

INSPECTION MATTERS

AN INFORMATION SERVICE FOR INSPECTORS AND INSPECTION SERVICE PROVIDERS

Issue 15 – July 2007

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Welcome to issue 15 of *Inspection Matters*. This brings an end to a year and also the end to an era, marking as it does the retirement from Ofsted of Andy Reid. Andy has been the first divisional manager of Institutional Inspections and Frameworks, but before that he was a leading light in the School Improvement Division – becoming its last divisional manager. An historian by training, he worked in Norfolk and Staffordshire before joining Ofsted as an HMI. His amazingly encyclopedic knowledge of schools and school inspection will be missed, but we fondly expect him to pop up somewhere again soon.

During this term we have been trialling approaches to inspecting the Early Years Foundation Stage, community cohesion and a new judgement on schools' use of challenging targets. We have also completed trials and evaluation of a slightly revised approach to reduced-tariff inspections; we hope to publish some information about this in our next edition. You may have heard the announcement on 16 July about community cohesion: although the duty on schools' to promote it commences this September, Ofsted's duty to inspect and report on schools' contributions will not commence until September 2008.

Readers will notice that section C of this issue of *Inspection Matters* continues the recent trend of including briefings by contributors from outside Ofsted. We are very happy to include these, because they provide important information that is relevant to inspection activity. Occasionally we include an editor's note, indicating how the issues covered in a briefing might affect inspection practice. Ofsted's guidance for inspectors appears in sections A and B of *Inspection Matters*.

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Getting in touch with us

Contact from readers is welcome:

- articles can be discussed with Adrian Gray, editor – Adrian.Gray@ofsted.gov.uk
- feedback, ideas for articles, contributions or issues that need to be addressed by inspectors can be made to Maureen Carroll, assistant editor – Maureen.Carroll@ofsted.gov.uk

Forthcoming issues of *Inspection Matters* are planned for:

1. September 2007
2. November 2007
3. January 2008

Part A: Brief notices

This section usually includes summaries, and in some cases updates, of notices issued to inspectors previously in IIF Minutes; on this occasion, no IIF Minutes have been issued since the last Inspection Matters (edition 14)

A1 Revisions of inspection documents for September 2007

We will be issuing a new inspection zipfile in September. It will contain updated versions of the guidance and other documents. Alterations already notified in *Inspection Matters* and *IIF Minutes* will be incorporated, and other revisions will be made to bring documents up to date. Two of the principal changes will be the new judgement on schools' use of challenging targets and new grade descriptors for behaviour; we will publish the full details of these in the September edition. The main documents to be affected are:

Framework for the Inspection of Schools (Every Child Matters)

Minor changes to bring the framework up to date.

The self-evaluation form (SEF)

To be updated to reflect the alignment of specialist school re-designation with section 5 inspection, an increased focus on behaviour and on extended services, and other developments over the past year. Overall, the changes will be relatively minor.

The inspection report template

To be updated. The Inspection Judgements Form (IJF) will contain a new judgement: "*How effectively are challenging targets being used to raise standards for all learners?*" This judgement will replace an existing judgement, "*How effectively is performance monitored, evaluated and improved to meet challenging targets?*", and so there will be no increase in the overall number of judgements in the IJF. The current judgement on *The effectiveness of the school's self-evaluation* will be moved from the Overall Effectiveness to the Leadership and Management section; this judgement will embrace all aspects of the school's self-evaluation, including the monitoring of performance.

Conducting the Inspection

Will be restructured so that it will apply to both standard and reduced tariff inspections. The section on parental questionnaires will be amended in the light of recent revisions to guidance and inspection procedures. Amendments will be made to the leadership and management section to incorporate the new judgement on the school's use of challenging targets. There will be a reference to the requirement that, from September 2007, all relevant reports should include a separate paragraph covering the effectiveness of the Foundation Stage. Additional references will be

made to reporting on behaviour. New guidance on equality legislation, given in Section B below, will be included.

Guidance on using the Evaluation Schedule:

This will be updated to incorporate changes flagged previously in *Inspection Matters*. More detailed guidance will be given on evaluating learners' behaviour, including grade descriptors. Under Leadership and Management, there will be grade descriptors for the new judgement on evaluating the school's use of challenging targets to raise standards for all learners.

Guidance for inspectors on the use of school performance data

This is being amended to reflect the guidance given recently in *Inspection Matters*. Additional supplementary guidance will be provided on using data relating to the Foundation Stage, which will be the basis for a new "self-teach" training unit to be made available shortly.

Guidance for section 5 inspectors on safeguarding

Some changes affecting the detail of the guidance, made in the light of experience of using it this term.

Inspecting Extended Schools

The number of extended schools is increasing rapidly, and the guidance will be revised and brought up to date.

Inspecting School Sixth Forms

Minor revisions will be made. We are working on new training materials for judging Achievement and Standards in the sixth form, which are scheduled for release in the autumn.

Guidance on inspecting specialist schools

Revised and updated.

Guidance on inspecting attendance

Revised to include some exemplar material from RAISEonline with brief additional comments.

Toolkit for the Lead Inspector:

We are planning to update this before September.

A2 Flood Damage to schools and children's services

Recent flooding has brought widespread damage to large areas of central and northern England. Inspectors are asked to take proper account of the disruption and loss of school days and records which have resulted. Some schools that have not been directly affected by flooding have, nonetheless, also been affected by hosting pupils from other schools.

A3 Primary modern languages – reminder

The information provided in *Inspection Matters* 10 about modern languages in primary schools remains correct. In the SEF, you should expect to see an evaluation of the modern languages learning taking place at Key Stage 2, or evidence of plans for this to be implemented ready for the 2010 deadline. In *The Languages Review* (Lord Dearing, March 2007) the figure of 70% is given for the number of primary schools currently teaching modern languages or having plans in place to do so. It may be appropriate to make brief reference to language learning in the inspection report if it is making a significant contribution to the curriculum or to the pupils' enjoyment and achievement.

A4 Inspecting the Foundation Stage: an update

In September 2008 there will be a new key stage covering children from birth to age 5 which will be called the Early Years Foundation Stage (EYFS). The statutory requirements relating to the EYFS will be set out as a common framework applying to all settings catering for children in this age range. Ofsted has been developing and trialling an inspection strategy to evaluate this provision – whether it is provided by a childminder caring for three two-year-olds or a Reception class in a primary school.

Two key aspects of the proposed approach, which we have been trialling during June 2007 and will again in October, are the inclusion in inspection reports of:

- six common judgements about EYFS provision in the inspection judgements form
- a specific paragraph in the text about the effectiveness of the EYFS provision, similar to that for sixth forms in 11-19 schools.

We have been looking closely at the implications for the inspection tariff of these proposed developments for September 2008. As an interim step, however, **we will ask inspectors to present their findings about the Foundation Stage in a specific paragraph in inspection reports from September 2007.**

Additional brief training materials for the EYFS will be issued in the new school year, and more extensive materials will be prepared and released once the final details of the inspection strategy have been agreed.

A5 DCSF Statutory Guidance on Schools Causing Concern

Statutory Guidance on Schools Causing Concern, reflecting the provisions of the Education and Inspections Act 2006, was published by the DfES in May 2007 and is available from this link:

<http://www.standards.dfes.gov.uk/sie/documents/2007SCCGuidance.doc>

The guidance contains essential information relating to schools causing concern. **It is essential reading if as an inspector you are doing any Section 8 work or if you are an LMI Schools.**

It summarises the relevant sections of the Act and sets out the roles of Local Authorities (LAs), School Improvement Partners (SIPs) and Ofsted. The guidance explains what the LA can do as part of its early intervention strategy when it has concerns about a school, including issuing a warning notice. It summarises the procedures to be followed when a school is placed in a category of concern following an inspection, and what describes what happens subsequently, and the actions that the LA can take.

Part B: recently published or revised guidance for inspectors

B1 Equality and Discrimination in schools: Guidance for inspectors

Legislation requires schools both to avoid discrimination and to promote equality for pupils, staff and others using school facilities. Inspectors should ensure that schools are compliant with legislation as well as evaluating the impact of their actions.

Schools must not discriminate against pupils in admissions or in their day to day operations, such as in the allocation of pupils to particular classes. There are a few exceptions:

- Admissions to schools which are single sex or of a religious character
- School curriculum and collective worship are not covered by legislation affecting discrimination on grounds of religion or beliefs
- Schools may treat disabled pupils more favourably than others if it prevents them being at a disadvantage
- Age discrimination legislation does not apply to the treatment of pupils or provision of education

Schools have a duty to promote equality of opportunity and promote good relations between people of different groups. Schools also have a number of statutory duties to monitor equality and discrimination, including gathering specific evidence and publishing plans. In summary, the requirements are to:

- a. Produce a **written race equality policy** identifying action to be taken to tackle discrimination and promote equality and good race relations across school activity.
- b. **Assess and monitor the impact of race equality policies** on pupils, staff, and parents, in particular the attainment levels of pupils from different ethnic groups, and take such steps as are reasonably practical to publish the results of this monitoring annually
- c. **Record racist incidents** and report them to the local authority on a regular basis.
- d. Publish a **disability equality scheme** (from December 2006 in secondary schools and December 2007 in primary and special schools) showing how the school is meeting its general duty to promote disability equality across all its areas of responsibility. Advice on what should be contained in this scheme, and outline plans, can be found in the DfES guidance *Promoting Disability Equality in Schools*.

e. Publish a **gender equality scheme** showing how the school intends to fulfil its general and specific duties, such as setting out gender equality objectives. Schools must revise and review this plan every 3 years and report on progress annually.

There is no need for schools to do all these separately. It is acceptable to produce a **single 'equality plan'** covering all of the plans set out above. There is no requirement to repeat any of the content of this equality plan in the broader school plan, though it may be helpful to cross-refer to make clear how equality is embedded in all of the school's policies and practices.

Evaluations of the school's work in promoting equality and combating discrimination relate directly to the judgement *on how well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can* and also relate to other inspection judgements.

You will need to check that the school is meeting the requirements set out in a – e above, and evaluate the impact of the school's work, drawing on evidence from:

- discussion with senior staff about attainment data and the relative performance of different groups of learners, including specific evidence that the school is monitoring this data and discussing its strategies to tackle any underachievement with the governing body and stakeholders.
- discussion with senior staff about how the school is promoting its relationships with parents and learners in "hard to reach" communities
- discussion with pupils about the effectiveness of the school's strategy to promote equality including its initiatives to combat bullying
- analysis of the rate of exclusions for pupils from different groups
- direct observation of learners in lessons and around the school to evaluate the impact of the school's strategies on pupils' outcomes, such as their language and literacy skills, social and cultural development and the ability of learners from different backgrounds to work together

From September 2007, schools also have a duty to promote community cohesion. There are links between this duty and the duty to promote equality, although each has a distinctive focus.

Part C: briefings

C1 School Improvement Partners

Contributed by Adrian Percival, National Director SIPs, National Strategies

The Education and Inspections Act 2006 requires a local authority (LA) to appoint a school improvement partner (SIP) to maintained schools to provide advice to the headteacher and governing body with a view to improving standards. The Act also provides powers to make regulations to place other requirements on LAs and schools in relation to SIPs and to put existing SIPs on a statutory footing.

The SIP programme is being introduced in a phased way; it started in September 2005 with the first wave of secondary schools. Since September 2006, every secondary school and academy has had a SIP allocated to it. Primary schools implementation is in four waves from January 2007 to April 2008 and special school implementation will be in three waves from September 2007 to April 2008. So by April 2008 all authorities will have allocated accredited SIPs to all their primary, secondary and special schools.

LAs are responsible for appointing and deploying SIPs to their schools, normally for not more than three years at a time. The DCSF academies group manages academies' SIPs in the same way. In every LA, three out of four of the secondary SIPs should be current or former secondary school headteachers, or three out of four of the LA's secondary schools should have SIPs who are current or former headteachers. The accreditation process is run by the National College of School Leadership (NCSL) under contract to the National Strategies.

The main function of a SIP is to provide professional challenge and support to a school by acting as a critical professional friend, helping the leadership to evaluate the performance of the school, identify the priorities for improvement and to plan effective change. The SIP acts for the LA and is the main (but not the only) channel for LA communication about school improvement with the school. Typically, a SIP devotes five days to a school every year. Specific allocations of time for each school are determined by the LA in the light of the circumstances of the school and the nature of its needs, but they must allow the core functions to be undertaken in every school. The core functions include:

- challenging the school to set ambitious targets;
- brokering support focused on the priorities the school has established in order to reach those targets;

- advising the school's governing body on the performance management of the head teacher and providing a light-touch validation of the school's performance management arrangements;
- reporting annually to the governing body, including: a commentary on the quality and impact of the school's self-evaluation, a commentary on its priorities and targets and the progress in achieving them, a commentary about the action planned by the school, and a recommendation about the external support needed; and in the case of a specialist secondary school, a commentary on the impact of the specialism.

The order of activities is usually discussed and agreed between the SIP, LA and headteacher, taking into account the school's planning cycle and priorities. Some of the SIP's work takes place in school, whilst other tasks - for example, preparation, reading and report-writing - will occur out of school. Some LAs ask the individuals who act as SIPs to undertake work additional to their SIP work. Such matters are for local determination. The role of the SIP is described in more detail in the 'SIP brief', available on the DCSF website.

The National Strategies team is responsible for:

- providing a national framework for continuing support and training for SIPs;
- the national co-ordination of LAs' management of SIPs;
- assuring the quality of LAs' performance management arrangements for SIPs; and
- where necessary, removal of individual SIPs' accreditation.

The DCSF has commissioned an evaluation of the SIP programme from York Consulting, an independent consultancy firm. The Prime Minister's Delivery Unit (PMDU) is also undertaking an evaluation. The National Strategies team assures the quality of the implementation of the programme by LAs and reports to the DCSF each term. These evaluations have found that there has been increased ambition in the targets set by secondary schools and improvements in the quality of school self-evaluation. In addition, schools are adopting an increasingly effective range of strategies to bring about improvement. Although satisfactory overall, there have been variations in the quality of the reports written by SIPs. National guidance on writing reports has now been produced to support improvements. Many LAs have been restructuring their services, and arrangements for SIPs to broker support to schools have been established. The quality assurance systems support LAs in tackling the occasional situation where a SIP does not provide enough challenge to a school. Feedback has been particularly positive about the SIP's advice to governors on setting performance management objectives for the headteacher.

C2 The teaching of early reading

Contributed by Ruth Pimentel, National Director Foundation Stage, National Strategies

The *Rose Report* set out the key findings of an independent review of the teaching of early reading. It recommended that 'high-quality phonic work' should be undertaken systematically and discretely as the prime approach used in the teaching of early reading. This means that settings and schools should put in place a discrete programme as the key means for teaching phonics.

Beginner readers should be taught:

- grapheme-phoneme correspondences in a clearly defined, incremental sequence
- to apply the highly important skill of blending (synthesising) phonemes in the order in which they occur, all through a word to read it
- to apply the skills of segmenting words into their constituent phonemes to spell
- that blending and segmenting are reversible processes.

The report recommends that high-quality phonic work will be most effective when:

- it is part of a broad and rich curriculum that engages children in a range of activities and experiences to develop their speaking and listening skills and phonological awareness
- for most children it starts by the age of 5, subject to the professional judgement of teachers and practitioners
- it is multisensory, encompassing simultaneous visual, auditory and kinaesthetic activities to enliven core learning
- it is time-limited, such that the great majority of children should be confident readers by the end of Key Stage 1
- it is systematic, following a carefully planned programme, reinforcing and building on previous learning to secure children's progress
- it is taught discretely and daily at a brisk pace
- there are opportunities to reinforce and apply acquired phonic knowledge and skills across the curriculum and in such activities as shared and guided reading
- children's progress in developing and applying their phonic knowledge is carefully assessed and monitored.

The report highlights the responsibility of headteachers and leaders to audit practice and provision for reading in their schools and settings to make sure that:

- a high-quality, systematic phonics programme is in place for most children by the age of 5
- phonic work is given appropriate priority in the teaching of beginner readers, and teachers and practitioners have the necessary skills and knowledge to implement the programme effectively
- at least one member of staff is fully able to lead on literacy, especially phonic work
- the normal monitoring arrangements assure the quality and consistency of phonic work and that staff receive constructive feedback about their practice
- high-quality teaching and learning of reading and writing in Key Stage 1 informs realistic and ambitious target-setting for English at Key Stage 2
- parents and carers are informed about the approach to reading and how they can support it

Criteria for defining high quality phonic work

The DCSF core criteria define the key features of an effective phonics teaching programme. They are accompanied by explanatory notes to help schools and early years settings understand and apply the criteria in order to choose a phonics programme which best meets their needs.

To assist schools and settings in making their choice, publishers of commercial phonics programmes have been invited to complete a self assessment of their programme against the core criteria. The criteria and the outcomes of publishers' self-evaluations can be found at www.standards.dfes.gov.uk/phonics

Overview of Letters and Sounds

The publication *Letters and Sounds* has been produced in accordance with the core criteria. It is designed to help practitioners and teachers teach children how the alphabet works for reading and spelling by:

- fostering children's speaking and listening skills as valuable in their own right and as preparatory to learning phonic knowledge and skills
- teaching phonic work at the point they judge children should begin the programme.

Letters and Sounds comprises notes and guidance, a six phase teaching programme, a DVD and a poster summarizing the principles of phonic work.

Following Phase One, which emphasises speaking and listening, Phases Two to Six are designed as a systematic programme of phonic work with an emphasis on multi-sensory activities. The teaching programme for reading is time-limited and should end with the completion of Phase Six. Every child will need to experience success, moving incrementally from the simple to the more complex aspects of phonic work.

Decoding for reading and encoding for spelling are taught as reversible processes. *Letters and Sounds* is designed to help practitioners and teachers track children's progress and should enable them to make reliable assessments for learning within and across the phases.

Letters and Sounds is available from DfES publications Ref: 00281-2007FLR-EN and on the website www.standards.dfes.gov.uk/clld

C3 Providing full-time education for excluded pupils from day six of their exclusion (permanent and fixed period)

Contributed by the Department for Children, Schools and Families

Background

The Education and Inspections Act requires schools and pupil referral units (PRUs) to arrange suitable, full-time education from and including the sixth day of any pupil's fixed period of exclusion. For pupils subject to permanent exclusion, Local Authorities are required to arrange full-time education from and including the sixth day of the permanent exclusion. These requirements, which take effect from September 2007, will ensure that no learner misses out on their education when excluded.

Guidance on this requirement for schools and LAs was published in January.

Education provision

Funding has been made available for schools and LAs to provide this education. LAs will need to meet their share of costs from within the 5% increase in the Dedicated Schools Grant (DSG) per pupil that they received for 2007-08.

Suitable, full-time education should be provided for excluded pupils. The DCSF's view is that the full-time education should equate with the number of hours of education the pupil would expect to receive in school (from 21 to 25 hours depending on the pupil's age, as set out in DfES Circular 7/90: Management of the School Day). The provision needs to be generally recognised as education, though it must also be suitable to the pupil's ability, aptitude and any special educational needs. Such education might be provided in another school or in a shared unit, a PRU, or educational provision made by a private or voluntary sector provider.

Regulations will require the establishment of management committees in PRUs from September 2007, with the majority of members comprising senior staff from local schools.

Key judgement 3.5 in the Framework for Inspection of Children's Services states that

“Action is taken to ensure that children and young people who have been permanently excluded from school attend appropriate alternative settings aimed at securing reintegration into mainstream education or work”. The provisions of the Act specify how schools and LAs should achieve this.

Challenges for schools and LAs

For schools in rural areas, arranging off-site educational provision can be challenging as transport is likely to be an issue along with the availability of suitable education providers. Schools will need to be aware of all types of alternative provision available in the area.

The responsibility to provide suitable full-time education following permanent exclusion lies with the pupil’s home LA. We are aware that some LAs have been failing to meet their day six commitment as they are not being informed of permanently excluded pupils who attend school in another LA. From September 2007, subject to regulations, head teachers will be required to inform the “home” LA of a permanent exclusion if the pupil lives in a different LA from the school and let the parents know that they have done this in the exclusion letter.

School Partnerships

Also from September 2007, all secondary schools are expected to be working together in partnerships to reduce the need for permanent exclusions and make fixed period exclusions easier to manage. Schools working in partnership will be able to make arrangements for fixed period excluded pupils by transferring them temporarily to appropriate provision at another school in the partnership. In addition they will be better able to buy in specialist support tailored to meet the needs of the pupil and arrange for temporary placements in PRUs or other alternative provision.

Guidance

Guidance on Day 6 provision for schools and LAs and Q&A material following regional workshops can be accessed at:

<http://www.teachernet.gov.uk/wholeschool/behaviour/exclusion/>.

Editor’s note: when evaluating Care, Guidance and Support, you will want to check that schools have arranged appropriate support for excluded pupils.

C4 Extended schools and school improvement

Contributed by Caroline Coles, Training and Development Agency

The Every Child Matters (ECM) agenda spells out the outcomes that good schools already embrace and strive to achieve – that all children have the right to learn and achieve regardless of their circumstances.

Extended services accessed through schools are now seen as a key delivery mechanism for the ECM outcomes. The official policy is now: “No school standards without Every Child Matters and no Every Child Matters without school standards”, shorthand for the belief that improving children’s well-being and improving standards are inextricably linked and should not be seen as separate agendas.

The government’s target is that all schools will provide access to a core offer of extended services by 2010 with half of all primary schools and a third of all secondary schools doing so by 2008. The core offer is as follows.

- Primary schools provide access to high-quality childcare combined with a varied menu of activities to enhance achievement and broaden interests, 8am - 6pm, five days a week, 48 weeks a year, in accordance with community need
- Secondary schools provide access to a varied menu of study support and enrichment activities and a safe place to be
- All schools provide access to parenting support including family learning
- All schools provide swift and easy access to specialist services, underpinned by preventative work, early intervention and in-school support.
- All schools provide community access to appropriate facilities, such as ICT suites, sports and arts facilities, and also provide access to adult learning

Effective extended services help to unlock the potential of pupils by helping them to aspire and achieve, reinforcing the characteristics of successful learners and by addressing barriers to learning.

Research shows that the relationships between appropriate extended provision and achievement are complex but very real. If schools and partners are to deliver and sustain this impact, they must be able to develop and demonstrate these relationships. (Details in *Evaluation of the Full Service Extended Schools Initiative, Second Year*: DfES Research Report 795, Dyson et al)

The drive to improve teaching and learning within the classroom is still of the utmost importance but increasingly evidence is demonstrating that, in order to make a fundamental difference to the learning outcomes and well-being of their pupils, schools need to be in a position to support and influence what goes on beyond the classroom.

Extended services should be an integral part of the school improvement plan, meaning they are an important element of the self evaluation and inspection process.

TDA School Improvement Planning objectives

The TDA has been commissioned by the DCSF to develop a school improvement planning framework and supporting tools to address these challenges and help schools to realise and sustain the benefits of extended provision.

The framework consists of a series of modules, with detailed process steps, backed up with a range of tools to meet the particular priorities of every school. The aim is to enable schools to put the whole child at the centre of the school improvement cycle and embed extended services as integral to the whole school plan.

The framework's key themes include:

- engaging stakeholders in developing a vision for the school and supporting the planning
- enriching the ways in which the current teaching and curriculum provision is evaluated
- developing an understanding of ECM priorities in the context of the school setting
- establishing priorities for developing the learning potential of pupils
- assessing current provision against the priorities identified
- developing proposals to address needs that are not currently met
- embedding deliberate aims in extended services delivered or accessed by the school
- targeting and personalising extended service interventions to specific pupils and cohorts
- demonstrating the impact of the extended service provision

Framework development and testing

Following development and testing of this approach with twelve schools last autumn, the framework has been piloted by over forty schools of various types with consultant support. A hundred further schools have used it without consultant support to provide further input to the development of the materials.

The pilot ended in June 2007, and after an evaluation of the results and redevelopment, the finished product will be released in autumn 2007 and will be available on the TDA website. As part of the redevelopment, the TDA team will build upon the work to date with Ofsted and National Strategies to ensure that the materials and training are aligned with other support provided to schools.

The opportunity to support schools in driving the benefits

Evidence from the pilot so far reveals the framework is helping schools develop clear and purposeful objectives that should help raise attainment. Schools are using it to engage effectively with agencies and individuals that can support them in achieving their aims – putting pupils at the centre of their planning.

This process should help to narrow the attainment gap by ensuring that all children, regardless of background and circumstances, are provided with personalised support and services to enhance their readiness and ability to learn within the classroom.

Schools already access a broad range of strategies and resources to support them in driving school improvement. Experience from the pilot suggests a real opportunity to build upon these to create a comprehensive and coherent school improvement framework and provide supporting resources that enable schools, their partners and advisers to drive significant and sustainable improvements in standards and well-being.

Further information / research links:

Further details around ECM, the core offer and case studies highlighting good practice can be found at www.tda.gov.uk/remodelling/extendedschools

A range of case studies and guidance can be found in the DfES publication “Extended Services: Supporting school improvement” www.teachernet.gov.uk/docbank/index.cfm?id=10747]

Key research reports around the impact of extended services include:

“Extended services in schools and children’s centres” Published 26-Jul-2006 HMI number 2609

“Evaluation of the Full Service Extended Schools Initiative, Second Year:” DfES Research Report 795 Dyson et al. www.DfES.gov.uk/research/data/uploadfiles/RR795.pdf

Editor’s Note: The above article was provided by the Training and Development Agency, who have been discussing the inspection of extended schools with Ofsted. The revised SEF for September 2007 will include additional references to extended services, including prompts for schools to record how they decided to provide the services that they do, how they ensure that services are accessed by hard-to-reach groups, and how they evaluate the impact of these services on learners’ achievement

and personal development. Guidance on inspecting extended schools is included in the inspection documents zipfile and, as indicated in item A1 above, will be revised and updated for September 2007.

C5 Sixth Form PANDA Report

Following a review of the data in the Sixth Form PANDAs, all 2005/06 reports will be updated and re-issued next month.

These reports will reflect improvements we have made to the methodology used to calculate and present the data as well as changes following feedback received from providers. The changes all make the information in the PANDA easier to understand and interpret, and bring the analysis more into line with other sixth-form data products.

These changes are described in more detail below;

Move to in-year reporting:

1. Following some initial feedback from providers we have reviewed the methodology used to calculate the data presented in the attainment summary section of the reports. As a result we have decided to move away from the cumulative approach currently used, which includes all entries taken by students up to and including their last year of study, to looking at all entries taken in the current year, regardless of whether or not the student is at the end of the programme of study.
2. This provides a more transparent approach and allows providers to relate the figures back to their actual number of entries. It also improves the volume of the data for GCEAS and VCEAS qualifications, allowing more robust figures to be calculated.
3. Full details will be included in the explanatory notes at the beginning of each PANDA report.

Presentation of VCEAS data:

4. Following the release of the Sixth Form PANDA reports in March, it was brought to our attention that Charts 2.3 and 2.9, showing the breakdown of the VCEAS qualifications presented different qualifications in the same subject separately rather than as an aggregate.

Inclusion of Academies/CTCs:

5. It was also brought to our attention that academies and CTCs had been excluded from the calculations presented in the reports. As a result school level reports were not produced for these schools and their results were not included in the national averages.
6. All of these issues have now been corrected and will be included in the updated PANDAs released next month, along with additional separate reports for consortia, which were previously not provided.

Removal of VA/DT measures:

7. The LSC are making significant changes to the VA/DT measures, with a re-release planned later in the summer. Therefore the existing VA/DT measures will be removed from this re-issue of the PANDA. The amended measures will be included in next year's PANDA, but available through the LAT prior to then. The following article provides more detail.

The next edition of *Inspection Matters* will include further guidance on the re-issued Sixth Form PANDA and the appropriate use of this, and other Sixth Form Data Products. A comprehensive training module is also being developed to cover the use of data for inspecting Sixth Forms.

Part D: Inspection Matters digest

Inspection Matters (IM) – Key articles

All copies of IM include summaries of key items from IIF Minutes

Academy predecessor schools

IM 13 – guidance for inspectors

Academy procedures

IM 14 – update to procedures

Alternative provision

IM 13 – inspection of alternative provision

Attainment targets

IM 11 – briefing on increasing the challenge in school and local authority attainment targets

Attendance

IM 07 – grading attendance in nursery schools

IM 08 – guidance on inspecting attendance (including pupils who do not attend school)

Boarding provision

IM 02 – guidance and protocols on the inspection of schools with boarding provision

IM 06 – arrangements for joint inspections with CSCI

IM 12 – guidance for inspectors revised December 2006

Capacity to improve

IM 10 – guidance and descriptors for grading the school's capacity to improve

Child protection

IM 07 – CRB checks: guidance on inspection of child protection

IM 09 – Safeguarding children: inspection and child protection – guidance

IM 09 – role of the CRB

IM 10 – updated guidance for section 5/non-association independent school inspectors on safeguarding children

IM 11 – guidance for ITT inspectors on safeguarding children

IM 13 – revised and updated guidance for section 5 inspectors on safeguarding children

Collecting the views of learners

IM 13 – briefing for inspectors

Commercial packages marketed to schools

IM 07 – summary of guidance in IIFD Minute 9

Communication with schools during inspections

IM 09 – explaining inspection judgements

Community cohesion

IM 11 – briefing on reporting on how schools promote community cohesion

IM 13 – announcement of date of operation (from September 2007)

Curriculum

Meeting statutory requirements

IM 08 – using citizenship as a case study for testing whether a school's curriculum meets statutory requirements

Learning outside the classroom (LOtC)

IM 12 - briefing outlining main elements of Manifesto

Deferral criteria

IM 05 – criteria for deferring a school inspection

Early Years Foundation Stage (EYFS)

IM 13 – briefing on implications for inspection

English as an additional language (EAL)

IM 13 – guidance on reporting English as an additional language

Every Child Matters (ECM) outcomes

IM 11 – questions about ECM outcomes for possible consideration during an inspection

Education Directorate (ED) Helpline

IM 08 – arrangements for and implications of the transfer of the ED Helpline to the National Business Unit (NBU)

Evidence gathering

IM 04 - inappropriate requests for evidence from schools

IM 09 – evidence bases

Extended schools

IM 09 – Extended schools initiative

Federation schools

IM 13 – Inspection of federations: scheduling guidance

IM 14 – Schools in federations – briefing on new regulations

Feedback to teachers

IM 01 – guidance, including giving difficult feedback

Financial Management Standards

IM14 – briefing on the Financial Management Standard in Schools

Gifted and Talented education

IM12 – briefing on introduction of National Quality Standards

Healthy schools

IM 09 – National Healthy Schools programme

IM 14 – the role of the School Food Trust

Identifying underperformance

IM 01 – assessing and reporting on underperformance, including the steps to be taken to improve

IM 02 – amendment to guidance in **IM 01**

IIFD organisation

IM 05 – changes to the management of school improvement work

Independent school inspections

IM 11 – changes to the arrangements for the inspection of non-association independent schools

IM 12 – new inspection arrangements for independent schools

IM 13 – update on inspection arrangements for independent schools

Inspection Matters

IM 04 – summary of improvements to IM and outline of future developments (e.g. guidance papers)

IM 04 – digest of articles in editions 01-04

IM 07 – digest of articles in editions 01-07

IM 08 – list of key articles in editions 01-07

IM 09 – digest of articles in editions 01-08

IM 10 – digest of articles in editions 01-09

IM 11 – digest of articles in editions 01-10

IM 12 – digest of articles in editions 01-11

IM 13 – digest of articles in editions 01-12

IM 14 – digest of articles in editions 01-13

Inspection judgements

IM 07 – use of data to inform but not determine inspection judgments: summary of guidance in IIFD Minutes 9/10

IM 11 – improving the consistency of judgements relating to pupils with learning difficulties and/or disabilities (LDD) in a range of settings

Key inspection documents

IM 12 – summary of changes to inspection documents: *Conducting the inspection; Guidance on using the EF and Guidance on Using the Evaluation Schedule.*

Leadership and management

IM 09 – Teachers' work/life balance

Modern foreign languages

IM 10 – The International Schools Award and MFL at Key Stage 2 and Key Stage 4

National Leaders in Education

IM 10 – briefing

Performance and assessment reports (PANDAs)

IM 01 – reports from September 2005 (further information about the new CVA PANDA report is available at: <http://www.ofsted.gov.uk/schools/>)

Performance data

IM 06 – guidance on use of performance data in reaching inspection judgements

IM 08 – notification of intention to amend guidance on the use of data in section 5 inspections

IM 10 – guidance on the use of school performance data

IM 14 – RAISEonline, CVA and the use of school performance data during inspections

Pupil Referral Units (PRUs)

IM 06 – guidance on action to be taken when registration is an issue

Pre-inspection briefing (PIB)

IM 05 – guidance on content and length

Proportionate Inspection Project (PIP)

IM 06 – project update February 2006

IM 07 – project update April 2006

IM 09 – project update July 2006

Quality assurance (QA) procedures

IM 05 – Section 5 inspection QA procedures – rationale; purpose of visit; risk assessment; conduct of visit; after the inspection

IM 06 – procedures for signing off section 5 inspection reports

RAISEon-line

IM 09 – aim of the project

IM 14 – RAISEonline, CVA and the use of school performance data during inspections

Recommendations in inspection reports

IM 07 – guidance on framing recommendations in inspection reports

Report writing

IM 02 – guide to Ofsted's house style

IM 10 – guidance on section 5 inspection report writing

IM 11 – use of proprietary brand names in inspection reports

Report deadlines and publication dates

IM 05 – publication timescales and report deadlines

IM 06 – deadlines over a half-term or school holiday period

IM 07 – impact of school holidays on report publication deadlines

Schools causing concern

Notification procedure

IM 06 – Form 1 template

Action to be taken when concerns about schools are identified by inspection

IM 02

Reporting that a school is causing concern (Special Measures/Notice to Improve)

IM 01 – wording to use

IM 02 – amendment to guidance in **IM 01**

IM 03 – DfES notification

Notice to improve

IM 05 – overall effectiveness

Reporting that a school is no longer causing concern or that the level of concern has changed

IM 01

IM 06 – completion and return of Form 1

Schools inspected under section 8 of the education act 2005

IM 01 – monitoring inspections of schools subject to special measures, and other monitoring inspections (for example, to fresh start schools) are undertaken under section 8.

IM 03 – guidance for legacy visits

IM 13 – guidance for Notice to Improve and Grade 3 monitoring inspections to schools with unsatisfactory behaviours

Schools whose overall effectiveness is graded as satisfactory

IM 11 – guidance and protocol

Re-inspections of schools that have been subject to special measures for over two years

IM 04

Self evaluation form (SEF)

IM 01 – guidance when schools have not filled in a SEF

School Inspection Survey (SIS)

IM 12 – briefing on the school inspection survey

Single inspection events (SIE)

IM 11 – update on SIE trials

Specialist schools

IM 01 – reporting achievement and/or progress

IM 05 – reporting on characteristics, overall effectiveness and progress against targets

IM 11 – inspecting specialist schools

IM 14 – changes to specialist school re-designation and de-designation procedures

Special schools

IM 06 – standards grades in reports

IM 06 – types of special school and how they are inspected

Special educational needs – terminology

IM 06 – when to use 'learners with learning difficulties and/or disabilities' (LLD) and when to use 'pupils with special educational needs' (SEN)

Section 48 inspections

IM 02 – protocols for promoting inspection concurrently with section 5 inspections

IM 11 – RISP notifying section 48 inspectors of inspection dates

IM 12 – briefing for inspectors

Vulnerable children (including children with learning difficulties and disabilities)

IM 07 – general guidance on inspection of vulnerable groups of children, including:

Inspecting provision for deaf children

including provision of interpreters for inspection of special schools

Inspecting pupils with learning difficulties and/or development (LDD)

Inspecting provision for young people in public care

Inspecting provision for pupils with medical needs

Inspecting provision for young carers and school-age parents

Inspecting provision for Gypsy and Traveller children

IM 10 – terminology to be used when referring to pupils from traveller backgrounds

In addition

Since **IM 05** (January 2006), *Inspection Matters* has included notification of the most recently published Ofsted reports and guidance related to inspection.