



# Education Inspection Framework Section 8

RGA meeting 29<sup>th</sup> January 2020

You are  
confirming  
an existing  
judgement...



Ofsted

...or calling it  
into question.

## A quick reminder...

- **Outcome 1:** the school continues to be good/outstanding.
- **Outcome 2:** the school remains good but there is evidence that the school **might** be judged outstanding if it received a section 5 inspection **now**.
- **Outcome 3:** the school is **likely** to be judged less than good if it received a section 5 inspection **now** but there are **no serious concerns**. The next inspection will be a section 5.
- **Outcome 4:** there are **serious concerns** about QE, behaviour, gaming (including off-rolling) or safeguarding. The inspection converts to a section 5 usually within 48 hours.

Put simply....

A black and white illustration of a stage spotlight on a stand, pointing towards the left box.

The same

Quality of  
education.

Safeguarding.

A black and white illustration of a stage spotlight on a stand, pointing towards the right box.

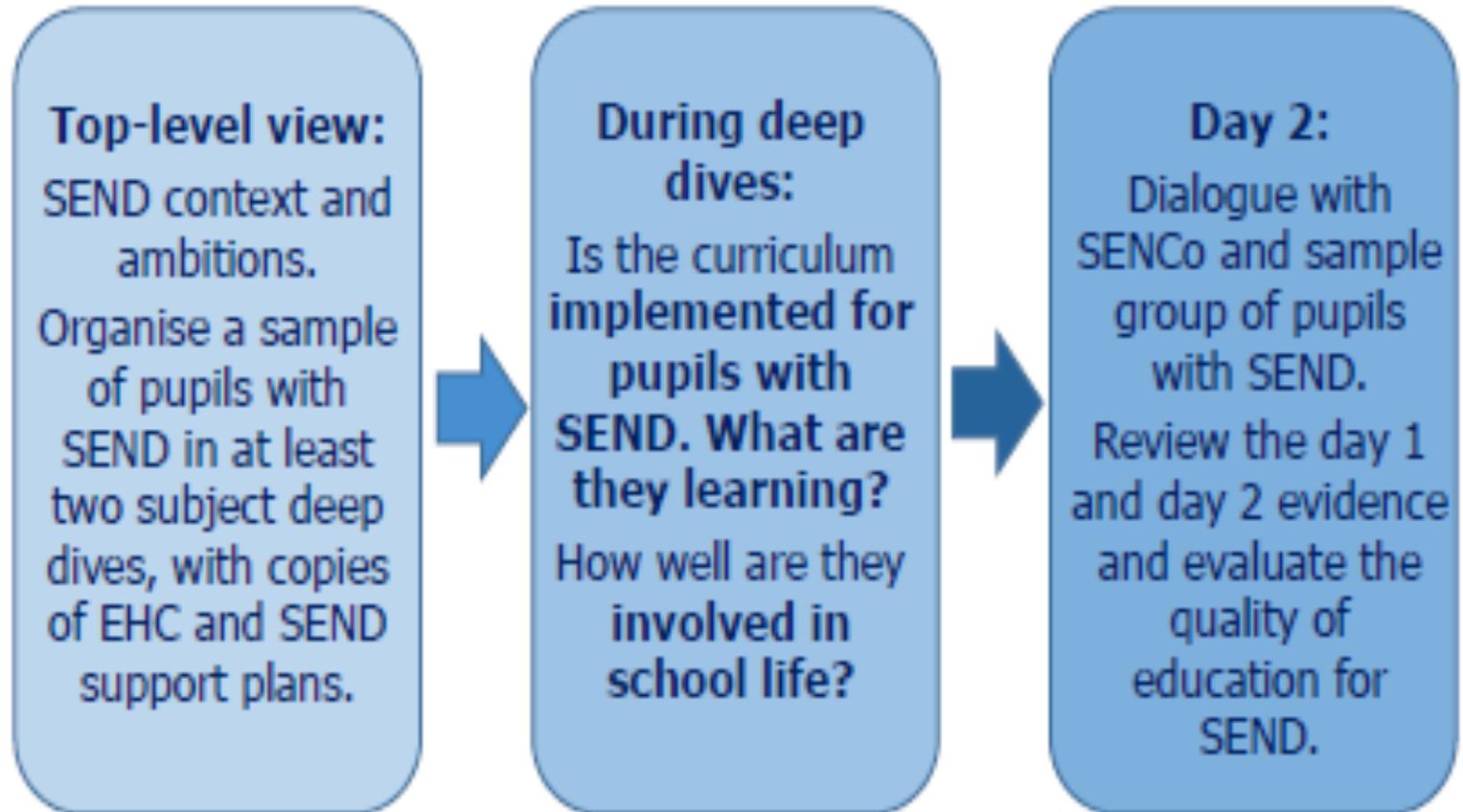
Four key questions

1. High expectations for behaviour/bullying not tolerated?
2. Gaming and off-rolling?
3. The extent to which the curriculum goes beyond the academic, vocational or technical (offer for disadvantaged pupils)?
4. Staff workload and protection from bullying and harassment?

# So what is a curriculum deep dive?



# SEND methodology:



# Meaningful outcomes:

- Communication and interaction
- Physical health and development
- **Cognition and learning**
- Social, emotional and mental health
- Preparation for adulthood
- How involved are children, young people and families in **co-producing the outcomes**?
- Do the outcomes have **currency** for the child or young person?
- Do the outcomes represent **meaningful progress** within a curriculum which is responsive to the child or young person's needs and ambitions?



# 8 Applying the EIF to SEND provision in schools:

Inspectors will gather and evaluate evidence about:

- Whether leaders are **ambitious** for all pupils with SEND
- How successfully leaders **involve** parents, carers and, as necessary, other professionals/specialist services in deciding how best to support pupils
- How well leaders **develop and adapt the curriculum** so that it is **coherently sequenced** to all pupils' needs, starting points and **aspirations**
- How well the learning and development of pupils with SEND are **assessed** and whether their **outcomes** are improving.

## Some important questions:

- What are your **ambitions** for children and young people who have SEND?
- How do you **identify and assess** the needs of children and young people who have SEND?
- How do you **meet children and young people's needs**, ie. how do you translate your **curricular aims** into a **structure and narrative** for children and young people who have SEND?
- How do you assess the **impact** of your decisions and actions on the **outcomes** children and young people who have SEND achieve? **What does it show?**



# Governors – focus for discussion

- Clarity of Vision, ethos and strategic direction (including curriculum)
- Holding executive leaders to account
- Financial performance of the school, including use of the pupil premium
- Statutory duties – Equality Act, Prevent duty, safeguarding

# Areas covered during questioning (1)

- School's performance
- Progress since the last inspection
- Safeguarding
- Disadvantaged pupils including SEND
- knowledge of the curriculum - intent, implementation and impact
- What decisions have governors/leaders made about the curriculum and how is it supporting the school to provide a high quality education for its pupils?

# Areas covered during questioning (2)

- How are leaders ensuring and assuring appropriate content choices and sequencing in the curriculum? (Test out if governors have a good understanding of curriculum quality)
- Have leaders ensured that the curriculum contains content that has been identified as most useful, and taught in a logical progression?
- How do leaders ensure pupils can remember the curriculum content long term?
- Pupil movement and off-rolling? Which groups of pupils are affected?