

# Primary School Performance Monitoring Record 2020 – 2021

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| <b>Title</b>   | <b>Rolling record</b>  |
| <b>Purpose/scope</b>                                   | Document to capture challenge and support in school discussions                      |
| <b>Subject key words</b>                               | School improvement   |
| <b>Council Priority</b>                                | -  |
| <b>Lead author &amp; contact details</b>               | <a href="mailto:Steve.compton@shropshire.gov.uk">Steve.compton@shropshire.gov.uk</a> |
| <b>Date Established</b>                                | Aug 2020   |
| <b>Date of Next Review</b>                             | Summer 2021  |
| <b>Service Improvement &amp; Efficiency Validation</b> | -  |
| <b>Legal Sign Off</b>                                  | -  |
| <b>Finance Sign Off</b>                                | -  |
| <b>Approver and date</b>                               | SC 7/12/20   |

|                            |                 |                              |                              |
|----------------------------|-----------------|------------------------------|------------------------------|
| School                     |                 | Headteacher / Head of School |                              |
| Academy Trust / Federation |                 | Principal / Executive Head   |                              |
| School status              | Choose an item. | Chair of Governors           |                              |
| Phone number               |                 | SIA/Associate Head           |                              |
| Postcode                   |                 | SPM Category (date)          | Not applicable for academies |

| Ofsted judgements<br><i>Date of Inspection</i> | Ofsted<br>Grade | Ofsted judgements<br><i>Date of Inspection</i> | Ofsted<br>Grade | School<br>SEF | LA where<br>evidence has<br>been<br>considered |
|--|-----------------|--|-----------------|---------------|--|
| Overall effectiveness (Section 5 or 8)         |                 | Overall effectiveness (Section 5 or 8)         |                 |               |  |
| Effectiveness of leadership and management     |                 | The quality of education                       |                 |               |  |
| Quality of teaching, learning and assessment   |                 | Behaviour and attitudes                        |                 |               |  |
| Personal development and welfare               |                 | Personal development                           |                 |               |  |
| Behaviour                                      |                 | Leadership and management                      |                 |               |  |
| Outcomes for pupils                            |                 | Quality of early years education               |                 |               |  |
| Effectiveness of EYFS provision                |                 |  |                 |               |  |

Record of visit/s:

| Agenda   | Documents to consider  | Present   |
|--|--|---|
| <p>Amend as necessary:</p> <p><b>Date:</b></p> <ul style="list-style-type: none"> <li>Headteacher agenda</li> <li><b>Support discussion:</b> Autumn term recovery phase</li> </ul> <p>Spring onwards</p> <ul style="list-style-type: none"> <li>Brief overview of the school's SEF and School Improvement Plan</li> <li>The quality of education (Intent, Implementation &amp; Impact)</li> <li>Behaviour and attitudes</li> <li>Personal development</li> <li>Leadership and management (including safeguarding)</li> <li>Quality of early years education</li> <li>Learning walk/tour of the school (not Autumn term)</li> </ul> | <ul style="list-style-type: none"> <li>Whole school risk assessment</li> </ul> <p>Spring onwards</p> <ul style="list-style-type: none"> <li>Self-evaluation document</li> <li>School Improvement Plan</li> <li>Latest IDSR and/or ASP</li> </ul> | <p>The Headteacher may wish to invite the Chair of Governors / CEO.</p> |

Possible lines of enquiry identified by SIA/Associate Head prior to meeting

Spring onwards might include reference to:

- Previous inspection 'What does the school need to do to improve further?' (section 5) or 'Next steps for the school' (section 8)
- IDSR 'Areas to investigate'
- For schools requiring improvement, how are they accessing support? <https://www.gov.uk/government/collections/school-improvement-support>
- Other issues or trends identified by the SIA/Associate Headteacher.

Headteacher agenda items and other issues/observations

Autumn term recovery phase (*Focus of Autumn term meetings*)

**Support discussion** might include:

- Pupil and staff wellbeing
  
  
  
  
  
- Managing the impact of the pandemic in school
  - Finances
  
  - Staffing
  
  - Risk assessments
  
  - Role of governors
- Preparedness for the impact of future cases
  - Contingency plans and remote learning
  
  
  
  
- Addressing lost learning, use of catch-up premium and tuition funding

Autumn term recovery phase (*Focus of Autumn term meetings*)

- Impact on the school improvement process (SEF and SDP)
- Preparedness for possible Autumn term Ofsted 'visit'
- Preparedness for any Spring term onwards Ofsted 'Inspection'

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For most schools the items below are unlikely to be discussed in the Autumn and are focus areas for Spring/Summer meetings

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OFSTED priorities for improvements from previous inspection report / HMI monitoring

Copy and paste from Ofsted report

Key development priorities currently being addressed by the school

Copy and paste from SDP

|  | Comment  |
|--|--|
| Staffing structure                               | Prompt for SIA/Associate Head<br>What is the leadership and management structure in the school?<br>What is the leadership and management of SEND?  |
| Number on Roll                                   | Numbers on roll over time and any implications emerging from numbers increasing or decreasing.   |
| Website  | Is the school website 'broadly' compliant? How do you know?  |
| Finances   | Prompt for SIA/Associate Head<br>To what extent have changes in school finances impacted on the organisation of the school?<br>To what extent are changes likely to affect the school in the future? |
| Stakeholder surveys including Ofsted Parent View | Insert headlines from Parent View and/or details of schools own internal stakeholder surveys.<br>Has the school made use of any staff surveys and pupil voice?                                       |

IDSR - Areas to investigate (*This will continue to be based on 2019 performance data throughout 2020-21*)

*Copy and paste details from the report*

## General comments

### The quality of education

**Intent** (Quality of curriculum design) *SIA/Associate Head prompt:*

(Where this is under development, what actions have been taken/are planned in relation to this?)

**Implementation** (Quality of teaching and assessment) *SIA/Associate Head prompt: Add additional detail from subsequent visits as additional lines under this heading.*

**Impact** *SIA/Associate Head prompt: Add additional detail from subsequent visits as additional lines under this heading.*

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| The quality of education  |
| Outcomes from national assessments and commentary   |
| Commentary on attainment and progress of current pupils and reference to groups, particularly those who are disadvantaged or have SEND. |
| Quality of pupils' work   |

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| Leadership and management |
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| Safeguarding |
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| Behaviour and attitudes |
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| Personal development |
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| Evaluating the quality of early years education in schools |
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**Predicted 2021 outcomes** *(Not a priority in the Autumn term)*

*Following workload guidance recommendations, the LA will not ask for this information in any particular format. However, discussion on how leaders use assessment information should be anticipated. Copy and paste from school documentation if available.*

|                            | Cohort | School expected |
|----------------------------|--------|-----------------|
| Good level of development  |        |                 |
| Year 1 phonics             |        |                 |
| Autumn term year 2 phonics |        |                 |
| Year 4 multiplication test |        |                 |

|  |        | Reading    |        | Writing    |    | Maths      |        | EGPS       |        |
|--|--------|------------|--------|------------|----|------------|--------|------------|--------|
|  | Cohort | Expected + | Higher | Expected + | GD | Expected + | Higher | Expected + | Higher |
| Y1 on track to meet age related expectations |        |            |        |            |    |            |        |            |        |
| Y2 on track to meet age related expectations |        |            |        |            |    |            |        |            |        |
| Y3 on track to meet age related expectations |        |            |        |            |    |            |        |            |        |
| Y4 on track to meet age related expectations |        |            |        |            |    |            |        |            |        |
| Y5 on track to meet age related expectations |        |            |        |            |    |            |        |            |        |
| Y6 on track to meet age related expectations |        |            |        |            |    |            |        |            |        |

*The school may wish to record the proportion of children reaching the expected standard in reading, writing and math (combined) for pupils in Year 2 and Year 6?*

Potential support/risks/concerns identified by SIA/Associate Head

**Possible comments**

*Is any additional support required or recommended?*

*Who would fund this support?*

*Is the current level of risk appropriate?*



***For academies only***

The school is presenting a **LOW** level of risk regarding performance of pupils.

The school is presenting a **LOW** level of risk regarding the well-being of pupils. (staffing/behaviour logs/complaints/exclusions/attendance)

*The rolling record is a confidential document. It is expected that headteachers will share the rolling record with the chair of governors, CEO and Ofsted. It is not intended for distribution with the wider governing body although leaders may find it useful to share relevant excerpts and summaries*

# Primary School Performance Monitoring Record 2020 – 2021

## About these prompts (and how you might use them) -Spring term onwards

These prompts are to support Associate Headteachers working on behalf of the Local Authority in their periodic meetings with colleague headteachers.

The prompts might be used to guide discussions and should be used with care, particularly in the Autumn term 2020 (see separate document) where the focus of discussions is staff/pupil/headteacher wellbeing, recovery, and support for the school as the Covid19 crisis continues.

From the Spring term, the 'Preparedness for Inspection' section serves as a reminder of key documents and information that schools will be expected to provide for an Ofsted inspection. Associates may wish to draw the headteachers' attention to this. In using the questions, associates may wish to reflect on external data or documents provided by the school to highlight particular questions for further exploration with the headteacher in advance of the meeting.

The list of questions is not exhaustive and provides a suggestion of possible lines of enquiry. Associates may choose to use the blank space to record responses and notes. Once the Rolling Record has been completed, associates should ensure that copies of any notes are securely disposed of.

## Preparedness for Inspection

**Where schools are expecting imminent inspection, schools should be alerted to need to ensure the following is available for inspectors (Para 53, pp. 16)**

- the school timetable, current staff list (indicating NQTs) and times for the school day\_
- any information about previously planned interruptions to normal school routines during the inspection \_
- records and analysis of exclusions, pupils taken off roll, incidents of poor behaviour and any use of internal isolation \_
- the single central record for the school\_
- records and analysis of sexual harassment or sexual violence\_
- records and analysis of bullying, discriminatory and prejudiced behaviour, either directly or indirectly, including racist, sexist, disability and homophobic/biphobic/transphobic bullying, use of derogatory language and racist incidents\_
- a list of referrals made to the designated person for safeguarding in the school and those who were subsequently referred to the local authority, along with brief details of the resolution \_
- a list of all pupils who have open cases with children's services/social care and for whom there is a multi-agency plan\_
- up-to-date attendance analysis for all groups of pupils\_
- documented evidence of the work of those responsible for governance and their priorities, including any written scheme of delegation for an academy in a MAT\_
- a summary of any school self-evaluation or equivalent \_
- the current school improvement plan or equivalent, including any planning that sets out the longer-term vision for the school, such as the school or the trust's strategy\_
- any reports from external evaluation of the school\_

- maps and other practical information \_
- access to Wi Fi, if it exists, so that inspectors can connect to the internet.\_

## The Quality of Education (Para 167, pp. 41)

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| <p>What does your SEF say about The Quality of Education? What is your current judgement?</p>  |  |
| <p><b>i.Intent_</b></p> <ul style="list-style-type: none"> <li>▪ How is the school curriculum structured? Why is your curriculum designed the way it is and what have you used to plan this?</li> <li>▪ How does your curriculum prepare children for the future? What does it need to do?</li> <li>▪ How would you like your curriculum to prepare children for the future? How can this be achieved?</li> <li>▪ How is it planned and sequenced so new knowledge builds on prior teaching</li> <li>▪ How does your curriculum reflect your school's context (by addressing typical gaps in skills/knowledge?)</li> <li>▪ How is the curriculum adapted, designed and developed to meet the needs of all children?</li> <li>▪ To what extent do objectives of the school align with national objectives? (e.g. RSE, British Values)</li> <li>▪ NB</li> </ul> <p>If curriculum is in development, how is the school seeking to achieve this?<br/>What timescale is the school working to?</p>  |  |
| <p><b>ii. Implementation_</b></p> <p><u>Teaching</u></p> <p>How does teaching help children remember long term the content they have been taught and integrate new knowledge into larger ideas?</p> <p>How do you ensure teachers have the subject knowledge to deliver the curriculum well?</p> <p><u>Do teachers:</u></p> <ul style="list-style-type: none"> <li>▪ have secure subject knowledge</li> <li>▪ make effective and appropriate use of assessment</li> <li>▪ identify misconceptions</li> <li>▪ plan lessons effectively which fit into a coherent sequence</li> <li>▪ give pupils enough time to practice what they have learnt</li> <li>▪ identify any learners falling behind</li> <li>▪ check systematically for understanding</li> <li>▪ have high expectations for all pupils, including                         <ul style="list-style-type: none"> <li>• those with SEND</li> <li>• those who are disadvantaged</li> </ul> </li> <li>▪ teach so that pupils love the challenge of learning and are resilient to failure</li> </ul> |  |

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| <ul style="list-style-type: none"> <li>▪ provide opportunities for pupils to be curious, to be knowledgeable and to thrive in lessons and take part in extracurricular activities</li> <li>▪ provide parents with accurate information about how well their child is doing and what they need to do to improve</li> <li>▪ challenge stereo-types and promote equality of opportunity and diversity?</li> </ul> <p>Have you identified any areas for development to strengthen teaching and are these reflected in your school development plan?</p>   |  |
| <p><u>Reading</u></p> <p>How is reading prioritised to allow pupils to access the full curriculum offer?</p> <p>How does the teaching of reading in school develop children's fluency, confidence and enjoyment of reading?</p> <p>How are reading books connected to the phonics knowledge pupils are taught?</p> <p><u>What checks do you have in place to ensure an accurate match to ability and appropriate level of challenge?</u></p>  |  |
| <p><b>iii.Impact</b></p> <p><u>Articulating knowledge and developing understanding</u></p> <p>Can pupils articulate knowledge and understanding clearly and hold thoughtful conversations about what they have learnt?</p> <p>How does the school support children to develop and remember and connect new knowledge with existing knowledge</p> <p>N.B. Be alert to this being confused with the recall of disconnected facts</p> <p>How do you monitor children's ability to do this? What does your monitoring tell you about this?</p> <p>Is work of a consistently high quality across the curriculum?</p> |  |
| <p><u>Internal Data and Assessment Systems</u></p> <p>What data does the school collect?</p> <p>How often is this collection made?</p> <p>N.B. If schools have more than 2 or 3 data collection points a year, schools should be able to justify this. Is the data collection system proportionate, efficient and sustainable for staff?</p> <p>How does data collection inform the curriculum and teaching and school development planning?</p> <p>How is this information shared with governors and in what format?</p>   |  |
| <p><u>External Data</u></p>   |  |

## School Performance Monitoring Record 2020 – 2021

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| <p>Does the school meet national floor standards for attainment and progress? Is the school in danger of being identified as a coasting school?</p> <p>Is attainment improving? See EYFS, KS1, Y1&amp;2 Phonics Screening, KS2 – what is the picture over the last three years?</p> <p>Has the school engaged with the multiplications tables check pilot?</p> <p>Is learners' progress across the curriculum including English and maths inline, above or below national?</p> <p>Does the progress of learners with pupil premium funding and SEND match or is improving towards that of other pupils both in the school and nationally? What does the inspection dashboard show in relation to these groups?</p> <p>How do the proportions making and exceeding expected progress compare with national?</p> <p>How does attainment of almost all groups of pupils compare with national averages?</p> <p>How do outcomes for pupils in Y1 phonics screening check compare with national averages?</p> <p>Following the data analysis what are the areas for school improvement? Are all of the areas identified in the data analysis addressed through the school development plan and if not why not?</p> |  |
| <p><u>Supporting children with SEND</u></p> <p>How do you organise support for pupils identified with SEND to ensure that they reach their full potential?</p> <p>What is the impact of the additional support that you are providing? How is this monitored?</p> <p>Gaps in progress - are gaps in progress and attainment closing?</p>  |  |
| <p><u>Disadvantaged pupils</u></p> <p>Are there any gaps between disadvantaged progress and attainment and the progress and attainment of other pupils?</p> <p>How do you monitor the impact of PPG funding? How effective is this?</p> <p>Is this spending presented on the school's website? Have you added your evaluation of the impact of this?</p>  |  |

## Behaviour and Attitudes (Para 198, pp. 52)

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| What does your SEF say about Behaviour and Attitudes? What is your current judgement? |  |
| <u>Attitudes to Learning</u>  |  |

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| Does pupil conduct reflect the schools effort to promote high standards?<br>Do pupils attitudes to learning impact positively on progress?<br>Do pupils take pride in their work? How is this fostered?   |  |
| <u>Behaviour</u><br>Is the school behaviour policy clear and effective? Is there a separate statement of behaviour principles?<br>What behaviour systems do you have in place? How effective are these systems and what do you have in place to monitor them?<br>What evidence does the school have to demonstrate that learning behaviour is good or better? |  |
| <u>Attendance</u><br>How does attendance rates compare to national?<br><br>What initiatives have you implemented recently and what has been the impact of this?<br><br>Are there any particular groups where persistent absence is an issue?<br><br>How is punctuality monitored?   |  |
| <u>Exclusions</u><br>What are your exclusion rates?<br><br>Are there any patterns identified by school?<br><br>What are the reasons for exclusions? What support has been sought for pupils at risk of exclusion?<br><br>Access /outside provision. What use is made of outside agencies to support pupils with behaviour issues?                             |  |
| <u>Bullying</u><br>How does the school seek to prevent bullying?<br>What do school policies say about the prevention of bullying? Is this up to date? Does it reflect practice in the school?<br>Does school record keeping enable bullying to be detected and eliminated?  |  |
| <u>View of stakeholders</u><br>How do you go about gathering pupils' and parents' views on behaviour and safety?<br>Please provide a copy of any survey outcomes that you have carried out.   |  |

## Personal Development (Para 212, pp 58)

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| How does the school intend to provide for the personal development of all pupils?<br><br>What is the range of extra-curricular opportunities offered by the school? What is the take-up of this? Is it monitored? |  |
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| <p>How does the curriculum extend beyond the academic, vocational or technical and provide for pupils':</p> <p><u>Spiritual development?</u></p> <ul style="list-style-type: none"> <li>• Ability for children to reflect on their own beliefs and those of others</li> <li>• Children's knowledge of, and respect for, the views of others.</li> <li>• Children's sense of enjoyment and fascination in the world around them</li> <li>• Use of imagination and creativity in learning</li> </ul> <p><u>Moral development?</u></p> <ul style="list-style-type: none"> <li>• Ability to recognise difference between right and wrong</li> <li>• Understand consequences of behaviour</li> <li>• Investigate and offer reasoned views about moral/ethical issues</li> </ul> <p><u>Social development?</u></p> <ul style="list-style-type: none"> <li>• Use a range of social skills in different contexts, for example working and socialising with other pupils, including those from different backgrounds.</li> <li>• Willingness to participate in variety of communities and social settings (volunteering, co-operating with others)</li> </ul> <p><u>Cultural development</u></p> <ul style="list-style-type: none"> <li>• Understand and appreciation of own and others cultures in and out of the school</li> <li>• Recognise common values across groups</li> <li>• Knowledge of Britain's democratic systems and role in shaping history</li> <li>• Willingness to participate in artistic, musical, sporting and cultural opportunities?</li> </ul> |  |
| <p>What opportunities does the school provide to nurture, develop and stretch pupil's talents?</p>   |  |
| <p><u>Fundamental British Values</u></p> <p>How does the school prepare pupils for life in modern Britain? How does the school develop children's knowledge and understanding of fundamental British values of democracy, the rule of law, individual liberty, tolerance and respect?</p> <p><u>Equality &amp; Diversity</u></p> <p>How does the school promote the equality of opportunity and diversity? Do children show awareness of protected characteristics? Is there an up to date equality plan and objectives?</p>   |  |
| <p><u>Keeping healthy and staying safe</u></p> <p>What is the nature of the pastoral support provided by the school? How effective is it?</p> <p>How does the school encourage children to adopt healthy lifestyles, to be active and keep physically and mentally healthy?</p> <p>How does the school enable children to recognise dangers of social media and mobile technology?</p> <p>What does relationships (and sex) education look like?</p>   |  |

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| <p><u>Transition</u></p> <p>How does the school prepare children for transition to ensure</p> <ul style="list-style-type: none"> <li>• They are ready to start school?</li> <li>• They are able to make an effective transition to secondary school?</li> </ul> |  |
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## Leadership and Management (Para 225, pp. 64)

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| <p>What does your SEF say about Leadership and Management? What is your current judgement?</p>   |  |
| <p><u>Leadership and Management in School</u></p> <p>What is the leadership and management structure in school?<br/>How is leadership distributed? How is this determined?</p>   |  |
| <p><u>Governance</u></p> <p>How effectively do governors fulfil their roles and:</p> <ul style="list-style-type: none"> <li>• ensure clarity of vision and strategic direction</li> <li>• hold leaders to account</li> <li>• oversee financial performance of the school.</li> </ul> <p>Do minutes from governors meetings demonstrate challenge?</p> <p>What training have governors had? Who has led the training?</p> <p>What was the result of the training?</p> <p>How do you ensure that the SENDCO and all staff make effective provision for children with SEND?</p>   |  |
| <p><u>School Self Evaluation</u></p> <p>N.B. There is an expectation that the Inspectors will receive a summary of any school self-evaluation or equivalent<br/>Is there a self-evaluation summary?</p> <p><u>Monitoring to inform self evaluation</u></p> <p>How do you ensure that the curriculum is being taught effectively in order for children to have a deep understanding and remember what they are taught?</p> <p>Who is involved in this?</p> <p>Does monitoring provide accurate information? How are developments monitored? Are monitoring findings triangulated? How are outcomes of monitoring fed back to all stakeholders?</p> <p>How are the views of stakeholders gathered and how often does this take place?</p> <ul style="list-style-type: none"> <li>• Staff? Has use been made of stress/workload surveys?</li> <li>• Parents? Does the school promote/use ParentView or is there an alternative system?)</li> <li>• Pupils? (Is there are school council? What does it do? How are pupils' views used?)</li> </ul> <p>How did this survey analysis inform schools self-evaluation?</p> <p><u>Do leaders and governors monitor accurately to identify and spread good practice?</u></p> |  |



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| <ul style="list-style-type: none"> <li>• How often do you do learning walks/ book scrutiny/ lesson observations? Have you got an example of Governor Visit forms/HT monitoring file?</li> <li>• Are staff motivated, respected and effective? How are staff held to account where practice is less than good?</li> <li>• How is good practice shared with all staff? Have you made use of school to school support to spread good practice?</li> <li>• Are judgements on teaching and learning triangulated with pupil attainment and progress and progress in pupil books? What is this monitoring telling you? What are the strengths and areas for development?</li> </ul>   |  |
| <p><u>School Development Planning</u></p> <p>Is the school development plan/action plan fit for purpose?<br/>         Has it identified the right areas for school improvement? Has the plan secured continual improvement?<br/>         Are there clear and realistic milestones?<br/>         Is there measureable objectives/success criteria?<br/>         Who is responsible for evaluation of impact? How does evaluation impact on future development planning?<br/>         See HT report to governors. How is information provided for governors?<br/>         Do governors rely on the HT for information or do they proactively seek information from a variety of sources? What are the sources of information available to governors?</p> <p><u>Do leaders and governors provide a balance of challenge and support and understand the strengths and areas needing improvement?</u></p> <ul style="list-style-type: none"> <li>• The data dashboard – limiting factors/where are the dips</li> <li>• What does ASP tell you about school strengths and areas for development?</li> <li>• Are targets challenging enough to ensure that pupils catch up?</li> <li>• In your SDP you mention xxxxx. How is this impacting on outcomes for xxxx?</li> <li>• I can see actions have been taken here xxxxx what about xxxx?</li> <li>• Talk to me more about disadvantaged pupils because this looks xxxx.</li> <li>• Are governors involved in school self-evaluation? What is that telling you?</li> <li>• Do governors agree with the HTs judgements?</li> <li>• Have governors looked at the Ofsted evaluation schedule?</li> </ul> |  |
| <p><u>Off-site provision</u></p> <p>Does the school make use of off-site provision? What is the nature of it?<br/>         Is it registered with Ofsted?<br/>         Why has this been used?<br/>         How does the provision promote pupils' personal development?<br/>         Has the school satisfied itself with the registration status and safeguarding procedures of the alternative provision?<br/>         What records do you hold in relation to these pupils and their progress – are you able to demonstrate this?</p>  |  |
| <p><u>Safeguarding</u></p> <p>Do governors monitor the SCR?<br/>         Can you tell me about safeguarding – what you understand about it and the procedures?</p> <p>What would happen if there was a concern about a member of staff? (LADO)</p>  |  |

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| <p>Are you aware of the KCSiE (Keeping Safe in Children's Education 2015) document? How are governors provided with this information?<br/>How many governors have had safer recruitment training?</p> <p>How often do staff undertake the training? If staff join in the meantime, what do you do about them?<br/>New staff – what induction process do you have?<br/>When have governors had Child Protection training?<br/>Child Protection records – how do you keep these?<br/>How do you pass on records to other schools?<br/>What about Child Protection audits? Can I see a copy?<br/>Have you had any cases around Prevent/radicalisation?<br/>Has anything happened as a result of training?</p>  |  |
| <p><u>Do leaders and governors use CPD effectively to ensure that teaching is consistently strong or where it is not, it is improving rapidly?</u></p> <ul style="list-style-type: none"> <li>• What were the improvement points identified in the last inspection? What has happened since the last inspection?</li> <li>• How is CPD aligned with the curriculum?</li> <li>• How is it used to develop teacher's subject knowledge?</li> <li>• What training have staff had? Who has led the training? What has the impact been? What does your monitoring tell you about the impact of the training? What is your evaluation of the effectiveness of CPD for teachers at different points in their careers?</li> <li>• What has been put in place to ensure that teaching is strong or improving? What does your monitoring show currently? How does this link to teacher performance management?</li> </ul> <p><u>Do leaders and governors use performance management effectively to improve teaching and learning?</u></p> <ul style="list-style-type: none"> <li>• How is the HT PM carried out? Do governors meet mid-year to see how the HT is getting along? (no right or wrong answer)</li> <li>• Are performance management targets linked to the SDP? Are they layered (HT/teachers/TAs) across the school?</li> <li>• How well do you use performance management to promote effective practice across the school?</li> <li>• How are decisions relating to performance related pay made?</li> </ul> <p><u>Do leaders and governors create a culture of excellence/ develop positive relationships that support the progress of all pupils/ focus on outcomes for all learners especially those who have pupil premium funding?</u></p> <ul style="list-style-type: none"> <li>• How do you know how well pupils are doing? How often do you collect information on pupil progress? How often do governors come in to school to access pupil progress information? Do governors have opportunities to find information or does the HT give it all – with or without children's names?</li> <li>• How is the school ensuring that gaps are addressed? Where there are gaps what is the school doing about it? What follow up information is provided for governors so they know how effective interventions are?</li> <li>• How do you measure the impact of Pupil Premium/Sport funding/ spending/Service children? How do you know if these things are working/having an impact? How is this tracked – separately?</li> </ul> <p><u>School finance</u></p> <ul style="list-style-type: none"> <li>• How are the finances for the school?</li> <li>• Is the funding agreement for an academy published on the website.</li> </ul> |  |

## Early Years (Para 276. pp. 77)

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| What does your SEF say about EYFS provision? What is your current judgement?  |  |
| <p><b>i.Intent</b></p> <p>How is the EYFS curriculum constructed?</p> <p>How does the school ensure it fosters</p> <ul style="list-style-type: none"> <li>• Knowledge</li> <li>• Self-belief</li> <li>• Cultural capital</li> </ul> <p>How is learning planned and sequenced?</p> <p>Is there a sharp focus on ensuring children:<br/>acquire a wide vocabulary?<br/>communicate effectively?<br/>secure a knowledge of phonics?</p>  |  |
| <p><b>i.Implementation</b></p> <p>Do staff demonstrate good knowledge of the EYFS curriculum and pedagogy?</p> <p>How is reading taught? What is the place of synthetic phonics? Is this systematic?</p> <p>How does the setting promote reading?</p> <p>Do staff read to children in a way which engages and excites them?</p> <p>How does the setting develop children's understanding of number and early maths skills?</p> <p>Are leaders aware of the limitations of data and avoid unnecessary burdens on staff?</p> <p>How does the setting promote and support children's emotional security and development of their character.</p> <p>Does the setting encourage children about the importance of eating, drinking, rest, exercise and being kind.</p> <p>Does the setting encourage children to manage risks and challenges as they play and learn, supporting them to be active and encouraging good physical development?</p> <p>Do staff provide information for parents about how children progress in line with the EYFS? Do they provide support for parents about supporting their child's learning at home and encouraging the development of reading?</p> |  |
| <b>ii.Impact</b>  |  |

What is the number of children meeting, exceeding or not meeting expected development against each of the early learning goals, and how does this compare with the national picture?

Have children in EYFS developed the key skills needed to make a positive start to the next stage of their education?

What percentage of children achieved a GLD?

Is the assessment of children's starting points, early learning goals at the end of reception, and progress, secure? How are these assessments moderated?

Do HTs and assessment coordinators know about this?

Are outcomes consistent across the areas of learning – particularly in the prime areas and specific areas of literacy and mathematics? PSED, CLL and PD are 3 prime areas – if children are not where they should be how are you addressing this? Have you spoken to parents? How are you intervening?

Are there any specific areas that need improvement? Are you tracking YR as a whole cohort in order to check for gaps – do staff know whether these gaps are for the whole cohort, groups or individuals?

Are the gaps narrowing between the performance of different groups of children in the setting? How effectively has additional funding been used (EYPPG). 24U funding is for vulnerable 2 year olds and EYPP is for 3 and 4 year olds until they start YR – has school accessed this funding?

What tracking system or baseline do you use in EYFS?

Do leaders understand EYFS tracking?

Can you say how children are progressing? Do you assess where children are in September?

How do you use the Characteristics of Effective Learning? (see EY statutory guidance).

How do you plan to enable children to achieve the characteristics they do not yet have?

Do adults have high expectations of children based on accurate assessment?

How do you know that assessment is accurate?

Do staff know where children are in relation to the end of year expectations?

Is assessment ongoing over the year/key stage?

Do children make progress relative to their starting points in each area of learning?

What progress have children currently in EYFS made since joining the setting?

How well do parents support their learning and progress at home?

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| <p>How do you plan for accelerated progress? How do you ensure that the environment supports the way that children learn best e.g. writing in the role play area/outside?</p> <p>How do you motivate them building on their interests?</p>   |  |
| <p><u>Nursery ratios</u></p> <p>What is the status of Nursery provision – maintained or PVI run by governors? Is the Nursery staffed by a qualified teacher? (if maintained should be teacher).</p> <ul style="list-style-type: none"> <li>• What is the age range of children in EYFS? Do you have any 2 year olds? Is provision for two year olds effective? E.g. quiet areas for rest. See Ofsted handbook</li> <li>• What is the ratio of children to staff? 1:13 needed for teacher or 1:8 if not QTS</li> <li>• In a mixed age setting, how do you ensure that YR children have adequate access to teacher time? NB. This should be the same as for Y1/2.</li> </ul>   |  |
| <p><u>Curriculum</u></p> <ul style="list-style-type: none"> <li>• What use are you making of Development Matters or Early Years Outcomes? Have you adapted these in anyway? Are staff aware of ELGs also so that all appropriate areas of knowledge are covered e.g. maths doubling/sharing/halving appears in the ELG but not DM?</li> </ul>  |  |
| <p><u>Environment</u></p> <ul style="list-style-type: none"> <li>• Is there a stimulating, well-organised environment which provides rich, varied and imaginative experiences?</li> <li>• Does the environment include: zones or areas; not too many tables; easy access to outside areas; an outside area that supports learning; access to sand and water; role play areas; book corner and books in classroom areas; items that children can use for invention; phonics and tricky word support; maths support including a number line that goes beyond the number in class; well labelled trays; easy access to materials and equipment; space for bricks and blocks. Can adults support learning outside – or do they stand so they are at a different level to children?</li> </ul>  |  |
| <p><u>Quality of teaching</u></p> <ul style="list-style-type: none"> <li>• Does the quality of teaching meet the needs of the range of children, including how well it nurtures, engages and motivates children?</li> <li>• Is phonics is used effectively? What is your evidence for this? How do you monitor the teaching and application of phonics?</li> <li>• Do leaders ensure children's physical and emotional health, safety and well-being, including their spiritual, moral, social and cultural development? Are EY routines effective?</li> <li>• Does learning support children's attitudes to learning, including their willingness to make decisions and the extent to which they are active and inquisitive learners?</li> <li>• Do leaders support children's behaviour so they co-operate with and respect each other?</li> </ul> |  |

