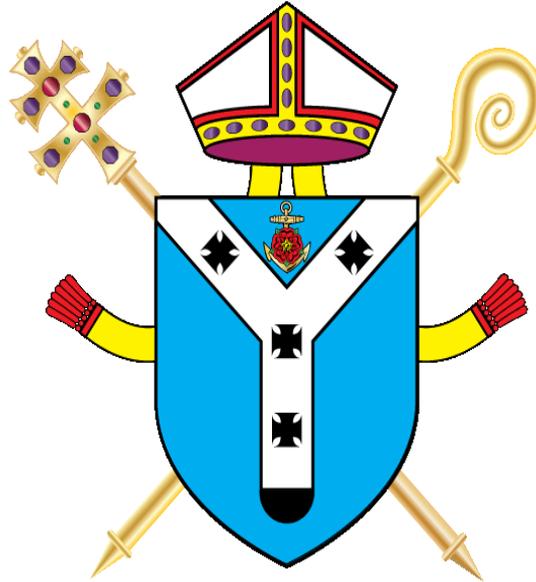


Liverpool Archdiocese Schools Department



Readiness for Inspection

School:

Date:

Diocesan Schools' Officer:

Headteacher:

Chair of Governors:

Other attendees:

Previous Ofsted judgement:

Likely date of inspection:

Any relevant staffing issues (e.g. secondments, maternity leaves etc)

AGENDA

- A. Revised School Inspection (September 2015)
- B. School documentation
- C. Personal Development, Behaviour and Welfare
- D. Teaching, Learning and Assessment
- E. Outcomes for pupils
- F. Early Years/16-19 study programmes (as applicable)
- G. Effectiveness of Leadership and Management
- H. Governance
- I. LA Support
- J. Next steps

BACKGROUND DOCUMENTS

The Common Inspection Framework (CIF)

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/434936/The_common_inspection_framework_education_skills_and_early_years.pdf)

and the Section 5 Handbook

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/436039/School_inspection_handbook_from_September_2015.pdf) set out the statutory basis for school inspections conducted under the Education Act 2005.

Schools that were judged to be outstanding at their most recent section 5 inspection are exempt from inspection under section 5. They can only be inspected under section 8 of the Education Act (S5 Handbook page 7-8)

All schools judged to be good at their previous section 5 inspection will receive a one-day short inspection , carried out under section 8

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/435265/School_inspection_handbook_section_8.pdf) approximately every 3 years, as long as the quality of education remains good (S5 Handbook p 8). There is a separate Section 8 Handbook.

A: REVISIONS TO THE FRAMEWORK

1. Has school accessed the relevant documentation i.e. Common Inspection Framework, School Inspection Handbook (Section 5 and Section 8)?
2. If a 'good' school, have you accessed the S8 Handbook?
3. Are you aware of the range of information required by inspectors (page 16 of Section 5 Handbook)?
4. Are these documents readily available and updated?
5. Can these be accessed by SLT in the event of the absence of the Headteacher?

B SCHOOL DOCUMENTATION

Self evaluation

What is the current status of the school's self-evaluation documentation (complete - work in progress etc)?

1. What are the current judgements for:

	S5 Handbook pages	Grade
Effectiveness of leadership and management	38-44	
Quality of teaching, learning and assessment	44-50	
Personal development, behaviour and welfare	50-54	
Outcomes for pupils	54-59	
Early Years	59-64	
16-19 study programmes	64-68	
Overall effectiveness	34-37	

2. Is there evidence to support these judgements?

3. Do you seek the views of others? (e.g. staff, pupils, parents)
4. Is further work needed on your self-evaluation documentation?

Action points re self-evaluation documentation

School Improvement Plan

1. What is current status of SIP? (Complete – working progress etc.)
2. Is it linked to the school's self-evaluation?
3. How is impact evaluated by Senior Leaders and Governors?

Action Points for School Improvement Plan

Single Central Record

1. What is the status of Single Central Record (complete – working progress)?

2. Are there adults working with children, for whom checks are outstanding/not up to date?

Action Points in relation to Single Central Record

Governance Documentation

1. Are the minutes of FGB and Committees up to date and easily accessible?
2. Do the minutes demonstrate challenge?
3. Are there reports from Governors with specific responsibilities?
 - SEN
 - Pupil Premium
 - Safeguarding
 - Others

Action points in relation to Governance documentation

Pupil Premium

1. Is there an up to date statement on the impact of Pupil Premium?
2. How is Pupil Premium funding currently being used – and how is the impact evaluated by Governors?
3. Does the school receive any other additional funding and how is the impact evaluated?

Action Points for Pupil Premium

PE and Sports Funding

1. Is there an up to date statement on the impact of PE and Sports Funding?
2. How is PE and Sports Funding currently being used – and how is the impact evaluated by Governors?

Action Points for PE and Sports Funding

Website

Does the school's website have the following:

1. Contact details
2. Admission arrangements or where they may be found (community and voluntary controlled schools only)
3. Link to Ofsted Report
4. Most recent key stage 2 results or most recent key stage 4 results (as appropriate)
5. Link to school performance tables on www.education.gov.uk
6. School curriculum information for each year group by subject, including phonics/reading schemes and key stage 4 courses/qualifications as appropriate
7. Behaviour policy
8. Pupil Premium allocation, use and impact on attainment.
9. PE and Sports Premium –its use and impact
10. SEN report
11. Charging and remissions policy
12. Statement of school's ethos and values

Action Points for Website

C Personal Development, Behaviour and Welfare

Inspectors will make a judgement about behaviour and a separate judgement about personal development and welfare. Where the judgements differ, the lower of the two will determine the overall judgement for personal development, behaviour and welfare.

1. Are there records of:
 - Exclusions
 - Pupils taken off roll
 - Behaviour incidents
 - Bullying – including racist, disability or homophobic
 - Safeguarding Referrals
 - Absence and persistent absent rates for pupils and groups

2. Do records demonstrate the action taken – and its impact in reducing incidents

Action Points for Personal Development, Behaviour and Welfare

D TEACHING, LEARNING AND ASSESSMENT

1. Is there an evaluation of the quality of teaching?
2. Does this evaluation support the SEF judgement?
3. What strategies are being used to address teaching that is less than good?
4. Is there documented evidence to support this?
5. What systems are in place to judge the progress made by pupils, post National Curriculum levels?
6. How are these judgements moderated – within school? across schools?

Action Points for Teaching, Learning and Assessment

Appraisal

1. What is status of Appraisal Policy?
2. Are there anonymised records of performance across the school?
3. What are the most recent outcomes – and how do these relate to pay?

Action Points for Appraisal

E OUTCOMES FOR PUPILS

The judgement for 'Outcomes for pupils' often drives judgements in other categories. The inadequate descriptor has the following limiting judgements:

Outcomes are likely to be inadequate if **one or more** of the following applies:

- *Progress in any key subject or key stage indicates that pupils are underachieving considerably.*
- *From their different starting points, the proportions of pupils in different year groups making or exceeding expected progress in English or in mathematics are consistently low and show little or no improvement.*
- *For disadvantaged pupils, the proportions making or exceeding expected progress from their different starting points in English or in mathematics are consistently well below those of other pupils nationally and show little or no improvement.*
- *There are wide gaps in the progress and/or attainment of different groups and these are not improving.*
- *The school's performance regularly falls below the floor standards. Any improvement is insufficient, fragile or inconsistent.*
- *Pupils' proficiency in reading, writing or mathematics is not sufficiently strong for them to succeed in the next year or stage of education, or in training or employment.*
- *Pupils have not attained the qualifications appropriate for them to progress on to their next stage of education, training or employment.*

1. Are there any of the above that could apply to the school?

2. Are there any particular groups that cause concern in terms of achievement?

Action Points for Outcomes for Pupils

F EARLY YEARS

Inspectors are required to write a section in the inspection report that summarises the effectiveness of the Early Years provision.

1. What are the strengths of Early Years?

2. What are areas for development for Early Years?

Action Points for Early Years

F EFFECTIVENESS OF 16-19 STUDY PROGRAMMES

Inspectors are required to write a section in the inspection report that summarises the effectiveness of the 16-19 study programmes

1. What are the strengths of 16-19 study programmes

2. What are areas for development for 16-19 study programmes?

Action Points for 16-19 Study Programmes

G EFFECTIVENESS OF LEADERSHIP AND MANAGEMENT

In judging overall effectiveness, inspectors will first take account of the following:

- *Quality of teaching, learning and assessment*
- *Personal development, behaviour and welfare*
- *Outcomes for pupils*

They will then consider Early Years/Sixth Form before making the key judgement of the effectiveness of leadership and management.

Leadership and management are likely to be inadequate if one or more of the following apply:

- *Capacity for securing further improvement is poor and the improvements leaders and governors have made are unsustainable, have been implemented too slowly or are overly dependent on external support.*
- *Leaders are not doing enough to tackle poor teaching, learning and assessment, which significantly impairs the progress of pupils, especially those who are disadvantaged, disabled or have special educational needs.*
- *Leaders are not aware of or are not taking effective action to stem the decline in the progress of disadvantaged pupils.*
- *The unbalanced and poorly taught curriculum fails to meet the needs of pupils or particular groups of pupils. Pupils are entered for public examinations inappropriately early.*
- *The range of subjects is narrow and does not prepare pupils for the opportunities, responsibilities and experiences of life in modern Britain.*
- *Leaders are not taking effective steps to secure good behaviour from pupils and a consistent approach to discipline.*
- *Leaders and governors, through their words, actions or influence, directly and/or indirectly, undermine or fail to promote equality of opportunity. They do not prevent discriminatory behaviour and prejudiced actions and views.*
- *Safeguarding is ineffective. The school's arrangements for safeguarding pupils do not meet statutory requirements, or they give serious cause for concern. Insufficient action is taken to remedy weaknesses following a serious incident.*
- *Leaders and governors are not protecting pupils from radicalisation and extremist views when pupils are vulnerable to these. Policy and practice are poor, which means pupils are at risk.*

1. Are there any of the above that could apply to the school?

2. Is the curriculum is broad and balanced?

H GOVERNANCE (See S5 Handbook p40)

1. Have the Governors undertaken a skills audit?

2. Have any training needs been identified and is there impact of training completed?

3. Are governors aware of their strategic functions (S5 Handbook, p39 para 138)?
 - ensuring clarity of vision, ethos and strategic direction;
 - holding the Headteacher to account for the educational performance of the school and its pupils, and the performance management of staff; and
 - overseeing the financial performance of the school and making sure its money is well spent

4. How do governors discharged these functions?

5. Page 40, Para 145 outlines a list of areas of governance for inspectors to consider. Are you fulfilling these duties?

6. Have Governors undertaken a self-review – is there evidence?

7. Has there been an external independent review of Governance?

8. Does the school have shared provision? (p14-15 paras 31 &37)

Action Points for Governance

I LA SUPPORT

1. What level of support is the school currently receiving from the LA?
2. Is the school receiving any other external support?
3. Is there any further support needed by the school?

Action Points for Support

J NEXT STEPS – KEY ACTION POINTS