff create an environment that supports the intent of an ambitious, coherently planned and sequenced curriculum. The resources are chosen to meet the children's needs and promote learning.

- ■ The curriculum and care practices promote and support children's emotional security and development of their character. Leaders and staff are particularly attentive to the youngest children's needs.

- ■ Staff give clear messages to children about why it is important to eat, drink, rest, exercise and be kind to each other. They teach children to take managed risks and challenges as they play and learn, supporting them to be active and develop physically.

- ■ Staff provide information for parents about their children's progress, in line with the requirements of the EYFS. They provide information to parents about supporting their child's learning at home, including detail about the school's method of teaching reading and how to help their children learn to read.

IMPACT

- ■ Children develop detailed knowledge and skills across the seven areas of learning in an age-appropriate way. Children develop their vocabulary and use it across the EYFS curriculum. By the end of Reception, children use their knowledge of phonics to read accurately and with increasing speed and fluency.

- ■ Children are ready for the next stage of education, especially Year 1 in school, if applicable. They have the knowledge and skills they need to benefit from what school has to offer when it is time to move on. By the end of Reception, children achieve well, particularly those children with lower starting points.

- By the end of Reception, children have the personal, physical and social skills they need to succeed in the next stage of their education. Most children achieve the early learning goals, particularly in mathematics and literacy.

- Children enjoy, listen attentively and respond with comprehension to familiar stories, rhymes and songs that are appropriate to their age and stage of development. Children develop their vocabulary and understanding of language across the seven areas of learning.

- Children demonstrate their positive attitudes to learning through high levels of curiosity, concentration and enjoyment. They listen intently and respond positively to adults and each other. Children are developing their resilience to setbacks and take pride in their achievements.

- Children are beginning to manage their own feelings and behaviour, understanding how these have an impact on others. They are developing a sense of right from wrong.

13. OFSTED AREA – READING (part of 'Quality of Education')

During all inspections of primary schools, inspectors must focus on how well pupils are taught to read as a main inspection activity. They will pay particular attention to pupils who are reading below age-related expectations (the lowest 20%) to assess how well the school is teaching phonics and supporting all children to become confident, fluent readers.

Inspectors will listen to several low-attaining pupils in Years 1 to 3 read from unseen books appropriate to their stage of progress. They should also draw on information from the school's policy for teaching reading, phonics assessments, phonics screening check results and lesson visits.

In reaching an evaluation against the 'quality of education' judgement, inspectors will consider whether:

- the school is determined that every pupil will learn to read, regardless of their background, needs or abilities. All pupils, including the weakest readers, make sufficient progress to meet or exceed age-related expectations

- stories, poems, rhymes and non-fiction are chosen for reading to develop pupils' vocabulary, language comprehension and love of reading. Pupils are familiar with and enjoy listening to a wide range of stories, poems, rhymes and non-fiction

- the school's phonics programme matches or exceeds the expectations of the national curriculum and the early learning goals. The school has clear expectations of pupils' phonics progress term-by-term, from Reception to Year 2

- the sequence of reading books shows a cumulative progression in phonics knowledge that is matched closely to the school's phonics programme. Teachers give pupils sufficient practice in reading and re-reading books that match the grapheme-phoneme correspondences they know, both at school and at home

- reading, including the teaching of systematic, synthetic phonics, is taught from the beginning of Reception

- the ongoing assessment of pupils' phonics progress is sufficiently frequent and detailed to identify any pupil who is falling behind the programme's pace. If they

do fall behind, targeted support is given immediately

■ the school has developed sufficient expertise in the teaching of phonics and reading.

14. OFSTED AREA – MATHEMATICS (part of 'Quality of Education')

When inspectors look at mathematics, they will evaluate the quality of a school's mathematics education through lesson visits, discussions with pupils and scrutiny of their work, reviewing curriculum plans, discussions with curriculum leaders, and examining any published data.

Inspectors will consider what steps the school has taken to ensure that:

■ pupils understand and remember the mathematical knowledge, concepts and procedures appropriate for their starting points, including knowledge of efficient algorithms. This should also ensure that pupils are ready for the next stage, whether that is the next lesson, unit of work, year or key stage

■ the school's curriculum planning for mathematics carefully sequences knowledge, concepts and procedures to build mathematical knowledge and skills systematically and, over time, the curriculum draws connections across different ways of looking at mathematical ideas

■ the curriculum divides new material into manageable steps lesson by lesson

■ the school's curriculum identifies opportunities when mathematical reasoning and solving problems will allow pupils to make useful connections between identified mathematical ideas or to anticipate practical problems they are likely to encounter in adult life. Pupils have sufficient understanding of, and unconscious competence in, prerequisite mathematical knowledge, concepts and procedures that are necessary to succeed in the specific tasks set

■ within the curriculum, there are sufficient opportunities planned to revisit previously learned knowledge, concepts and procedures; this is to ensure that, once learned, mathematical knowledge becomes deeply embedded in pupils' memories. This then allows rapid and accurate recall and frees pupils' attention so they can work with increasing independence, apply their mathematical knowledge to more complex concepts and procedures, and gain enjoyment through a growing self-confidence in their ability

■ there is flexibility in curriculum planning so that the school can address identified gaps in pupils' mathematical knowledge that hinder their capacity to learn and apply new content. Those pupils behind age-related expectations are provided with the opportunities to learn the mathematical knowledge and skills necessary to catch up with their peers

■ there are objective assessments that can identify when all pupils have gained the intended understanding and unconscious competence in knowledge, concepts and procedures necessary before they move on to new or more complex content

■ teaching models new procedures and uses resources and approaches that enable pupils to understand the mathematics they are learning

- all teachers of mathematics, including non-specialist teachers of mathematics, have sufficient mathematical and teaching content knowledge to deliver topics effectively
- pupils' mathematical knowledge is developed and used, where appropriate, across the curriculum.

APPENDIX A

School Environment, Buildings, Premises and Health & Safety

The responsibilities of this monitoring team are:

- To agree annual programmes of maintenance and equipment replacement with reference to the finance monitoring team.
- To ensure that day-to-day site maintenance, site management and cleaning arrangements are effective.
- To monitor and review the service specification for and delivery of the school meals service having regard to quality and healthy eating criteria.
- To monitor and review the health & safety policy, fire safety and security.
- To ensure that health & safety regulations are followed and appropriately prioritised.
- To receive an annual health & safety inspection report and agree any actions.
- To ensure that there is adequate insurance of buildings and occupiers liability.
- To monitor the provision of utilities including their cost and energy efficiency.

Questions
(1) Does the environment encourage and stimulate pupils to learn?
(2) Does the environment create any accessibility issues?
(3) Are there any areas that could be a cause for concern? For example, unsupervised areas where inappropriate behaviour could take place or that could attract litter.
(4) Is the environment clean?

Monitoring activities
(1) Attend termly meeting of the Safety Team.
(2) Carry out regular walks around the schools.
(3) Meet with the executive headteacher and designated staff.

APPENDIX B

General Data Protection Regulation (GDPR)

The responsibility of this monitoring team is to ensure that the key priorities of GDPR, namely transparency and accountability, are adhered to.

Questions

(1) Are staff and governors aware of their responsibilities for the relevant requirements of GDPR and the Data Protection Act? In particular, their responsibilities when handling personal data, including security measures when processing, storing and transporting information and what to do if personal data security is breached?

(2) How are all the personal data held by the Federation kept up to date, appropriately managed and secure?

(3) How are data audits undertaken and any risks identified addressed?

(4) Are pupils, parents/carers aware of the use of data by the Federation and how are they informed of their rights including details of subject access requests (SARs)?

(5) What are the arrangements for publicising and processing SARs?

(6) What is the arrangement for documenting and reviewing the reasons for processing data, the length of time needed to retain information and the justification for data retention?

(7) How is the role of Data Protection Officer (DPO) carried out and is this role effective?

APPENDIX C

Fundamental British Values:
- Enable pupils to develop self-knowledge, self-esteem, self-confidence.
- Enable pupils to distinguish right from wrong and to respect the civil and criminal law of England.
- Encourage pupils to accept responsibility for their behaviour, show initiative and to understand how to contribute positively to the lives of those living and working in the locality and to society more widely.
- Enable pupils to acquire broad general knowledge of and respect for public institutions and services in England.
- Further tolerance and harmony between different cultural traditions by enabling pupils to acquire an appreciation of and respect for their own and other cultures.
- Encourage respect for other people.
- Encourage respect for democracy and support for participation in the democratic processes, including respect for the basis on which the law is made and applied in England.

APPENDIX D

Communication systems including website and other new technology

Questions
(1) How effective are the current communication systems:
- For the purposes of publicity and keeping parents/carers and other interested parties up to date and informed?
- From the view point of the staff, governors and parents/carers?

(2)   Does the information on the schools' websites meet the current government requirements and best practice guidance (ref: www.gov.uk/guidance/what-maintained-schools-must-publish-online)? For example: its pupil premium strategy (including rationale and evaluation) (ref: www.gov.uk/pupil-premium-reviews), report on the PE and sport premium; the statutory sharing with parents of curriculum information; the special educational needs (SEN) information report; the presence and suitability of the safeguarding guidance; information about the promotion of equality of opportunity and other information for parents/carers.

Monitoring activities
(1) Observation of current systems in operation and compare with best practice guidelines.
(2) Discussion with executive headteacher and other staff.
(3) Feedback from parents/carers for example, at parents' evenings and school events.