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Subsidiary guidance

Supporting the inspection of maintained schools and academies from January 2012

Inspectors should use this guidance to manage section 5 inspection, in conjunction with *The evaluation schedule for the inspection of maintained schools and academies*: http://www.ofsted.gov.uk/resources/090098; *Conducting school inspections*: www.ofsted.gov.uk/resources/090097 and the training materials provided for: the distance learning for early reading and literacy; the framework training; and the inspection methodological training.

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Introduction

1. This document sets out subsidiary guidance to support inspectors in carrying out section 5 inspections. Part 1 is applicable to all school settings, including special schools and pupil referral units. Part 2 sets out specific guidance that is relevant to special schools, pupil referral units and resource base provision in mainstream schools.

2. Ofsted is interested in the views of inspectors regarding the subsidiary guidance and the way it supports the implementation of the new school framework. Inspectors can use the following mailbox (SIF_Consultation@ofsted.gov.uk) to provide brief comments on its usefulness up to 31 March 2012.

Part 1. Guidance applicable to all schools

Achievement of pupils at the school

The use of prior performance data

3. Inspectors **must** use a range of measures to develop an initial picture of the school's academic performance: no single measure or indicator holds sway. Inspectors should not pre-judge inspection outcomes based on past performance data. However, inspectors should not ignore performance that is persistently poor or gives cause for concern.

4. When considering performance data, take account of sizeable groups. A 'sizeable' group is likely to be around 20% or more of a cohort but inspectors must use their professional judgement, particularly where the size of a group fluctuates or a cohort is very large or very small. Consideration should be given to the attainment and progress of sizeable groups even if there is no information about the significance of particular results. This will often be the case in primary schools and it is important to establish whether there is a pattern of attainment and/or progress that is above or below average. Inspectors will discuss such issues with the school and then exercise professional judgement about the importance of the findings.

5. In small schools, make a professional judgement if, for instance, performance measures have been consistently above (or below) average but have not registered on significance tests. This is also relevant for small groups of pupils in bigger schools. In the tables in RAISEonline, a 'dash' (-) shows that there were insufficient data for a significance test to be carried out, whereas a blank means that a test was carried out and the result was not statistically significant.

Judging attainment on entry to nursery and reception

6. There are no national data on attainment on entry available for comparison. Instead, inspectors should make a professional judgement by taking account of the proportions of children meeting expectations in the age-related bands in

development matters. Remember to avoid using the term 'average' and 'standards' as there is no 'national average' for three- and four-year-olds on entry to nursery and reception.

7. If a substantial number of new children enter the school in reception or leave after nursery, establish attainment on entry to reception as well as to nursery. Also take into account children who enter reception part-way through the year. If many children enter reception without pre-school experience, this might mean that attainment on entry at this point is lower than, or similar to, the attainment on entry to nursery. Check arrangements for 'staggered entry' and part- and full-time attendance, as the amount of time spent in school may affect both attainment and progress.

Attainment on entry to nursery at age three

8. Most[1] children are likely to be working within the development matters band for 30–50 months, having shown competence in the preceding band for 22–36 months. This may be referred to as the age-related expectation at the beginning of nursery. Consider this guidance for all six areas of learning when judging attainment on entry to nursery, taking into account children's ages on entry. Attainment on entry is likely to be below age-related expectations where a substantial proportion[2] of children in a school do not demonstrate all of the elements in the 22–36 month band.

Attainment on entry to reception at age four

9. Most children are likely to demonstrate some of the elements of skill, knowledge and understanding within the development matters band for 40–60+ months, in addition to all of the elements in the preceding band for 30–50 months. This may be referred to as the age-related expectation at the beginning of reception. Consider all six areas of learning when judging attainment on entry to reception, taking into account children's ages on entry. Attainment on entry is likely to be below age-related expectations where a substantial proportion of children in a school do not demonstrate all of the elements in the 30–50 month band. The statutory early learning goals establish national expectations for most children to reach by the end of Reception Year. These are the statements in bold in the 40–60+ month band.

Attainment at the end of the Early Years Foundation Stage/entry to Year 1

10. Compare school data with national results, rather than local, to evaluate attainment. Take into account all six areas of learning. Check how many children score six in all of the personal, social and emotional development and communication, language and literacy scales. This indicates children working at a good level of development. Then check the data against the proportion of children scoring six or more in each of the assessment scales. Results very close

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[1] 'Most' means the majority of or nearly all children. Ofsted's definition of 'most' is 80–96%.
[2] 'Substantial proportion' means more than the 20% that might be outside the definition of 'most'.

to the national figures are likely to be described as broadly average. If results in any area fall below, but not close to, national figures, it is unlikely that attainment would be judged to be above average.

11. In small schools, the attainment of different cohorts may vary greatly. Take this into account in evaluating current standards attained, clarifying differences in the report. If accuracy of judgement or the quality of records are inspection issues, it may be helpful to check work or observe and talk to children jointly with a member of staff to inform the achievement judgement.

Judging progress in the Early Years Foundation Stage

12. Progress from the age-related expectations at the beginning of nursery, to the age-related expectations at the beginning of reception, on to the end of reception where they can be compared with Early Years Foundation Stage Profile national figures is likely to represent expected progress during the Early Years Foundation Stage.

Using performance data in the sixth form

13. Inspectors will need to consider the entry requirement for A-level courses in the sixth form. For example, for a programme of full-time GCE AS- or A-level study, there is often a minimum entry requirement of five GCSE passes A* to C and this varies between institutions. In some cases the entry level is higher, for example a minimum of seven GCSE A* to C grades and a minimum of grade B in a specific subject to qualify for study on an AS level. High entry levels should result in high retention and high overall pass rates with a large proportion of passes at high grades (A or B for AS levels and A*, A and B for the full A levels).

14. Subject retention should compare the number of students starting a subject (normally measured at 1 November in a given year) and the number completing a subject (normally measured at the end of May in a given year). Subject retention should be considered separately for each of the AS and A2 components of the A-level programme.

15. Student retention for the sixth form as a whole compares the number of students starting in the sixth form with the number present at the end of the academic year. For two-year programmes, the number completing in Year 2 might be compared with the number starting in Year 1. If pass rates are high at the expense of some poor retention, then success rates (as a percentage of those passing compared with starters) may be low.

16. Inspectors should discuss sixth-form PANDA data with senior managers at an early stage to ensure agreement about their accuracy. For example, the AS-level pass rate may be affected because large numbers of AS-level students may not 'cash in' their results until after their re-sits in January of the following academic year.

17. Inspectors should also take account of overall success rates. Success rates can be calculated at headline level as well as at the subject level. They represent the proportion of pupils who achieve at the end of their subject/course compared to those who started.

18. Inspectors should take account of how changes to post-16 funding have affected the cashing in of AS levels since 2011. The number cashing in AS levels has increased greatly and now includes many students who continued to study the same subject for A level and are likely to have gained higher grades than those taking only AS level. Inspectors should consider with senior managers any impact this has had on the school's AS-level achievement.

Disabled pupils and those who have special educational needs

19. Inspectors should note that:

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

- a category of 'need', for example autistic spectrum disorder, does not give any information about actual or the levels that data suggests the pupils would usually be at given their starting points (one pupil may be working towards 12 A* GCSE grades whereas another pupil of the same age may be working towards Level P6)

- levels of identification and definitions of need vary considerably from one area of the country to another.

20. Inspectors need to take into account the proportion of pupils in a school with special educational needs that are related to cognitive difficulties. For schools where pupils with severe learning difficulties (SLD) or moderate learning difficulties (MLD) make up a large proportion of pupils (such as two out of seven in a small and inclusive primary school or a large resource base for SLD in a standard sized primary school), then inspectors should only consider the attainment of those pupils without particular cognitive difficulties.

21. It is not appropriate to evaluate progress according to a pupil's type of disability or special educational need, or their stage on the Code of Practice. Available national data on progress made by low attaining pupils should contribute to the evaluation, alongside any additional rigorous analyses of progress undertaken by the school. These analyses should be considered alongside the broader range of evidence of learning and progress obtained during the inspection. There is not an expectation that all of these pupils will make two levels of progress from Key Stage 1 to Key Stage 2, and three levels of progress from Key Stage 2 to Key Stage 4. An important consideration for inspectors is the way the school identifies pupils who have special educational needs.

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22. When evaluating pupils' achievement, inspectors should:

- note if pupils who receive additional interventions are demonstrating accelerated or sustained progress indicating that the interventions may be effective

- evaluate the school's arrangements for ensuring the accuracy of its pupil performance data as there is no statutory moderation of P scales and this can lead to misinterpretation.

There should be rigorous moderation arrangements within school and across a local authority to assure the accuracy of the progress data being used by the school.

23. While inspectors should not base an evaluation of progress on a pupil's category of special educational need or disability, they should look to see if pupils with a particular need or disability are performing differently from others in the school's analysis of outcomes for different groups. While these groups may be small, it is still meaningful to look at patterns over time bearing mind any statistical significance. In addition, a single year's data may represent a small cohort. The special educational needs of pupils may vary considerably from year to year; for example, there may be an increase in the number of pupils with more complex needs.

24. Inspectors should continue to use data sets 2–3[3,4] of the *Progression materials 2010–11* from the National Strategies archive site as a guide to provide challenge when judging pupils' progress in schools.These materials offer near-national analyses of pupil progress data. These resources should help inspectors to form hypotheses about the level of expectation and ambition of schools' targets for the progress made by individuals and groups. Inspectors should also expect school leaders to be using them as a first level of analysis of progress within their school.

25. For pupils working within P levels, RAISEonline provides teacher assessment data on the levels attained at the end of Key Stages 1 and 2. RAISEonline also includes teacher assessment data for Key Stage 2 pupils working below the level of the test and uses them for calculating value added. P levels will be used for value-added measures as soon as matched data are available.

26. In RAISEonline from 2011, value-added measures and charts showing expected progress in English and mathematics use Key Stage 2 teacher assessment where there is no test level available for a pupil. Inspectors need to take this into account when comparing with previous years, in which the score equivalent to Level 2 was substituted for pupils working below the level of the test or not awarded a test level.

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[3] *Data set 2: the national p scales data collection for 2009*, national archives: http://webarchive.nationalarchives.gov.uk/20110809101133/nsonline.org.uk/node/439233.
[4] *Data set 3: progression p scales data collection for 2009 – ks1 to ks2*, national archives: http://webarchive.nationalarchives.gov.uk/20110809101133/nsonline.org.uk/node/439229.

27. RAISEonline scatter plots for value-added scores may use compensatory average point scores for some pupils (this may or may not reflect an accurate level for the pupil) and needs to be investigated by inspectors.

28. Unless individual education plan (IEP) targets are effectively linked to moderated expectations outlined in the *Progression materials 2010–11* and RAISEonline, it is very difficult to evaluate the degree of challenge they provide. These targets are, therefore, unlikely to contribute strongly towards the judgement on pupils' achievement unless there is very secure external moderation. While schools are required to review and report progress against the objectives within a statement of special educational needs, there is no statutory requirement for pupils to have IEPs.

29. If the school makes use of Department for Education (DfE) performance data from the achievement and attainment tables, inspectors should make sure that they know which pupils are included. This figure can be very misleading because pupils who are attaining below certain levels are not included.

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

Reading

- The training materials used by inspectors during autumn 2011 provide detailed guidance on inspecting reading and literacy. The key aspects of reading and literacy that inspectors might consider are:
- pupils' phonic decoding strategies and their knowledge of phonically irregular words
- literal and inferential comprehension
- higher-order reading skills, such as inference, appreciation of an author's style and awareness of themes
- knowledge of books and authors, including similarities and differences between texts (for example, books written on the same theme by different authors)
- attitudes and enjoyment
- pupils' awareness of their own progress and development as a reader
- support from school and home
- teaching, expectations and the school's reading culture.

Judging achievement in different mainstream settings

'All-through' schools

31. In schools where there is more than one phase of education present, the same general principles apply as for other schools. Past attainment will take account of the pupils' results in their last year of compulsory schooling – at the end of Year 11. However, inspectors should take account of attainment at the end of Key Stage 2 and whether this is indicative of poor practice in the primary phase if such attainment is low.

32. In analysing past progress, inspectors will need to take account of the progress made in each key stage where such data are available. Inspection evidence from all age groups taught in the school will contribute to the overall judgement on achievement.

Junior schools

33. Key Stage 1 assessment results are the most important source of evidence on prior attainment. However, inspectors should take account of any assessments the school makes of pupils' attainment on entry and check that the school has quickly and correctly identified those pupils that did not meet the Key Stage 1 thresholds and, conversely, those that exceeded the thresholds.

34. Inspectors should note that Year 3 classes may include some pupils who have not completely mastered the Key Stage 1 skills of reading and writing. It is important that the school has taken effective action to ensure that these pupils make rapid progress to fill the gaps in their knowledge and skills. If there is any evidence that pupils have regressed over the summer break then it is vital that inspectors are reassured that such pupils are helped to get back on track quickly.

Middle schools

35. Key Stage 1 assessment results may not provide an accurate picture of pupils' attainment on entry to a middle school because this will depend on the progress they have made in the intervening years. It is important, therefore, that inspectors carefully examine any data provided by the middle school about the attainment of its pupils on entry. The rigour and accuracy of the school's assessment procedures and the efforts made to moderate them will be an important contributory factor to inspectors' views about attainment on entry.

36. Inspectors will need to adopt a similar approach to considering pupils' attainment when they leave the middle school. This is important as it will help to determine whether attainment is sufficiently high and may contribute to the evidence on how much progress pupils have made. Again, Key Stage 2 test results may not reflect pupils' attainment when they leave the middle school. A number of middle schools collaborate across the country to try and moderate their attainment on entry information. Inspectors will need to carefully consider any data provided by the school about the attainment of pupils at the end of their final year.

37. Similar considerations apply to the interpretation of Key Stage 1 to 2 value-added measures in RAISEonline. Inspectors will need to check the accuracy and credibility of the data provided by the school.

The quality of teaching in the school

38. In judging the quality of teaching, inspectors must consider the typical features of teaching in the school, including the strengths and areas for development. Consideration should be made at all times to pages 11–12 of the Evaluation Schedule. This judgement **must not** be based predominately on the teaching grades given in lesson observations.

Lesson observations

39. The key objectives of lesson observations are to evaluate the quality of learning and the contribution of teaching. In addition, lesson observations will identify ways in which teaching and learning can be improved. Lesson observations and subsequent discussions with senior staff and teachers should ensure that:

- inspectors are able to judge the accuracy of the school's evaluation of teaching and learning

- observations are focused on issues arising from the pre-inspection briefing or from early inspection activity

- inspectors are able to gather evidence on how well particular groups of pupils, as well as individuals, are learning and making progress

- evidence is collected so that detailed and specific recommendations can be made to improve teaching and learning.

40. Inspectors should **not** expect to see a detailed written lesson plan for every lesson they observe, although they will look at lesson plans when they are offered by teachers. Inspectors should focus on the quality of the school's planning process and link that to teaching and learning in lessons.

- There are many different strategies for observations. Lead inspectors **should not** be constrained by a single model of observation but use their professional judgement to plan a lesson observation strategy that relates to the precise evidence that is required. For example, inspectors may engage in:

- lesson observations, including part lesson obersvations of 25–30 minutes

- long observations of an hour or so, for example in infant/first/primary schools, special schools and pupil referral units inspectors may wish to conduct long observations in order to assess current standards of attainment through work scrutiny and discussions with pupils about their work; in secondary schools, inspectors may wish to carry out long observations in order to capture the best practice, or to diagnose weaker teaching and provide detailed evidence to underpin recommendations for improvement

- short observations of interventions or small group teaching such as phonics

- tracking of a class/group of pupils to assess pupils' experience of a school day or part of a school day; if possible, inspectors should identify a class or classes that contain one or more pupils from the specific groups identified in the pre-inspection analysis (in this way, the experience, progress and learning of these pupils can be judged in the context of other pupils' experience)

- short visits to a number of lessons, possibly with the headteacher or other senior staff member

- a clear focus on the quality of middle leaders in a school.

41. Any of the observation approaches above may be incorporated in the joint observations carried out with the headteacher and/or senior staff.

42. In some inspections, including most secondary schools, not all teachers will be observed. In these circumstances the lead inspector should explain why this is the case in order to manage the school's expectations.

43. The lead inspector should agree the lesson observation strategy with the inspection team and ensure the school clearly understands the rationale for this. Lesson observations should cover a range of subjects, key stages and ability groups. The school should not normally be informed in advance about the lessons to be visited unless they are joint observations.

44. Where a short observation is made (less than 25 minutes), a grade should be given for those aspects that it is possible to evaluate, for example achievement or teaching. Judgements made through short observations can only relate to the part of the lesson observed and not to the quality of teaching in the lesson as a whole.

The quality of teaching in the Early Years Foundation Stage

45. When considering the quality of teaching in the Early Years Foundation Stage, inspectors may seek to identify whether:

- progress is promoted effectively through different areas of learning, including effective planning for the outdoor environment to extend all six areas of learning

- there is a good balance between children making purposeful choices about their activities (child-initiated) that consolidate learning and adults directing (adult-led) what they do/teaching specific skills

- adults model language well, extending children's speaking and listening skills

- adults develop numeracy well

- adults are actively teaching 'good' behaviour (rather than policing) and teaching children how to look after themselves

- adults encourage independence rather than doing things for children (for example, showing a child how to tie a shoelace rather than tying it)

- there are clear roles for and expectations of other adults working in the setting to ensure they add to the children's learning experience

- there are good relationships with, and involvement of, parents/carers in their children's learning

- teachers and other adults involved in teaching use information based on their observation and pupils' interests to identify and plan the next steps in children's learning.

The quality of teaching in the sixth form

- When considering whether teacher expectations are sufficiently high, inspectors may investigate how well the school makes use of individual learning plans or 'stretching' targets, for example, using value-added data to raise students' aspirations and whether targets are:

- based on prior attainment and particularly GCSEs, where relevant, with an element of challenge added that helps students' motivation, but is not so challenging as to be de-motivating

- produced centrally by the institution are adjusted by individual subject teachers according to students' prior attainment and aptitude in specific subjects

- reviewed and adjusted regularly in discussion with individual students in the light of their progress and that appropriate academic support is provided.

Behaviour and safety of pupils at the school

46. During the initial contact with the school, the lead inspector must ensure that the headteacher understands that the inspection evaluates what behaviour is **typically** like, not just the behaviour of pupils during the inspection.

47. During the analysis of pre-inspection evidence, the lead inspector should compare the school's own statistics on attendance and exclusions against the national picture. The inspector should look at whether any groups of pupils, for example those who have special educational needs, are being excluded disproportionately and how any inequalities in academic outcomes might be linked to behaviour.

48. During the inspection request the day's absence list alongside the reasons for absence and cross reference this with data on past exclusions and sanctions as a way of evaluating the behaviour of pupils who are not in school.

- Disruptive behaviour may be overt, for example, persistent shouting out or pupils talking over the teacher, or persistent low level chatter that does not cease when challenged. It may also be more covert, for example, quiet refusal from a number of pupils to participate in group work or to cooperate

with each other, which prevents learning from taking place. The lead inspector should ensure that:

- a range of groups and settings are included when evaluating pupils' behaviour, and attitude to, a range of staff including non-teaching staff, new and inexperienced staff and supply teachers

- small group teaching, for example intervention groups, is observed to see how pupils behave away from the class or subject teacher

- there is a strong focus on any persistent low level disruption and evaluate how effectively this is dealt with

- inspectors do not overemphasise the behaviour of one individual with an identified behavioural difficulty (that may be a special educational need) or who is experiencing difficult personal circumstances, when making a judgement on behaviour in an individual lesson

- where behaviour in a lesson is judged to be inadequate, this is discussed with the teacher, as appropriate, during the feedback to explore whether this is typical and, if so, what support has been given

- any variation in behaviour between settings, times of day, different subjects, different groupings, and different staff is considered in relation to: how far it influences learning; whether the school is aware of this; whether any action has been taken; and how effective this has been.

Judging behaviour over time

49. Evaluate the school's own understanding of any patterns over time in the use of rewards and sanctions, detentions, use of 'on call' systems, remove rooms and internal exclusions and the action that the school has taken as a result.

50. High exclusion figures, and particularly the repeated exclusion of the same pupils, are not consistent with good behaviour overall. Consider whether there is disproportionate exclusion of any particular group of pupils. High numbers of exclusions, either overall or of a particular group of pupils, are likely to indicate ineffective systems and structures to support pupils, including basic behaviour management to prevent low-level disruption.

51. When looking at bullying and the school's actions to prevent it, bear in mind the importance of careful documentation and analysis. Note that a log that shows a number of bullying incidents may reflect good recording rather than a high level of bullying. The question is whether pupils respond to the action taken or whether incidents of bullying are repeated? Repeated incidents indicate more deep-seated behavioural issues. Consider whether there are any links between bullying and pupils' absence from school.

Discussions with pupils

52. Inspectors should explore, with groups of pupils, what behaviour is typically like in lessons and around the school, and the extent to which behaviour varies.

Explore with pupils any issues that have arisen from their questionnaires. Tease out some of the detail behind both positive and negative responses.

53. Talk to pupils at informal times such as break or lunchtimes, in the playground, dining room or around the school, and as pupils arrive at the start of the school day. In addition, it may be useful to set aside some time when an inspector is available for pupils to come to talk to them without an appointment. Inspectors need to ensure this takes place in an open environment.

54. Inspectors must take into account the specific communication needs of the disabled pupils and those who have special educational needs. For some, the inspectors may request the assistance of staff who know and understand these pupils' preferred means of communication.

55. Inspectors should establish the extent to which sixth form pupils are good role models for behaviour for younger pupils.

Disabled pupils and those who have special educational needs

- In all inspections, inspectors should consider the following.

- How does the school support its most behaviourally challenging pupils, even where there is only a small number?
  This indicates much about a school's ethos and its approach to equality and diversity. Many pupils with special educational needs require clear expectations, structures and systems, additional support to manage their behaviour, and robust arrangements to support their personal and social development.

- For pupils with behavioural, social or emotional difficulties, or identified disabilities such as autistic spectrum disorders (ASD), are 'reasonable adjustments' made to help them to be included in school (a requirement of the Disability Discrimination Act), or is exclusion the only or main response to their behaviour?

56. Inspectors should be familiar with the most recent DfE guidance on the use of force and restraint.[5] They must seek advice from Ofsted's Compliance, Investigation and Enforcement helpline where they have concerns about their use.

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

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

Evaluating attendance

58. Learners' attendance is evaluated in comparison to national figures for mainstream schools (not free school meal bands) as part of the judgement on behaviour and safety. This also applies to special schools and pupil referral units. Inspectors must use the data in RAISEonline and the figures below, combined with the school's own analysis and documentary evidence, to evaluate attendance. The average attendance for 2010/11 in primary schools was 94.86% and for secondary schools, 93.45%.

59. It is important to note that published data are often dated so current attendance must be taken into account. To evaluate whether attendance has changed since the last published figures, it is useful to compare attendance for the same time period, such as from September until the inspection date, in the current and previous school years.

60. The effectiveness of the school's strategies to promote good attendance should be taken into account. RAISEonline presents the school's attendance and persistent absence figures against free school meals data. However, while there is a clear statistical link between levels of social deprivation and attendance, this should not be taken as an excuse for poor attendance and high absence rates. It is not acceptable to judge poor attendance as 'average' on the basis that the school is working hard to improve it unless there is clear evidence of sustained impact and rapid improvement.

61. Inspectors should take into account any differences between the attendance of different groups of learners, such as those of different genders or ethnicities, when evaluating attendance. Inspectors should evaluate how much the school knows about the attendance patterns of groups of learners and the effectiveness of systems to alert them to changes in pupils' attendance. A sudden or a gradual alteration can indicate a safeguarding issue.

62. Take account of whether the percentage of pupils present in each lesson observed is broadly consistent with the school's attendance and absence figures. Investigate the school's procedures for registering pupils and recording absence where discrepancies arise. Truancy from lessons may be occurring after pupils have initially registered.

63. Evaluate the support given to any pupils absent for long-term medical reasons, such as any in hospital, and arrangements made to keep pupils in touch with school work and how well these are maintained during extended spells in hospital or at home. Investigate the liaison arrangements in place with other supporting professionals, for example at the hospital school or home tuition.

Evaluating pupils' safety (also see paragraphs 85–95)

64. Inspectors will need to consider whether a culture of safety operates within the school. If pupils are found to be behaving unsafely in lessons or around the school, this should prompt more intense scrutiny of the school's approach to

safeguarding. Check that the school takes reasonable steps to ensure that pupils are safe on the school site, for example by monitoring visitors or volunteers or those using the premises during school time.

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

65. Where there are concerns about behaviour and safety, inspectors should investigate the quality and implementation of a clear and concise behaviour policy, linked to learning. In schools where behaviour policies are not planned, managed or organised well, their impact is minimal. Successful behaviour management involves senior leaders seeing it as part of school improvement and closely linked to the quality of teaching.

66. Inspectors should consider the reasons for poor behaviour as this may indicate unmet learning needs through weak teaching, a lack of guidance and/or support, a poor ethos, low expectations or bullying. Poor behaviour may also indicate learning difficulties or underachievement (including literacy difficulties) that the school has not identified.

The quality of leadership and management of the school

67. The evaluation schedule sets out the key features of leadership and management and, in particular, a greater focus on improving teaching and how leaders and managers are helping pupils to overcome specific barriers to learning. The following guidance focuses on selected aspects of inspecting leadership and management.

Performance management

68. When evaluating how well leaders and managers improve teaching and learning, including the management of pupils' behaviour, inspectors should consider the way in which professional development is aligned with performance management, self-evaluation and the priorities for improvement that have been identified. In evaluating performance management arrangements, inspectors should not scrutinise records of performance management for individual staff.

69. Lesson observation judgements made by inspectors **must not** be used by the school to make judgements about the performance of an individual teacher. For example, it would be inappropriate for a school to use Ofsted inspection judgements about the quality of a teacher's teaching and its impact on learning to begin or to support capability proceedings against an individual teacher.

Evaluating the curriculum

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

- A curriculum with breadth and balance in maintained schools is likely to consist of the National Curriculum subjects, religious education (RE) and a variety of other courses and programmes, including extra-curricular and enhancement activities put on by the school and its partners. Where a school does not provide the National Curriculum and RE, inspectors will need to fully explore the school's reasons. Inspectors are not expected to seek details of individual subject programmes of study.

- Many secondary schools will be providing courses, or planning to provide courses, so that pupils can gain the English Baccalaureate (EBacc). Inspectors should note that provision of the EBacc is not compulsory.

- Initial evidence will be found in school prospectuses, curriculum plans and, where relevant, in options booklets. Inspectors will want to discuss the breadth, balance and where relevant, choice and personalisation, of the curriculum with pupils and staff.

- Inspectors will want to discuss with pupils their knowledge of courses and qualifications and the various progression routes available to them.

70. However, the increasing diversity and autonomy of schools and the decisions they make about the curriculum may present some contradictions. Inspectors will need to make a professional judgement about the appropriateness of the curriculum with respect to the specific circumstances of the school.

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

- Inspectors should gather evidence of the impact of the curriculum on developing aspects of the pupils' spiritual, moral, social and cultural (SMSC) development. This may be through:

- lesson observations where subjects promote aspects of SMSC provision; RE, art and music are obvious examples but discussion with pupils and staff will provide an important insight as to how SMSC is planned as part of the curriculum in other subjects

- observation of other activities that indicate the extent to which there is a coherent approach to promoting SMSC set out by the school and implemented through activities such as tutorials, citizenship programmes and discussions with pupils about their work

- evaluation of opportunities created by the school for pupils to take part in a range of artistic, cultural, sporting, dramatic, musical, mathematical, scientific, technological and, where appropriate, international events and activities that promote aspects of pupils' SMSC development.

Capacity to improve[6]

71. Capacity to improve will be reflected across all levels of leadership and management: headteacher and senior leaders; middle leaders and the governing body. Inspectors must consider:

   ■ the school's self-evaluation and how it responds to this evaluation through successful implementation of improvement plans

   ■ the intrinsic capacity of all leaders to steer improvement and promote effective monitoring and robust evaluation to gauge impact

   ■ any track record of improvements in important areas (achievement; quality of teaching; behaviour and safety; and promotion of pupils' SMSC development) sustained over time.

   ■ Inspectors will need to consider whether capacity for improvement is adequate in schools that:

   ■ are in receipt of extensive external support simply to produce satisfactory outcomes

   ■ have not resolved the areas for improvement identified at their previous inspection

   ■ have judgements on achievement and behaviour and safety that are no better than satisfactory and that were satisfactory at the last inspection

   ■ have limited capacity for improvement in middle leadership.

72. Inspectors will need to exercise their professional judgement in assessing these issues in relation to the circumstances of different schools. For example, inspectors may take account of major changes in the nature of the school's intake, significant staffing issues or other factors that may help explain these situations.

73. However, where senior staff and, where relevant, key members of the governing body, have had responsibility since the last inspection (and before) and the school's circumstances have remained constant, inspectors will need to probe deeply into any reasons put forward for the apparent lack of improvement.

74. Good intentions, even when set out in well-written plans, backed only by unsupported assertions, passionately stated promises and an aspirational outlook, or a recent change of headteacher following a period of poor leadership, do not in themselves provide sufficient proof of the capacity to achieve improvement.

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[6] Guidance on using and evaluating capacity to improve in relation to placing a school in a category of concern is set out in *Conducting school inspections.*

Governance

75. In assessing the role and impact of the governing body, take account of how well the governing body:

- knows the school

- supports and strengthens school leadership

- provides challenge to school leaders, particularly with regard to improving the quality of teaching

- works efficiently with the school.

76. Sources of evidence about the effectiveness of the governing body include:

- a discussion with one or more members of the governing body

- minutes of governing body meetings

- references to the work of the governing body as part of more general discussions with key staff, for example, the headteacher; the special educational needs coordinator; the child-protection officer; staff with links to particular governing body committees; or governors with designated responsibilities

- discussions with other members of staff and, where relevant, pupils about the impact of the governing body on the work of the school.

Ensuring pupils are safe

77. Safeguarding remains a priority. Safeguarding practice and guidance is underpinned by a duty for schools to cooperate with relevant agencies to safeguard and promote the welfare of children.

78. Inspectors should check the single central register to ensure that adults working with pupils are appropriately recruited and vetted. Other evidence will come from discussions with the headteacher, governors' representative and other staff as part of more general interviews to explore management responsibilities regarding child protection and the training and support for safeguarding.

79. There is no need to spend excessive amounts of time checking policies and detailed procedures and protocols unless a significant concern is identified.

80. Observe pupils around the school and discuss with them whether the school helps pupils to keep safe, including encouraging them to adopt safe and responsible practices and deal sensibly with risk.

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

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

This text should be inserted as the last bullet point in the most relevant section heading of the report. In cases of alleged abuse this is likely to be under behaviour and safety.

- Where provision for children in registered provision is inadequate, inspectors will need to consider whether this will lead to a school being issued with a notice to improve or placed in special measures.

- Where there are collaborative arrangements for extending the curriculum such as in collaborative sixth forms, college work and other off-site learning, inspectors should investigate how well these work 'on the ground'. Discussion with pupils and teaching staff should help inspectors to establish whether:

- timetables between institutions are effectively matched so opportunities for collaboration are provided and pupils do not miss lessons or other activities as a result of collaborative arrangements

- transport and travel arrangements between collaborating institutions are reliable and enable students to be punctual

- there is time for teachers and subject leaders in collaborating organisations to plan together

- there are systems to coordinate and report on attendance and punctuality information.

82. Inspectors should identify what the school itself intends to provide and what it offers in collaboration with other schools or colleges. The options for pupils made available by the school, and through collaboration, should be assessed for all pupils progressing from Year 11.

83. Inspectors should evaluate not just whether vocational courses have increased choice but also whether they properly reflect the needs and interests of pupils. The range of vocational courses offered should be based on the school's careful analysis of students' needs and the requirements of the local labour market, not solely on the availability of staff or facilities.

84. In considering the school's self-evaluation of the sixth form provision, inspectors may investigate how well subject departments monitor their effectiveness and how the outcomes of these monitoring activities are included in the overall evaluation of the sixth form.

85. The arrangements for safeguarding apply to the sixth form as well as to the whole school. Inspectors should consider whether any modifications for sixth forms, such as unsupervised signing in and out of school are appropriate.

Overall effectiveness

86. An important aspect of the overall effectiveness judgement is a consideration of how well the school contributes to the promotion of the pupils' spiritual, moral, social and cultural development.

Spiritual, moral, social and cultural development

87. All schools should be promoting pupils' spiritual, moral, social and cultural (SMSC) development and suitably preparing pupils for life. However, there is no need to present a detailed analysis in the report of the school's promotion of each of the four components of pupils' SMSC development.

88. Inspectors should consider the climate and ethos of the school and what effect this has on enabling pupils to grow and flourish, become confident individuals, and appreciate their own worth and that of others. In considering how well the school promotes pupils' SMSC, inspectors should take into account the impact of the range of opportunities provided for young people to develop their self esteem and confidence, which might occur both within the classroom, in terms of: teaching that encourages participation, creativity, reflection and independence; assessment and feedback that values pupils' work and/or effort; and activities that develop teamwork, leadership skills and self-reliance.

Defining spiritual, moral, social and cultural development

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

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

- Pupils' social development is shown by their:
- use of a range of social skills in different contexts, including working and socialising with pupils from different religious, ethnic and socio-economic backgrounds

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

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

- Pupils' cultural development is shown by their:

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

- willingness to participate in, and respond to, for example, artistic, musical, sporting, mathematical, technological, scientific and cultural opportunities

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

Part 2. Further guidance for specific settings

Pupil referral units

- To ensure the appropriate expertise and tariff for the inspection, the inspection service provider and lead inspector should, as far as possible, establish:

- the number and age range of pupils

- the number of sites and their approximate geographical proximity – these may have changed significantly since the last inspection and this may affect the deployment (and possibly the size) of the team

- the nature of the pupils' needs – in some instances this may require inspectors with particular specialisms being included within or leading the team (for example, a pupil referral unit for young mothers with an on-site nursery requiring a childcare inspector).

89. It is essential that **all** of the pupil referral unit's sites are visited during an inspection, to ensure that safeguarding and the quality of education are inspected rigorously.

90. It may not be possible for inspectors to visit all of the alternative provision that a pupil referral unit may be using, such as work providers or colleges. However, it is essential that inspectors find out how the pupil referral unit monitors the quality of this provision, pupils' attendance and safety, and other outcomes.

91. When evaluating past attainment and progress, inspectors will need to take account of the pupil referral unit's own assessment data. Due to the changing nature of the cohorts attending, year on year comparisons of attainment are not reliable, but for progress they will provide a useful indicator.

92. If pupils have poor attendance then they will not be achieving their potential and will continue to be disadvantaged. It is important to give accurate messages about outcomes for these pupils, however hard staff may be working to engage with them.

93. The destinations of the pupils when they leave the pupil referral unit will help to provide a complete picture of pupils' progress. Equally, the stability of any subsequent placements will also be helpful information for inspectors. A pupil referral unit whose self-evaluation is effective will have evaluated the success of pupils in their placements after they leave the pupil referral unit.

94. Inspectors should take account of the core objectives of the pupil referral unit's work. For instance, in a pupil referral unit providing short-term placements for excluded pupils or those at risk of exclusion, the core work may emphasise specific improvements in the pupils' attitudes, behaviour and/or attendance alongside their academic achievement.

Dual placements and outreach

95. If pupils are registered at the pupil referral unit and a local school, inspectors must consider outcomes for these pupils from the perspective of shared responsibility for provision. The pupil referral unit should be adding value to what the mainstream school can offer and vice versa. The effectiveness of partnership work will be an important aspect of the inspection.

96. If the pupil referral unit provides outreach work, it is important to establish what basis this is provided on. If the pupils involved are not on the pupil referral unit's roll, their outcomes will not be part of the unit's inspection.

- If any pupils are not receiving full-time education, the reasons need to be ascertained.

- Some pupils may be school refusers. Inspectors need to satisfy themselves that the pupil referral unit doing all it can to ensure full-time provision for these pupils, including where relevant increasing their time attending at the unit. This can be demonstrated through documentation such as review meeting minutes, records of multi-agency involvement, and targets for increasing attendance. Little or no action on the part of the pupil referral unit to increase the pupils' time in provision (either through home tuition or the centre) should be raised as a concern with the relevant leaders and managers.

- If the pupil referral unit includes pupils who have had little or no formal education over a significant period of time, the pupil referral unit may decide to introduce these pupils gradually through a part-time timetable. In this situation, inspectors need to evaluate the suitability of these arrangements – are they rigorous, well monitored and aspirational, aiming to get the pupil into the unit full time quickly? Is this successful?

- The same may apply to pupils with extreme behaviours. A pupil referral unit may decide to introduce the pupil to the centre over a short period of time (two or three weeks) to assess the support they may need, which groups they may be placed in and to avoid disrupting the dynamics of the centre. Done well, this can help the pupil to succeed. As above, inspectors should assess the suitability of these arrangements, which should not be open-ended and should result in swift full-time education for the pupil.

Evaluating attendance in pupil referral units

97. Attendance for all single-roll pupils and for those who are attending a full-time dual roll placement **must** be evaluated as a percentage of a full-time timetable, even where the pupil referral unit has put temporary part-time arrangements in place. For example, a permanently excluded Year 11 pupil who the pupil referral unit has been put onto a timetable of 10 hours out of the 25 on offer at the unit, and who has attended five of those hours in a week has an attendance of 20% (five out of 25), **not** 50% (five out of 10).

Medical needs

98. From September 2011, pupils who are absent from school for medical reasons are entitled to full-time education unless their medical condition means that this would not be in their best interests. For any pupil with a reduced timetable or access to education, inspectors should evaluate how the pupil referral unit reached this decision in conjunction with health professionals, and consider the plans for increasing the pupil's education as their health allows. Inspectors will need to find evidence about the availability of full-time provision for these pupils and ensure that it is medical needs, and not a lack of provision, that determines the amount of education they receive.

99. Inspectors should consider carefully and take into account the reasons why pupils are attending this type of provision when evaluating pupils' achievement. They must also look closely at the effectiveness of liaison with other schools to ensure there are appropriately high expectations, and as far as reasonably possible, continuity in pupils' educational programmes.

100. The pupil referral unit may be supporting pupils who are on the roll of a mainstream school because they have an illness/diagnosis that leads to prolonged or recurring periods of absence. These pupils, whether at home or in hospital, should have access to education, as far as possible from day one. Arrangements should be in place to ensure that such pupils have work packs prepared in advance that they can bring into hospital. Pupils should receive an education of similar quality to that available in school, including a broad and balanced curriculum. Inspectors should look carefully at partnership arrangements between the pupil referral unit and the school.

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

- Inspectors must be clear about the relative roles and responsibilities of the pupil referral unit's leader (teacher in charge or headteacher), the local authority, and the management committee.

- Inspectors must evaluate the extent to which all leaders and managers enable pupils to overcome specific barriers to learning and promote improvements for all pupils and groups of pupils in the context of the individual pupil referral unit. In making this judgement, inspectors should consider:

- the leadership and management by the unit manager and other senior staff

- the management committee's direct responsibilities; although individual members of the management committee may be officers of the local authority, care should be taken in drawing a distinction between the duties of the committee and the responsibilities of the local authority

- the local authority as the responsible body for the pupil referral unit.

Partnerships

101.   Evaluating the impact of partnerships in overcoming barriers to learning in a pupil referral unit should include a consideration of how well the unit works with key partners, such as child and adolescent mental health services (CAMHS) and any providers of careers advice, to enable pupils to attend appointments and get the support they need when they may be reluctant to attend appointments in the usual venues.

102.   Partnerships with parents and carers are also an important consideration when looking at the part played by the pupil referral unit to break cycles of low attainment and anti-social behaviour and to support pupils to gain suitable education, employment or training.

Safeguarding

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

Weighting judgements about different parts of a complex pupil referral unit and any additional services

- Consideration must be given to the quality and impact of all the different parts of the provision and any additional services. When considering overall effectiveness, care must be taken to weigh the judgements fairly. For example, judgements about overall effectiveness must **not** be dictated solely by the outcomes of the education provided for a few of the unit's pupils

located on one site. The following points should be kept in mind when this composite judgement is made.

- The inspection must take account of the core objectives of the unit's work. These may include, for example, specific improvements in the pupils' attitudes, behaviour, attendance or confidence.

- When the pupil referral unit has responsibility for the home tuition service, the inspection must be planned so that evidence is gathered about the effectiveness of home tuition. This may include scrutiny of assessment records and pupils' work, discussion with key staff and discussions with pupils.

- If a hospital class is included as part of a pupil referral unit, this must be included in the inspection and must contribute to the judgements made.

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

Special schools

104.   As far as is reasonably possible, inspection schedulers and inspection service providers will ensure that there is an appropriate match between inspectors' expertise and the range of pupils' special educational needs at the school.

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

- the range of special educational needs catered for by the school (if the school is for deaf pupils then a signing interpreter might be required)

- the number of key stages at the school and the number of sites used including those that are co-located with mainstream schools

- any outreach services particularly for dual registered pupils.

106.   The lead inspector should confirm the information included in paragraph 124 during the first contact with the school. The lead inspector must check that the team has appropriate expertise for the range of pupils' needs. Where there are significant differences between the information used to plan the inspection and the school's current details, then the lead inspector should discuss these with the inspection service provider.

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

108.   In many special schools, communicating with pupils during a short meeting as an unfamiliar person is difficult and inspectors may need to find different ways of gathering evidence to make this judgement including requesting the assistance of staff who know and understand the young person's preferred means of communication. As far as possible, when meeting pupils, inspectors should use

the forms of communication used by the pupils at the school. For some, the inspectors may need to request the assistance of staff who know and understand these pupils' preferred means of communication.

109.   Inspectors may need to use an interpreter to interview deaf pupils. In most instances, inspectors should make use of the school's facilities for interpreting, taking due care to ensure pupils are able to give their views freely and without influence. If the school is a specialist school for deaf children and uses British sign language as its primary communication, then an interpreter should be provided by the inspection service provider.

110.   Schools for pupils with communication difficulties may re-issue the pupils' questionnaire in a different format. This is perfectly acceptable.

- When evaluating leadership and management, inspectors should evaluate:

- the need for any specialist advice or training for staff, and whether specialist equipment and environments are being used effectively

- the effectiveness of joint working with other professionals, for example, specialist therapists, on improving the outcomes for pupils

- how well pupils are prepared and supported in making decisions as well as being involved in meetings where decisions about their future are made.

111.   Regarding the curriculum, inspectors should:

- recognise that children aged between two and five years should be following the Early Years Foundation Stage curriculum, including when placed in mixed-age classes

    – consider how well the curriculum helps to:

    – raise aspirations and provide realistic progression opportunities

    – enable progression at all the necessary levels and ensure that learning activities and resources are age-appropriate and are different from those used in earlier years, even when pupils' attainment remains at low levels; this is a particularly important consideration in all-age special schools.

112.   Regarding safeguarding, inspectors should:

- ask whether the school has considered the specific risks that disabled pupils and those who have special educational needs may experience or present, including those with behavioural, emotional and social difficulties

- ask about staff training concerning the awareness of specific safeguarding issues related to disabled pupils and those who have special educational needs, particularly from the designated teacher for child protection. Research indicates that disabled children are at increased risk of abuse and

the presence of multiple disabilities appears to increase the risk of both abuse and neglect.7

Writing the report

113.   Inspectors should ensure that:

- there is specific reference to literacy/communication and numeracy or early cognitive skill development, and other key aspects appropriate to the pupils' needs

- the report does not make reference to any commercial schemes, for example, inspectors should refer to a 'symbolic communication system' rather than the particular scheme that is used in the school; similarly, specific commercial pupil performance analysis tools should not be named.

114.   Inspectors should notify the appropriate inspection service provider when an inspection letter to pupils needs to be made available in an alternative format or translated.

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

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

116.   The following additional requirements apply to schools with a specially resourced provision for disabled pupils and those who have special educational needs. Resource base provision is the generic term and includes provision entitled 'unit' or 'specialist facility' or 'designated special provision'.

117.   The resource base must be inspected and inspectors must consider evidence about the resourced provision when making judgements about the school overall where the provision is delegated to the school or, where the local authority maintains direct responsibility, for the period of time when the pupils in the provision are within mainstream classes at the school being inspected.

118.   Specially resourced provision that is not delegated to the school or where pupils do **not** spend some of their time in the school's mainstream classes remain within the inspection remit of the pupils' 'home schools' (the schools where they are on the roll).

119.   As far as is reasonably possible, Ofsted will ensure that there is an inspector who has a specialism appropriate for the school's specialist resource. Where this is not possible, every effort will be made to deploy a specialist from another area of disability or special educational needs.

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

120.   The lead inspector should obtain specific information about the resource base during the initial contact with the school, including:

- the number of pupils and the range of the needs catered for by the specially resourced provision, together with pupils' timetables, including when they are taught within mainstream classes (with and without support) and when they receive specialist support in separate resourced provision

- the type/s of language/communication systems used; if the specialist provision is for deaf pupils, it is important to establish whether a British sign language interpreter is required when meeting with the pupils (the lead inspector should contact the inspection service provider as soon as possible if this support is needed)

- staffing arrangements and details of any outreach services provided by the resourced provision.

121.   Inspectors must observe classes involving pupils from the resource base/unit. It is not expected that all of these observations will be carried out by the specialist inspector. Inspectors should note how well teachers:

- plan thoroughly for the deployment of specialist support staff and brief them on what pupils are expected to learn and about their role/activity

- make full use of agreed specialist approaches, advice or equipment.

122.   Inspectors must undertake an analysis of the achievements of resource base pupils, which is distinct from other pupils identified with special educational needs in the mainstream school. Inspectors should explore and identify the reasons for any difference between the achievements of pupils in resource-based provision and other pupils in the school, including those who are disabled or have special educational needs. When analysing achievement, inspectors should carefully consider the impact that a large provision might have on the overall attainment and progress data of the whole school.

123.   Discussions should be held with the person in charge of the resourced provision and with children/young people in the resourced provision.

124.   Inspectors should be familiar with the most recent guidance on the use of force and restraint.[8] They must seek advice from Ofsted's Compliance, Investigation and Enforcement helpline where they have concerns about their use.

125.   There should be systematic recording of every significant incident where restraint or physical intervention has been used in accordance with the school's policy and procedures on the use of force and its child protection requirements. Care should be taken to check there is not excessive use of restraint or physical intervention (also sometimes referred to as 'positive handling'). The number and

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[8] *Use of reasonable force*; http://www.education.gov.uk/aboutdfe/advice/f0077153/use-of-reasonable-force-advice-for-school-leaders-staff-and-governing-bodies.

range of recorded incidents is also an important indicator of how successfully a school is managing very challenging behaviour.

126. The effectiveness of provision for children/young people in the resourced provision should be captured in the main findings and included in the overarching judgements for the school.

- The report must:
- include a description of the resourced provision, which should include the nature of the designated special educational need, the number of pupils involved and the age range if it differs from the main school (in the first instance, use the term 'specially resourced provision for pupils with special educational needs', then subsequently use the term used by the school)
- include sufficient detail in the report to show how well the pupils attending the resourced provision are achieving, as well as the quality of provision and leadership and management that contribute to their outcomes. This should be in addition to the achievement and provision for disabled pupils and those with special educational needs in the rest of the school
- explain and clarify any differences in outcomes and levels of provision between those with special educational needs in the main school and those attending the resource-based provision.

127. The report will not include a separate overall effectiveness judgement about the resourced provision.

Alternative/off-site provision

128. To match the curriculum to the particular needs of the pupils, it is becoming common for secondary schools and pupil referral units to use alternative providers to help provide their curriculum. These include college placements as well as vocational and work placements.

129. Depending on circumstances, inspectors may wish to consider:

- how the school identifies appropriate provision so that it will match a pupil's needs and interests as well as enable them to gain knowledge and skills
- how the school initially assesses the quality and safety of the provision
- the quality of information that the school gives to the provider, for example about the pupil's special educational needs, behaviour or literacy levels
- how the school monitors and evaluates pupils' attendance, behaviour and progress and intervenes and supports as needed
- the progress that pupils are making while attending alternative provision
- whether any qualifications being taken are at the appropriate level
- the pastoral support that pupils are receiving while attending provision off site.

130. The school's monitoring of attendance is an important part of its safeguarding responsibilities. Ofsted's 2011 survey gives further information about the successful use of alternative provision.[9]

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[9] *Alternative provision* (100233), Ofsted, 2011; www.ofsted.gov.uk/resources/100233.