

School inspection handbook

Handbook for inspecting schools in the Bailiwick of Guernsey under section 35 of the Education Law Guernsey 1970

This handbook describes the main activities carried out during inspections of schools in the Bailiwick of Guernsey under section 35 of the Guernsey Education Law 1970.



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Introduction

1. This handbook describes the main activities carried out during inspections of schools in the Bailiwick of Guernsey under section 35 of the Guernsey Education Law 1970.¹ It sets out the evaluation criteria that inspectors use to make their judgements and on which they report.
2. The handbook has three parts:
 - Part 1. How schools will be inspected
This contains information about the processes before, during and after the inspection.
 - Part 2. The evaluation schedule
This contains the evaluation criteria inspectors use to make the graded judgements about schools and includes examples of the kinds of evidence and activities used by inspectors to make their judgements.
 - Part 3. Applying this handbook in different contexts and provisions.
3. This handbook is primarily a guide for inspectors on how to carry out school inspections in the Bailiwick of Guernsey. However, it is made available to schools and other organisations to ensure that they are informed about the processes and procedures of inspection. It seeks to balance the need for consistency in inspections with the flexibility required to respond to the individual circumstances of each school. This handbook should not be regarded as a set of inflexible rules, but as an account of the procedures of inspection. Inspectors will use their professional judgement when they use this handbook.

Privacy notice

4. During inspection, inspectors will collect information about staff and children at the school by looking at school records, responses to the pupil survey and responses to the staff survey where appropriate, and by observing the everyday life of the school. Ofsted uses this information to prepare its report and for the purposes set out in its privacy policy.² In most cases, Ofsted will not record names. However, some of the information may make it possible to identify a particular individual. Ofsted will not publish any information that identifies an individual in the report, but it will usually name the headteacher.
5. In the vast majority of settings, Ofsted will gather evidence electronically using a range of devices, including laptops, mobile phones and tablets. All evidence is

¹ Guernsey Education Law 1970;
www.guernseylegalresources.gg/article/94439/Education-Guernsey-Law-1970-Consolidated-text.

² 'Schools: Ofsted privacy notice', Ofsted, June 2019;
www.gov.uk/government/publications/ofsted-privacy-notices/schools-ofsted-privacy-notice.

securely transferred to Ofsted's systems. Inspectors may take photographs of pupils' work. These will be stored as evidence, but not retained by the inspector personally.

Inspection and the COVID-19 (coronavirus) pandemic

6. This section sets out our approach to inspections as a result of the COVID-19 pandemic. It covers how, when making judgements, we will reflect the COVID-19 context and the disruption it has caused, and may continue to cause, to all education providers. It also covers the transitional period.³ We will keep our handbooks and methodology under review as circumstances change and we continue to emerge from the pandemic.
7. We outline here the additional considerations for inspectors when inspecting schools during the COVID-19 pandemic and transitional period. This section should be read alongside the other parts of the inspection handbook.

Preparation and planning

8. During the preparation phone call with the headteacher, the lead inspector will seek to understand the specific impact of COVID-19 on the school community and how the school's leaders have responded to the situation, including any specific plans for the transitional period.
9. This discussion will also explore how the school has implemented the curriculum and what, if any, elements of remote learning remain in place at the time of inspection.
10. In this conversation, the headteacher and lead inspector will agree safety protocols that the inspection team will follow to ensure that the inspection is completed in a COVID-19-secure way.
11. Given these additional discussions, the conversation may take longer than 90 minutes.

Curriculum

12. Ofsted recognises that most schools will have been unable to implement the curriculum in the usual way during the COVID-19 pandemic.
13. To understand the context of the school's current curriculum, inspectors will explore how leaders' decisions about remote learning have led to changes or adaptations to the school's curriculum. For example, inspectors will look at how subject leaders and teachers have identified pupils' learning gaps and new

³ Ofsted defines the transitional period as the period during which transitional arrangements/statements remain in place. We intend to review these in July 2022.

starting points, and how they have responded to that in their curriculum planning.

Remote learning

14. Ofsted recognises that there may still be some limited circumstances in which a pupil may need to learn remotely. Ofsted does not have a preferred model for remote learning. Throughout the inspection, inspectors will discuss the decisions that school leaders have taken and how they have implemented these. The quality of remote learning during the periods of lockdown in Guernsey and Alderney will not affect our judgement of the school's quality of education.
15. Where remote learning remains in place, inspectors may examine remote teaching and review materials. We will only expect to see the school's typical approach to remote learning, and do not expect schools to arrange anything solely for inspection.
16. To understand leaders' decisions about the curriculum, inspectors may discuss remote learning with teachers, parents and carers, and pupils. They may also review completed work and teaching materials. This will be the case regardless of whether remote learning is in place at the time of inspection.
17. Given the above, when we refer to the intent, implementation and impact of the curriculum in this handbook, this includes remote learning, where it remains in place for some pupils.

External data

18. Inspectors will consider available external data. However, they will be mindful of the age of this data, especially in respect of statutory assessment and qualifications, when making judgements.
19. Teacher-assessed grades from 2020 and 2021 will not be used to assess curriculum impact. Inspectors may be provided with data from dashboards, but these will not be used to assess curriculum impact.
20. Inspectors will not expect or accept internal data from schools, either instead of or in addition to published data.

Leadership

21. Inspectors will seek to understand how school leaders have adapted their school development plans as a result of the COVID-19 pandemic, including the rationale for any new or modified school improvement priorities.

Safeguarding and attendance

22. The COVID-19 pandemic increased safeguarding risks. Inspectors will consider how school leaders adapted approaches to safeguarding during the pandemic to make sure that:
 - vulnerable pupils, including those with special educational needs and/or disabilities (SEND), were prioritised for in-person education in school
 - safeguarding procedures remained effective for those receiving remote learning, as well as those attending school.
23. Inspectors will discuss how safeguarding arrangements have changed over time due to the pandemic, and how school leaders have made sure that these remain effective.
24. Inspectors will discuss attendance patterns with school leaders to understand how the pandemic specifically affected the individual school. They will want to understand how, in the circumstances, the school ensured the best possible attendance for those pupils eligible to attend in person. Attendance between March 2020 and March 2021 will not affect our judgement of the school.
25. Ofsted recognises that the context in which schools operate has changed as a result of the pandemic. Therefore, inspectors will consider the specific context and the steps school leaders have taken to ensure the best possible rates of attendance.

Personal development and welfare

26. When forming judgements about personal development and welfare, inspectors will seek to understand what took place before the pandemic, what the school has in place currently and what its future plans are. Ofsted recognises that many elements of personal development and welfare that were in place before the pandemic may have been disrupted. Therefore, inspectors will focus on understanding the steps that leaders have taken to offer as wide a range of personal development and welfare opportunities as possible.

Remote elements of the inspection

27. Inspections will be carried out on site, and in-person meetings will remain our usual method. However, it may be practical to carry out some elements of the inspection through video/telephone call. This will be agreed with the headteacher at the start of the inspection. It will usually only be used to involve professionals who offer support to schools and others with leadership responsibility who are unable to attend the school site.

Early years foundation stage (EYFS) requirements and previous disapplication and/or modifications of the EYFS

28. We recognise that the disruption to learning caused by the pandemic may have had an impact on what children have learned. This could result in some children having a wider than usual range of starting points and gaps in their learning and development. Inspectors will pay close attention to how schools identify and address any of these delays and gaps.
29. When determining inspection judgements, the inspector will take account of all failures to meet EYFS requirements, even where they were previously modified.
30. If the inspector judges the early years provision not to have an acceptable standard of care and/or quality of education, the specific early years judgement will be graded 'inadequate'.
31. When evaluating the quality of early years education, using the judgement criteria (set out below in paragraphs 228 and following), inspectors will consider the extent to which the curriculum is coherently planned and sequenced and is developmentally appropriate.
32. When considering the impact of the curriculum, inspectors will have due regard to any loss of learning the pandemic may have caused. However, inspectors will consider what the school is doing to address any disruption to learning and development to ensure that children are well prepared for their next stage of their education.
33. EYFS assessment arrangements may have been altered as a result of the pandemic. Inspectors will need to understand where providers may have previously relied on the modifications to some of the assessment requirements of the EYFS. They will check whether providers were meeting relevant assessment requirements. They will also check how providers are supporting staff with any additional workload expectations as a result.
34. Inspectors will also consider how schools adapted approaches to safeguarding during the pandemic to make sure that:
 - vulnerable children, including those with SEND, were encouraged to attend the provision
 - safeguarding procedures remained effective both for those at home and those attending the provision.
35. Inspectors will discuss how safeguarding arrangements have changed over time due to the pandemic, and how schools have made sure that these arrangements remain effective.

Part 1. How schools will be inspected

What are the legal requirements for the inspection of schools?

How schools are selected for inspection

36. This handbook sets out the statutory basis for school inspections carried out under the Guernsey Education Law 1970.
37. The handbook applies to all state schools in the Bailiwick of Guernsey that are to be inspected under section 35 of the Guernsey Education Law 1970.
38. Ofsted is required to inspect at prescribed intervals all schools in the Bailiwick of Guernsey. While we have taken account of previous inspection history, the start of the new inspection contract between the States of Guernsey and Ofsted has enabled Ofsted to generate a new cycle of inspection activity. Therefore, it should not be assumed that inspection scheduling is contingent on the date of the previous inspection. Schools will be inspected within four years of the start of the new inspection contract. After this time, a school will be inspected within a five-year period of time from the end of the school year in which the previous inspection took place. A sudden deterioration in standards or major safeguarding concerns would also trigger an inspection.

Schools with a religious character

39. Certain schools have a specific Catholic religious character. Ofsted will not inspect the content of collective worship and denominational education in these schools. They will continue to be inspected by the Diocese of Portsmouth.

When can an inspection take place?

40. Inspection can take place at any point from five school days after the first day pupils attend in the autumn term. For example, if pupils return to school on a Wednesday, inspection can take place as early as the following Wednesday.

Before the inspection

Clarification for schools

41. The information below confirms our requirements. This is to dispel myths about inspection that can result in unnecessary workload in schools. It is intended to highlight specific practices that we do not require.
42. Ofsted **will**:
 - take a range of evidence, including that held in electronic form, into account when making judgements; this will include official data provided by the Education Office, discussions with leaders, staff and pupils, questionnaire responses, and work in pupils' books/folders/sketchbooks and so on

- judge fairly schools that take radically different approaches to the curriculum; we will assess any school’s curriculum favourably when leaders have built or adopted a curriculum with appropriate coverage, content, structure and sequencing and have implemented it effectively
- report on any failure to comply with statutory arrangements when these form part of this handbook
- invite the headteacher to observe the inspectors’ final team meeting (as restrictions allow)
- expect schools to show how they use internal and States of Guernsey systems to maintain appropriate records, setting out how they manage the suitability of their staff and other adults who work with children.

43. Ofsted **will not**:

- grade individual lessons
- provide evidence from any lesson visit that could be used in capability/disciplinary proceedings or for the purposes of performance management
- create unnecessary workload for teachers through its recommendations
- routinely check personnel files, although it may look at a small sample
- advocate a particular method of planning (including lesson planning), teaching or assessment; it is up to schools to determine their practices and it is up to leadership teams to justify these on their own merits rather than by referring to this handbook.

44. Ofsted **does not** require schools to provide:

- evidence in any specific format, as long as it is easily accessible for inspectors
- curriculum planning in any specific format
- evidence for inspection beyond that set out in this handbook
- photographic evidence of pupils’ work (although inspectors may ask to take photographs themselves of pupils’ work, which will be anonymised)
- any written record of teachers’ oral feedback to pupils
- individual lesson plans
- previous lesson plans

- predictions of attainment and progress scores
- assessment or self-evaluation, other than that which is already part of the school's business processes
- performance and pupil-tracking information
- monitoring of teaching and learning and its link to teachers' professional development, other than that which is already part of the school's normal activity
- specific details of the pay grade of individual teachers who are observed during inspection
- anonymised lists of teachers meeting or not meeting performance thresholds for pay progression
- recordings of live lessons, unless they are normally stored for staff or pupils' future use
- processes for the performance management arrangements for school leaders and staff.

45. Ofsted **does not** require schools to:

- do additional work or to ask pupils to do work specifically for the inspection
- carry out a specified amount of lesson observation
- use the Ofsted evaluation schedule to grade teaching or individual lessons
- ensure a particular frequency or quantity of work in pupils' books or folders
- include targets relating to the proportion of good or better teaching in the headteacher's objectives
- set teachers' performance targets based on commercially produced predictions of pupils' achievement, or any other dataset, with which it would then hold teachers to account
- provide evidence for each teacher for each of the bulleted subheadings in the Guernsey teachers' standards
- retrospectively apply for Disclosure and Barring Service (DBS) and other pre-employment checks for staff appointed before and continuously employed since the introduction of the DBS requirements
- take any specific steps with regard to site security; in particular, inspectors do not have a view about the need for perimeter fences, and schools should

assess the risks posed within their own context and take appropriate and proportionate steps to keep children safe

- carry out assessment or record pupils' achievements in any subject, in a specific way, format or time
- use any particular format for policies relating to staff behaviour or have a separate code of conduct document
- produce a self-evaluation document or summary in a particular format. Any assessment that is provided should be part of the school's business processes and not be generated solely for inspection purposes.

46. Ofsted **does not** specify:

- how planning (including curriculum and lesson planning) should be set out, the length of time it should take or the amount of detail it should contain
- that tutor groups/form time must include literacy, numeracy or other learning sessions
- the frequency, type or volume of marking and feedback
- the content of, or approach to, headteacher and staff performance management
- the format in which staff records should be maintained, beyond existing legal requirements.

Inspectors' planning and preparation

47. The lead inspector will prepare for the inspection by gaining an overview of the school's recent performance and any changes since the previous inspection. They will use all available evidence to develop an initial picture of the school's performance. The planning will be informed by analysing:

- the previous inspection report
- any relevant information available on the school's website
- data from the inspection summary report provided by the Education Office, including relevant data on achievement, attendance and exclusions and any other relevant information
- any other relevant information publicly available or available from relevant stakeholders, such as the Education Office.

48. The lead inspector will prepare and distribute brief joining instructions for the inspection team. This will include factual information, a brief analysis of the pre-inspection information and the issues that are the focus for the inspection.

49. We may schedule concurrent inspections of schools with collaborative arrangements that share important aspects of their provision, such as schools with shared 14 to 16 study programmes or a shared inclusion unit. Inspectors will consider carefully the emerging judgements about the linked provision.

Notification and introduction

50. Ofsted will normally contact the school and the Education Office by telephone to announce the inspection, allowing two school days' notice before the inspection begins. To avoid the period between notification and the start of the on-site inspection straddling a weekend or inspections themselves straddling a weekend, notification of announced inspections can only take place on Mondays or Tuesdays.
51. If the headteacher is unavailable when the notification call is made, we will ask to speak to the most senior member of staff available. Once we have informed the school and the Education Office by telephone that the inspection will take place, we will send confirmation emails to the school and to the Education Office.
52. During the initial notification phone call, the inspection support administrator will check the number of pupils on roll at the school, the current support the school receives, and whether the school has any SEND provision or additionally resourced provision. If the school provides education or care for children below Reception age, this will not form part of inspection.
53. The inspection support administrator will then send the school a note setting out key information for leaders to be aware of before the inspection. This will include:
- Ofsted's privacy notice
 - informing the school that inspectors will use a range of technology to gather evidence electronically, including mobile devices, tablets and laptops
 - informing the school that inspectors may ask to take photographic evidence, for example of pupils' work and displays, but that inspectors will not take photographs of pupils.

Information that schools must provide by 8am on the day of inspection

54. The inspection support administrator will also send the school a note requesting that the following information be made available to inspectors by 8am the next day, at the formal start of the inspection:
- the school timetable, current staff list (indicating newly qualified teachers) and times for the school day

- any information about previously planned interruptions to normal school routines during the inspection
- records and analysis of exclusions, pupils taken off roll, incidents of poor behaviour and any use of internal isolation
- records and analysis of sexual harassment or sexual violence
- records and analysis of bullying, and of discriminatory and prejudiced behaviour (either direct or indirect), including racist, sexist, disability and homophobic/biphobic/transphobic bullying, use of derogatory language and racist incidents
- a list of referrals made to the designated safeguarding lead/Child Protection Office (DSL/CPO) in the school and those that were subsequently referred to the multi-agency safeguarding hub (MASH), along with brief details of the resolution
- a list of all pupils who have open cases with children’s services/social care and for whom there is a multi-agency plan
- up-to-date attendance analysis for all groups of pupils
- a summary of any school self-evaluation or equivalent
- the current school improvement plan or equivalent, including any planning that sets out the longer-term vision for the school, such as the school’s strategy
- any reports from external evaluation of the school
- maps and other practical information
- access to Wi-Fi, if it exists, so that inspectors can connect to the internet.

Preparation

55. Once we have informed the school and Education Office of the inspection, the lead inspector will contact the school by telephone and ask to speak to the headteacher or in the absence of the headteacher, the next most senior member of staff. Inspectors’ preparatory telephone conversations with headteachers will have two elements:
- a reflective, education-focused conversation about the school’s progress since the previous inspection, including how COVID-19 has affected this
 - a shorter inspection planning conversation that focuses on practical and logistical issues.

56. It may be that both these elements are discussed in a single telephone conversation. Alternatively, they may be carried out as two separate conversations with a break in between, as agreed between the lead inspector and the headteacher, or other senior person, if the headteacher is absent. In total, these conversations are likely to last around 90 minutes.

Discussing the school's progress since the previous inspection

57. Inspectors will hold an introductory telephone conversation with school leaders on the day before the inspection begins. This should include giving school leaders the opportunity to explain their school's specific context and challenges. Inspection experience, including the pilots for our education inspection framework, shows that this helps both leaders and inspectors to build stronger professional relationships.
58. Inspectors will use this conversation to understand:
- the school's context, and the progress it has made since the previous inspection, including any specific progress made on areas for improvement identified at previous inspections that remain relevant
 - the headteacher's assessment of the school's current strengths and weaknesses, particularly in relation to: the curriculum, the way teaching supports pupils to learn the curriculum, the standards pupils achieve, pupils' behaviour and attitudes, and the personal development and welfare of pupils
 - the specific areas of the school (for example, subjects, year groups, aspects of provision) that should be the focus of inspection.
59. This conversation will help inspectors and school leaders to establish a rapport before inspection and give them a shared understanding of the starting point of the inspection. It will also help inspectors to form an initial understanding of leaders' views of the school's progress and to shape the inspection plan.

Inspection planning discussion

60. This discussion will be short and focused on practical issues. The lead inspector will:
- make the school leaders aware that they should inform parents of the inspection and that the Guernsey parent survey is the main vehicle for gathering the views of parents at the point of inspection; inspectors will remind the school that our letter to parents will include information about how to complete the survey
 - discuss the nature of the SEND resource base, if applicable

- invite the headteacher, curriculum leaders and other leaders to take part in joint visits to lessons and to observe the main inspection team meetings
 - make arrangements for meetings with relevant staff
 - request either an in-person meeting or a telephone call with a representative from the Education Office
 - request that a representative(s) from the Education Office and a member of the Committee for Education, Sport and Culture are present at the final inspection feedback meeting, as appropriate
 - request that relevant school documents are made available from the start of the inspection
 - establish whether the school has received support from other schools or services, including the Education Office (it will be important to establish the extent and the impact of this)
 - provide an opportunity for the school to ask any questions or to raise any concerns, such as perceived conflicts of interest.
61. The lead inspector will also use the discussion to establish whether the school has any pupils who attend off-site alternative provision, either full time or part time, run either by the school or in partnership with other schools. If the school uses off-site alternative provision, the lead inspector will request further details about this.
62. The lead inspector will also request that the school provides certain information **as early as possible** to aid preparation. This will include:
- a copy of the school timetable
 - details of any relevant staff absence
 - whether any teachers cannot be observed for any reason (for example, if they are subject to capability procedures).
63. If any issues arise, the lead inspector may also need further clarification from the school, for example when information is not available on the school's website.

Resource bases

64. If the school has a SEND resource base delegated to it, the resource base must be inspected. Inspectors must consider evidence about the resourced provision when making judgements about the school overall.
65. During the lead inspector's planning conversation with the school, they will collect specific information about any resource base, including:

- the number of pupils and the range of the needs of pupils placed in additionally resourced provision, together with pupils' timetables, including when they are taught in mainstream classes (with and without support) and when they receive specialist support in separate resourced provision
- staffing arrangements and details of any outreach services provided by the resourced provision.

Requests for deferral or cancellation

66. A school may request a deferral of its inspection. It should request this through the Education Office and not Ofsted. The Education Office will decide whether this request should be asked of Ofsted. We will decide on all requests in line with our deferral policy and after consulting with the Education Office.
67. Ofsted's deferral policy makes clear that the absence of the headteacher is not normally a reason for deferring an inspection. If a school is within six months of confirmed closure, but the Education Office does not request a cancellation when the inspector makes contact, the lead inspector will call the regional duty staff to highlight this and get advice about whether the inspection should still be carried out. Decisions will be made case by case.

Seeking the views of registered parents and other stakeholders

68. When a school is notified of an inspection, its leaders should take such steps as are reasonably practicable to notify all registered parents of registered pupils at the school, including those pupils who have been excluded, attend alternative provision or are away from school. Schools should also notify relevant bodies, including providers of alternative provision.
69. Inspectors will pay careful attention to the views of parents and other relevant persons at the point of inspection. Our email confirming the inspection includes a letter that formally notifies parents. Schools will encourage parents to complete the Guernsey parent survey questionnaire. In addition, inspectors will encourage the school to notify parents using its own electronic systems (such as text messages), if these are available.
70. Inspectors will review the evidence from the Guernsey parent survey throughout the inspection to ensure that all responses received during the inspection are taken into account. If the response rate to the Guernsey parent survey is low, inspectors may take steps during the inspection to gather further evidence of parents' views.
71. Inspectors will also take into account any other evidence from parents, including the results of any past surveys the school has carried out or commissioned. If individual parents raise serious issues, inspectors will follow these up with the school and record its response.

72. Inspectors may also gather evidence from parents and other stakeholders in person. This may include informal meetings at the start and/or end of the day. These meetings must take place without the presence of the headteacher or senior staff. In drawing on evidence from these meetings, every attempt must be made to protect the identity of individuals. There may be circumstances, however, in which it is not possible to guarantee the anonymity of the interviewee. Inspectors have a duty to pass on disclosures that raise child protection or safeguarding issues and/or when there are concerns about serious misconduct, bullying of staff or criminal activity.

Pupil and staff questionnaires

73. The views of pupils and staff in schools are gathered through questionnaires. The Education Office will upload online links to the questionnaires for school leaders following the formal notification of inspection. The school is asked to encourage staff and pupils to complete the online questionnaires. Pupils and staff should complete their questionnaires by 3pm on the first day of the inspection.

Safeguarding

74. Inspectors will always take into account how well children and pupils are helped and protected so that they are kept safe. Although inspectors will not provide a separate grade for this aspect of a school's work, they will always make a written judgement under leadership and management in the report about whether or not the arrangements for safeguarding children and learners are effective. Inspectors will be familiar with the Bailiwick Care and Support Framework,⁴ the Guernsey and Alderney Children's Law 2008,⁵ and relevant local policy guidance relating to safeguarding in schools.
75. Inspectors will use 'Inspecting safeguarding in early years, education and skills settings'⁶ to support this area of their work.

Reporting on evidence or allegations of child abuse

76. On a very small number of occasions, inspectors may come across evidence or allegations of child abuse within a school. Inspectors should consult 'Inspecting safeguarding in early years, education and skills settings' and 'Guidance for

⁴ 'Care and support framework', Islands Safeguarding Children Partnership, June 2018; <http://iscp.gg/Care-and-Support-Framework>.

⁵ The Children (Guernsey and Alderney) Law 2008, Guernsey Legal Resources; www.guernseylegalresources.gg/article/94046/Children-Guernsey-and-Alderney-Law-2008.

⁶ 'Inspecting safeguarding in early years, education and skills settings', Ofsted, September 2019; www.gov.uk/government/publications/inspecting-safeguarding-in-early-years-education-and-skills.

inspectors: what to do if a child or young person discloses a safeguarding concern'.⁷ Inspectors must not attempt to investigate the incident.

The inspection

Days allocated to inspection and inspection team members

77. Inspections do not normally last longer than two days. The size of the inspection team will vary according to the size and nature of the school.

Concurrent inspections

78. We may schedule inspections at the same time for 'linked provision', which is when one or more schools have arrangements to share important aspects of their provision, such as sixth-form programmes or an inclusion unit. Inspectors will make sure that they communicate with each other before and during the inspections. They will also share evidence electronically. Inspectors will ensure that they give sufficient consideration to the emerging judgements of the linked provision.

Arrival time on the first full day of inspection

79. On the first day of the inspection, inspectors will not arrive before 8am.

Gathering and recording evidence

80. Although meetings with leaders are important, inspectors' first priority during inspections is to collect first-hand evidence.

81. Inspectors will: visit lessons; scrutinise pupils' work; talk to pupils about their work, gauging both their understanding and their engagement in learning; and gather pupils' perceptions of the typical quality of education in a range of subjects, and other aspects of life at the school.

82. Inspectors will evaluate evidence of the impact of the Bailiwick of Guernsey Curriculum (The Bailiwick Curriculum), including on the most disadvantaged pupils. This includes pupils with SEND. In addition, it includes children in need of help and protection, and/or receiving statutory support from a social worker. Inspectors will pay specific attention to the acquisition of knowledge and skills in lessons and on-site separate provision, and evidence of learning in off-site alternative provision.

83. Other evidence gathered by inspectors will include: discussions with pupils and staff; listening to pupils read; and looking at examples of pupils' work for evidence of progress in knowledge, understanding and skills towards defined

⁷ 'Safeguarding concerns: guidance for inspectors', Ofsted, September 2019; www.gov.uk/government/publications/ofsted-safeguarding-policy/safeguarding-concerns-guidance-for-inspectors.

end-points. Inspectors will also scrutinise the school's records and documentation relating, for example, to the welfare and safety of pupils in alternative provision.

Evaluating different approaches to teaching

84. Ofsted does **not** advocate that any particular approach should be used exclusively in teaching. Different approaches to teaching can be effective. What is appropriate will depend on the aims of a particular lesson or activity, and its place in the sequence of teaching a particular topic. Nevertheless, any approach used has features that must be present to ensure that it is delivered effectively. Our research commentary sets out our understanding of those features.⁸

Newly qualified teachers and trainees working in schools during inspections

85. When the lead inspector requests a copy of the current staff list, they must ask whether this includes:
- any newly qualified teachers (NQTs)
 - any trainees on placement at the school.
86. Inspectors will meet NQTs where possible and may wish to visit lessons given by NQTs. In doing so, inspectors should take into account the fact that NQTs have less experience than other teachers, but must assess the effectiveness of the support and professional development put in place for NQTs and other teachers who are in the early stages of their careers, particularly in dealing with pupils' behaviour. This must include the quality of mentoring and what the school has done to support their development in areas for improvement identified by initial teacher training providers. Inspectors should discuss how NQTs are supported by the school in managing pupils' behaviour.
87. Inspectors will meet any trainees to assess their support, mentoring and induction. Inspectors will **not** visit lessons given by trainees. Inspectors will **not** take trainees' work in the school into account when assessing the quality of education.

Overarching approach to inspection

88. This handbook seeks to put a single, joined-up educational conversation at the heart of inspection. It is built around the connectedness of curriculum, teaching, assessment and standards within the 'quality of education' judgement. As a result, the inspection methodology for this judgement is structured to ensure that inspectors are able to gather evidence of how a

⁸ 'Education inspection framework: overview of research', Ofsted, July 2019; www.gov.uk/government/publications/education-inspection-framework-overview-of-research.

school's activities to deliver a high-quality education for its pupils connect and work together to achieve the highest possible standards.

89. As set out in the 'preparation' section (see above, paragraph 55 and following), inspections always begin with in-depth discussions with school leaders and curriculum leaders about the school's curriculum. Inspectors ask about what leaders intend pupils to learn. What are the end-points they wish them to reach? What are the key concepts that pupils need to understand, and in what order will they learn them? They will also ask about pupils' behaviour and their attitudes and personal development and welfare.
90. During inspection, inspectors will probe leaders' understanding further but, most importantly, they will focus on gathering first-hand evidence. Inspectors will visit lessons, talk to individual teachers and pupils, and look at pupils' work (in its widest sense), together with curriculum leaders, to see whether it matches leaders' intentions. Inspectors will then draw all this evidence together from different pupils, classes and year groups.
91. The crucial element here is the **connection** between different pieces of evidence. Inspectors will not emphasise one specific type of evidence above all others. Instead, inspectors will focus on gathering evidence that is balanced and connected. Our research on work scrutiny and lesson visits has shown that having a variety of types of connected evidence strengthens the conclusions that inspectors are able to reach.
92. This evidence will always lead inspectors back to the overall quality of education on offer. The focus will not be on one particular lesson, book or pupil. Rather, the focus will be on the interconnection of all of these pieces of evidence and what they tell inspectors and leaders about whether pupils are learning the curriculum and making progress in the sense of knowing more, remembering more and being able to do more. The evidence from our substantial piloting is that this approach enables inspectors and leaders to build up a clear picture of whether the school is meeting the criteria set out in the 'quality of education' judgement.

Joint visits to lessons

93. One element of the inspection approach will be visits to lessons. The lead inspector will invite the headteacher, curriculum leaders and other leaders to take part in joint visits to lessons.
94. Inspectors will **not** take a random sample of lessons to visit. Instead, they will connect lesson visits to other evidence: discussions with curriculum leaders, teachers and pupils; and work scrutiny. Inspectors will visit several lessons in which the same subject is being taught, including lessons to different year groups. Lesson visits are **not** about evaluating individual teachers or their teaching; there will be no grading of the teaching observed by inspectors. Instead, inspectors will view lessons across a faculty, department, subject, key

stage or year group and then aggregate insights as to how what is going on in lessons contributes to the school's curriculum intentions. This will then provide part of the evidence for an overall view of the quality of education or behaviour and attitudes.

95. In summary, lesson visits are primarily useful for gathering evidence about how lessons contribute to the quality of education. Inspectors can use these visits to gather evidence about how well the curriculum is implemented. They do this by looking at what is going on in lessons for one or more subjects or themes, triangulating this with evidence collected through discussions with the staff and pupils involved, and scrutinising the pupils' work, wherever possible derived from the lessons visited and the relevant sequence of lessons (see below).
96. Lesson visits are also useful for gathering evidence that contributes to the 'behaviour and attitudes' judgement by providing direct evidence about how pupils' behaviour is managed within individual classrooms and how pupils respond. This evidence will complement the other evidence that inspectors gather about behaviour during inspection.

Work scrutiny

97. Another element of the inspection approach will be scrutinising pupils' work. The lead inspector will invite curriculum leaders and teachers to take part in joint scrutiny of pupils' work.
98. Inspectors will **not** take a random sample of exercise books/folders/sketchbooks/electronic files and so on (which we refer to as 'pupils' books and other work'). Instead, they will scrutinise pupils' books and other work across a faculty, department, subject, key stage or year group and aggregate insights to provide part of the evidence for an overall view of the quality of education. Inspectors will **not** evaluate individual workbooks or teachers. Inspectors will **not** use work scrutiny to evaluate teachers' marking. Inspectors will connect work scrutiny to lesson visits and, where at all possible, conversations with pupils and staff.
99. Inspectors can use work scrutiny to contribute to an evaluation of whether the work that pupils do over time reflects the intended curriculum. Work scrutiny will help inspectors to form a view of whether pupils know more and can do more, and whether the knowledge and skills they have learned are well sequenced and have developed incrementally. Inspectors will synthesise what they find in order to contribute to their overall assessment of the quality of education across a faculty, department, subject, key stage or year group.

Talking to and observing pupils outside lessons

100. Inspectors will ensure that they talk to and observe pupils in a range of situations outside normal lessons to evaluate other aspects of personal development and welfare, behaviour and attitudes, for example:

- at the start and finish of the school day
- during lunchtime, including in the dining hall, and breaktimes or playtimes
- during assemblies and tutor periods
- when moving between lessons
- during enrichment activities (including clubs and activities outside the normal timetabled curriculum).

101. Inspectors will take advantage of opportunities to gather evidence from a wide range of pupils, both formally and informally. During informal conversations with pupils, inspectors must ask them about their experiences of teaching, learning and behaviour in the school, including the prevention of bullying and how the school deals with any form of harassment and violence, discrimination and prejudiced behaviour, if these occur. Inspectors will ensure that all questions are appropriate. They would not expect any school staff to be present.

102. During the inspection, it is important that pupils are able to express their views freely to inspectors. Therefore, inspectors must have the opportunity to speak to pupils with no other adults present. This is particularly important when inspectors ask pupils questions related to safeguarding. Inspectors will also try to ensure that they speak to at least some single-sex pupil groups to provide the opportunity for pupils to speak more freely about issues such as peer-on-peer abuse.

Meeting those with wider responsibilities for schools in the Bailiwick

103. Inspectors will always seek to meet representatives from the Education Office responsible for providing challenge and support to Bailiwick schools during the inspection. The Education Office will ensure that inspectors' meetings are with those who are directly responsible for supporting and challenging the school and for overseeing its performance.

104. As with the meetings between inspectors and pupils, parents and staff, meetings with those responsible from the Education Office should take place without the headteacher or senior staff.

105. If a school has an executive principal within its leadership structure, the lead inspector must ensure that they are invited to contribute to the inspection.

Meeting leaders

106. The lead inspector will meet the headteacher regularly throughout the inspection to:

- provide updates on emerging issues, including initial general findings about the quality of education and to enable further evidence to be provided
- allow the headteacher to raise concerns, including those related to the conduct of the inspection or of individual inspectors
- alert the headteacher to any serious concerns.

107. The inspection team will meet at different points during the course of the inspection. In particular, the team should:

- meet briefly in the middle of day 1
- meet at the end of day 1 to discuss and record emerging findings; the headteacher should be invited
- meet at the end of day 2 to finalise judgements and identify areas for improvement; the headteacher should be invited
- draw together the key inspection findings and write up the evaluation for team meetings.

108. The lead inspector will invite the headteacher to the final team meeting at the end of day 2. It is important that the lead inspector makes it clear that observers who are invited to attend the final team meeting are there to listen to the scrutiny of evidence and agreed judgements made by the inspection team. As appropriate, the lead inspector may request that observers clarify key points during the meeting.

109. If, by the end of day 1 or during day 2, there is evidence that the school might have key indicators evaluated as judgements of 'inadequate' or 'requires improvement', the lead inspector will alert the headteacher and the Education Office to this possibility. The inspector must emphasise that they do not make final evaluations of key indicators until the final team meeting at the end of day 2.

Reaching final judgements

110. Inspection activity, including lesson visits, will continue throughout the inspection period. The team will also ensure that time is set aside to prepare for the final team meeting and the final feedback. During the final team meeting, a final summary evaluation card will be completed. The main points for feedback to the school will be recorded as the meeting progresses.

Providing feedback

111. The on-site inspection ends with a final feedback meeting with the school. Those connected with the school who may attend include:

- the headteacher and other senior leaders, agreed by the lead inspector and headteacher
 - agreed senior representative(s) from the Education Office
 - a representative of the Committee for Education, Sport and Culture.
112. During this meeting, the lead inspector will ensure that the headteacher, representatives from the Education Office and the representative of the Committee for Education, Sport and Culture are clear:
- about the provisional grades awarded for each key indicator
 - about the key findings from the inspection, as summarised in the final summary evaluation card. The lead inspector must give sufficient detail to enable all attendees to understand how judgements have been reached and for those responsible to play a part in beginning to plan how to tackle any areas for improvement
 - that the grades are provisional and so may be subject to change as a result of quality assurance procedures or moderation and must, therefore, be treated as restricted and confidential to the relevant senior personnel (as determined by the school and the Education Office). Information about the inspection outcomes should be shared more widely only when the school has received a copy of the final inspection report
 - that the main findings of the inspection and the main points provided orally in the feedback, subject to any change, will be referred to in the text of the report, although the text of the report may differ slightly from the oral feedback
 - about any recommendations for improvement
 - that, on receipt of the draft report, they must ensure that the report remains restricted and confidential to the relevant senior personnel (as determined by the school, but including the Education Office) and the information contained within it is not shared with anyone other than those outlined above, or published under any circumstances
 - that the headteacher is invited and encouraged to complete the post-inspection survey
 - that, when a school is evaluated to be 'requires improvement' or 'inadequate' against any indicator, it is for the Education Office to coordinate support and any improvement arrangements and to liaise with Ofsted as required for any future monitoring
 - about the procedure for making a complaint about the inspection.

After the inspection

Arrangements for publishing the report⁹

113. The lead inspector is responsible for writing the inspection report and submitting the evidence to Ofsted shortly after the inspection ends. The text of the report will explain the evaluation outcomes and reflect the evidence. The findings in the report should be consistent with the feedback given to the school at the end of the inspection.
114. Inspection reports will be quality assured before we send a draft copy to the school and the Education Office. The draft report is restricted and confidential to the relevant personnel (as determined by the school and agreed by the Education Office) and should not be shared more widely or published.
115. The school will have five working days in which to comment on the draft report, inspection process and findings. We will consider all comments. We will respond to them when we share the final report with the school within 21 working days of the inspection.
116. Once a school has received its final report, leaders should take such steps as are reasonably practicable to ensure that every parent of a registered pupil at the school receives a copy of the report within three working days. After that time, usually 25 days after the end of the inspection, the report will normally be published on the States of Guernsey website.
117. If the school wishes to make a formal complaint, it has three **working** days (not necessarily three **school** days) after we have shared the final report with the school in which to do so. If a complaint is not submitted, the report will normally be published on the States of Guernsey website three working days later. If a complaint has been submitted, the publication of the report may be delayed.
118. In all cases, the inspection process should not be treated as complete until all inspection activity has been carried out and the final version of the report has been sent to the school.

The inspection evidence base

119. The evidence base for the inspection will be retained in line with Ofsted's retention and disposal policy. This is normally for six years from when the report was published. We may decide that retaining it for longer is warranted for research purposes.

⁹ The term 'report' is used to describe the formal written outcome from the inspection.

Quality assurance and complaints

Quality assurance

120. All inspectors are responsible for the quality of their work. The lead inspector must ensure that inspections are carried out in accordance with the principles of inspection and the Ofsted code of conduct.
121. We monitor the quality of inspections through a range of formal processes. Her Majesty's Inspectors (HMI) or Senior HMI visit some schools or monitor remotely to quality assure inspections. We may also evaluate the quality of an inspection evidence base. The lead inspector will be responsible for giving team inspectors feedback about the quality of their work and their conduct.
122. All schools are invited to take part in a post-inspection evaluation in order to contribute to inspection development.

Handling concerns and complaints

123. The great majority of our work is carried out smoothly and without incident. If concerns do arise during an inspection, they should be raised with the lead inspector as soon as possible, in order to resolve issues before the inspection is completed. Any concerns raised and actions taken will be recorded in the inspection evidence.
124. If it is not possible to resolve concerns during the inspection or through submitting comments in response to the draft report, the school may wish to lodge a formal complaint on receipt of the final report. The lead inspector will ensure that the school is informed that it is able to make a formal complaint and that it should liaise with the Education Office in order to do this.

Part 2. The evaluation schedule – how we will judge schools

125. The evaluation schedule is not exhaustive. It does not replace the professional judgement of inspectors. Inspectors must interpret the way that grades are described according to pupils' age, stage and phase of education.

126. Inspectors will evaluate the work of the school through the following four key indicators:

- the quality of education
- behaviour and attitudes
- personal development and welfare
- leadership and management;

and, where relevant, evaluate the quality of provision in:

- early years education
- the sixth form.

127. Inspectors use the following four-point scale for all evaluations:

- grade 1: excellent
- grade 2: good
- grade 3: requires improvement
- grade 4: inadequate.

Reaching a key indicator of 'excellent'

128. 'Excellent' is rightly a challenging and exacting level of performance. In order for a school to reach this standard, inspectors will need to determine that the school meets **all** the criteria for 'good' under that key indicator, and does so securely and consistently. In other words, it is not enough that the school is strong against some aspects of the key indicator and not against others: it must meet each and every 'good' criterion. In addition, there are further criteria set out under 'excellent' for each key indicator, which the school will also need to meet. Our aim is that schools should only be judged 'excellent' in a particular area if they are performing exceptionally, and this exceptional performance in that area is consistent and secure across the whole school.

Reaching a key indicator of 'good' or 'requires improvement'

129. Judgement of a key indicator of 'good' or 'requires improvement' will follow a best-fit approach. Inspectors will consider whether the performance on a key indicator is most closely aligned to the descriptors set out.

The quality of education

130. Inspectors will take a rounded view of the quality of education that a school provides to all its pupils, including the most disadvantaged pupils and pupils with SEND. Inspectors will consider how the school has developed and implemented The Bailiwick Curriculum, which is the substance of what is taught, along with a specific plan of what pupils need to know in total and in each of the subjects listed under the eight identified 'areas of learning'.

131. Inspectors will consider the extent to which the school's curriculum sets out the knowledge and skills that pupils will gain at each stage (we call this '**intent**'). They will also consider the way in which the curriculum developed or adopted by the school is taught and assessed in order to support pupils to build their knowledge and to apply that knowledge as skills (we call this '**implementation**'). Finally, inspectors will consider the outcomes that pupils achieve as a result of the education they have received (we call this the '**impact**').

Intent

132. This is the 'What are we trying to achieve?' part of The Bailiwick Curriculum. It is not about vague mission-statement-type intentions. It is the content of the curriculum and what schools want pupils to know and to be able to do at key points.

133. In evaluating the school's educational intent, inspectors will primarily consider the curriculum leadership provided by the school, and its subject and curriculum leaders.

134. The indicator focuses on factors that both research and inspection evidence suggest contribute most strongly to an effective education and pupils achieving highly. These factors are listed below.

- The school's curriculum is rooted in the solid consensus of the school's leaders about the knowledge and skills that pupils need in order to take advantage of opportunities, responsibilities and experiences in later life. In this way, it can powerfully address social disadvantage.
- It is clear what end-points the curriculum is building towards and what pupils need to know and be able to do to reach those end-points.

- The school’s curriculum is planned and sequenced so that new knowledge and skills build on what has been taught before and towards its clearly defined end-points.
- The curriculum reflects the school’s local context by addressing typical gaps in pupils’ knowledge and skills. Curriculum planning accounts for delays and gaps in learning that have arisen as a result of the pandemic.
- Throughout key stages 1 to 4, the curriculum remains as broad as possible for as long as possible, including when delivered remotely. Pupils are able to study a strong academic core of subjects.
- There is evidence that leaders and all staff have high academic/vocational/technical ambition for all pupils, and that the school does not offer disadvantaged pupils or pupils with SEND a reduced curriculum.

Curriculum flexibility

135. The curriculum sets out the aims of a programme of education. It also sets out the structure for those aims to be implemented, including the knowledge and skills to be gained at each stage. It enables the evaluation of pupils’ knowledge, skills and understanding against those expectations.
136. All pupils in States of Guernsey schools are expected to study The Bailiwick of Curriculum. The Bailiwick Curriculum consists of eight overarching areas of learning, with further specified details for each of the subjects listed within a given area of learning. We recognise the importance of schools’ autonomy to choose their own curriculum approaches. If leaders are able to show that they have thought carefully, that they have developed The Bailiwick Curriculum with appropriate coverage, content, structure and sequencing, and that it has been implemented effectively, then inspectors will assess a school’s curriculum favourably.

Curriculum narrowing

137. Our research has shown that some schools narrow the curriculum available to pupils, particularly in key stages 2 and 3. Our research also shows that this has a disproportionately negative effect on the most disadvantaged pupils.¹⁰
138. It is appropriate that, in key stage 1, teachers focus on further developing children’s communication and language knowledge and skills, and on ensuring that pupils are able to read, write and use mathematical knowledge, ideas and operations so they are able to access a broad and balanced curriculum at key stage 2. However, the high priority given to developing knowledge and skills

¹⁰ ‘HMCI’s commentary: recent primary and secondary curriculum research’, HMCI, October 2017; www.gov.uk/government/speeches/hmcis-commentary-october-2017.

should not result in a curriculum so narrow that pupils experience a very limited curriculum in other areas.

139. From key stage 2 onwards and in secondary education, inspectors will expect to see a broad, rich curriculum. Inspectors will be particularly alert to signs of narrowing in the key stage 2 and key stage 3 curriculums. If a school has shortened key stage 3, inspectors will look to see that the school has made provision to ensure that pupils still have the opportunity to study a broad range of subjects in Years 7 to 9.

Cultural capital

140. As part of making a judgement about the quality of education, inspectors will consider the extent to which schools are equipping pupils with the knowledge and cultural capital they need to succeed in life. For schools in the Bailiwick of Guernsey, the notion of 'knowledge and cultural capital' matches that found on page 8 of The Bailiwick Curriculum, under 'The four core purposes':

'It is the essential knowledge that pupils need to be educated citizens, introducing them to the best that has been thought and said and helping to engender an appreciation of human creativity and achievement.'

Sources of evidence specific to curriculum intent

141. Inspectors will draw evidence about leaders' curriculum intent principally from discussion with senior and subject leaders. Inspectors will explore:
- whether leaders are following The Bailiwick Curriculum
 - how carefully leaders have thought about what end-points the curriculum is building towards, what pupils will be able to know and do at those end-points, and how leaders have planned the curriculum accordingly. This includes considering how the intended curriculum will address social disadvantage by addressing gaps in pupils' knowledge and skills
 - how leaders have sequenced the curriculum to enable pupils to build their knowledge and skills towards the agreed end-points
 - how leaders have ensured that the subject curriculum contains content that has been identified as most useful, and ensured that this content is taught in a logical progression, systematically and explicitly enough for all pupils to acquire the intended knowledge and skills; this includes understanding how the pandemic may have led to gaps in pupils' knowledge, learning delays and a wider range of starting points
 - how the curriculum has been designed and taught so that pupils read at an age-appropriate level.

142. Inspectors will bear in mind that developing and embedding an effective curriculum takes time, and that leaders may only be part-way through the process of adopting or redeveloping a curriculum. If leaders have an accurate, evaluative understanding of current curriculum practice in their school and have identified appropriate next steps (taking into account any impact of COVID-19) to improve curriculum quality and develop curriculum expertise across the school, inspectors will evaluate 'intent' favourably when reaching the overall evaluation of the quality of education. They will recognise that the criteria for an evaluation of 'good' are the best fit. They will also, where relevant, take into account any transitional provisions that are in place.
143. Inspectors will also consider any documents that leaders normally use in their curriculum planning, but will not request that materials be produced or provided in any specific format for inspection.

Implementation

144. This is referenced in the 'How do we organise learning?' part of The Bailiwick Curriculum.
145. In evaluating the implementation of the curriculum, inspectors will primarily evaluate how the curriculum is taught at subject and classroom level.
146. Research and inspection evidence suggest that the most important factors in how, and how effectively, the curriculum is taught and assessed are the following:
- Teachers have expert knowledge of the subjects that they teach. If they do not, they are supported to address gaps in their knowledge so that pupils are not disadvantaged by ineffective teaching.
 - Teachers enable pupils to understand key concepts, presenting information clearly and encouraging appropriate discussion.
 - Teachers check pupils' understanding effectively, and identify and correct misunderstandings.
 - Teachers ensure that pupils embed key concepts in their long-term memory and apply them fluently.
 - The subject curriculum is designed and delivered in a way that allows pupils to transfer key knowledge to long-term memory. It is sequenced so that new knowledge and skills build on what has been taught before and pupils can work towards clearly defined end-points.
 - Teachers use assessment to check pupils' understanding in order to inform teaching, and to help pupils embed and use knowledge fluently and to develop their understanding, not simply to memorise disconnected facts.

- Where remote learning is in place, it is well integrated within course(s) of study, and is well designed to support the wider implementation of the school's curriculum.
- The school's approach to teaching remains rooted in evidence and the key elements of effective teaching. Teachers consider the most important knowledge, skills or concepts pupils need to know and focus on these. Feedback, retrieval practice and assessment are prioritised. The medium for remote learning enables all pupils to access lessons and learn. Teachers monitor pupils' engagement and communicate effectively with parents and colleagues if there are concerns.

Developing understanding, not memorising disconnected facts

147. Learning can be defined as an alteration in long-term memory. If nothing has altered in long-term memory, nothing has been learned. However, transfer to long-term memory depends on the rich processes described above. In order to develop their understanding, pupils connect new knowledge with existing knowledge. Pupils also need to develop fluency and unconsciously apply their knowledge as skills. This must not be reduced to, or confused with, simply memorising facts. Inspectors will be alert to unnecessary or excessive attempts to simply prompt pupils to learn glossaries or long lists of disconnected facts.

The school's use of assessment

148. When used effectively, assessment helps pupils to embed knowledge and use it fluently, and assists teachers in producing clear next steps for pupils. However, assessment is too often carried out in a way that creates unnecessary burdens for staff and pupils. It is therefore important that leaders and teachers understand its limitations and avoid misuse and overuse.
149. Inspectors will therefore evaluate how assessment is used in the school to support the teaching of the curriculum, but not substantially increase teachers' workloads by necessitating too much one-to-one teaching or overly demanding programmes that are almost impossible to deliver without lowering expectations of some pupils. This will include considering how the school responds to any gaps in learning that have arisen from the pandemic.
150. The collection of data can also create an additional workload for leaders and staff. Inspectors will look at whether schools' collection of attainment or progress data is proportionate, represents an efficient use of school resources, and is sustainable for staff. The Teacher Workload Advisory Group's report, 'Making data work', recommends that school leaders should not have more than

two or three data-collection points a year, and that these should be used to inform clear actions.¹¹

151. Schools choosing to use more than two or three data-collection points a year should have clear reasoning for what interpretations and actions are informed by the frequency of collection, taking into consideration the time taken to set assessments, collate, analyse and interpret the data, and the time taken to then act on the findings. We understand that assessment arrangements may have been altered as a result of the COVID-19 pandemic. Inspectors will seek to understand how staff are supported and the steps that are being taken to remove the risk of additional workload. If a school's system for data collection is disproportionate, inefficient or unsustainable for staff, inspectors will reflect this in their reporting on the school.

Sources of evidence specific to curriculum implementation

152. The following activities will provide inspectors with evidence about the school's implementation of its intended curriculum:
- discussions with curriculum and subject leaders and teachers about the programme of study that classes are following for particular subjects or topics, the intended end-points towards which those pupils are working, and their view of how those pupils are progressing through the curriculum
 - discussions with subject specialists and leaders about the content and pedagogical content knowledge of teachers, and what is done to support them
 - discussions with classroom teachers about how often they are expected to record, upload and review data
 - observations of, and interviews with, pupils or classes who are following this curriculum in lessons, including scrutinising the pupils' work¹²
 - where relevant, discussions with subject leaders and teachers about how the school curriculum has been delivered remotely, and reviews of pupils' work completed remotely
 - reviews of schemes of work or other long-term planning (in whatever form subject leaders normally use them), usually in discussion with curriculum leaders.

¹¹ 'Making data work: Teacher workload advisory group report', Department for Education, November 2018; www.gov.uk/government/publications/teacher-workload-advisory-group-report-and-government-response. 'Government response to the teacher workload advisory group report', Department for Education, July 2019; www.gov.uk/government/publications/teacher-workload-advisory-group-report-and-government-response.

¹² Work for some pupils, such as those who have profound or multiple learning difficulties, includes relevant assessment information such as photographs, video and records of observations made by teachers and teaching assistants.

153. In order to triangulate evidence effectively, inspectors will ensure that they gather a variety of these types of evidence in relation to the same sample of pupils. Inspectors will also ensure that the samples of pupils they choose are sufficient to allow them to reach a valid and reliable judgement on the quality of education offered by the school overall. Guidance on how to ensure that this evidence is both sufficiently valid and reliable is set out under 'Overarching approach to inspection' in Part 1 of this handbook (paragraph 89 and following).

Impact

154. This is the 'How well are we achieving our aims?' part of The Bailiwick Curriculum.

155. When inspectors evaluate the impact of the education provided by the school, their focus will primarily be on what pupils have learned.

156. Inspection experience and research show that the most important factors to consider are the following:

- A well-constructed, well-taught curriculum will lead to good results because those results will reflect what pupils have learned. There need be no conflict between teaching a broad, rich curriculum and achieving success in examinations and tests.
- Disadvantaged pupils and pupils with SEND acquire the language, knowledge, skills and cultural capital they need to succeed in life.
- National assessments and examinations are useful indicators of pupils' outcomes, but they only represent a sample of what pupils have learned. Inspectors will balance outcomes (not including teacher- or centre-assessed grades from 2020 and 2021) with their first-hand assessment of pupils' work.
- All learning builds towards an end-point. Pupils are being prepared for their next stage of education, training or employment at each point in their learning. Inspectors will consider whether pupils are ready for the next stage by the point at which they leave the school or provision that they attend.
- Students in a sixth form are ready for the next stage and are going on to appropriate, high-quality destinations. Inspectors will also consider this.
- If pupils are not able to read to an age-appropriate level and fluency, they will be incapable of accessing the rest of the curriculum, and they will rapidly fall behind their peers.

Inspectors will not use schools' internal assessment data as evidence

157. Inspectors will not look at non-statutory internal progress and attainment data during inspections of schools.^{13,14} That does not mean that schools cannot use data if they consider it appropriate. Inspectors will, however, put more focus on the curriculum and less on schools' generation, analysis and interpretation of data. Teachers have told us they believe this will help us play our part in reducing unnecessary workload. Inspectors will be interested in the conclusions drawn and actions taken from any internal assessment information, but they will not examine or verify that information first hand. Inspectors will use published data provided by the Education Office as a starting point on inspection. They will get to see first hand the quality of education as experienced by pupils and understand how well leaders know what it is like to be a pupil at the school.
158. Inspectors will ask schools to explain why they have decided to collect whatever assessment data they collect, what they are drawing from their data and how that informs their curriculum and teaching.

Sources of evidence specific to curriculum impact

159. Inspectors will gather evidence of the impact of the quality of education offered by the school from the following sources:
- the progress that pupils are making in terms of knowing more, remembering more and being able to do more; how well they are able to remember what they have learned weeks and months later; and how well they are able to apply knowledge and skills in new contexts
 - centrally generated performance information about pupils' progress and attainment, which is available to schools and inspectors, and will be analysed for its statistical significance in advance by Ofsted's data and insight team
 - first-hand evidence of how pupils are doing, drawing together evidence from the interviews, lesson visits, work scrutinies and documentation described above (see 'Sources of evidence specific to curriculum implementation' above, at paragraph 153)
 - centrally published information about the destinations to which its pupils progress when they leave the school

¹³ This does not include relevant assessment information (such as photographs, video and records of observations) made by teachers and teaching assistants for pupils with profound and/or multiple learning difficulties.

¹⁴ However, they will consider the school's use of assessment.

- in primary schools, listening to a range of pupils read
- discussions with pupils about what they have remembered about the content they have studied
- how well pupils with SEND are prepared for the next stage of education and their adult lives.

160. Inspectors will recognise that some schools are in turnaround. In these schools, the quality of education may have been poor and may now be showing significant and sustained improvement. In these situations, centrally generated performance data may lag behind the current quality of education in the school and so inspectors will view the central data in this context.

Reaching the evaluation of quality of education, drawing together intent, implementation and impact

161. Inspectors will **not** evaluate intent, implementation and impact separately. Instead, inspectors will reach a single graded evaluation for the quality of education, drawing on all the evidence they have gathered and using their professional judgement.

Grade descriptors for the quality of education

Note: Some sections of the criteria appear in [square brackets] below. This is to indicate that they are transitional only, because we recognise that not all schools will have had the opportunity to complete the process of adopting or constructing their curriculum fully. We intend to review whether these transitional arrangements are still needed in July 2022.

Excellent (1)

- The school meets **all** the criteria for a good quality of education **securely** and **consistently**.
- The quality of education provided is **exceptional**.

In addition, the following apply:

- The school's curriculum intent and implementation are embedded securely and consistently across the school. It is evident from what teachers do that they have a firm and common understanding of the school's curriculum intent and what it means for their practice. Across all parts of the school, series of lessons contribute well to delivering the curriculum intent.
- The work given to pupils, over time and across the school, consistently matches the aims of the curriculum. It is coherently planned and sequenced towards cumulatively sufficient knowledge and skills for future learning and employment.

- Pupils' work across the curriculum is consistently of a high quality.
- Pupils consistently achieve highly, particularly the most disadvantaged pupils. Pupils with SEND achieve exceptionally well.

162. In order to judge whether a school is graded 'good' or 'requires improvement', inspectors will use a best-fit approach, relying on the professional judgement of the inspection team.

Good (2)

Intent

- Leaders adopt or construct a curriculum that is ambitious and designed to give all pupils, particularly disadvantaged pupils and including pupils with SEND, the knowledge, skills and cultural capital they need to succeed in life. The Bailiwick Curriculum has been implemented to provide breadth and ambition. [If this is not yet fully the case, it is clear from leaders' actions that they are in the process of bringing this about, and are making any necessary amendments in response to the pandemic.]
- The school's curriculum is coherently planned and sequenced towards cumulatively sufficient knowledge and skills for future learning and employment. [If this is not yet fully the case, it is clear from leaders' actions that they are in the process of bringing this about, and are making any necessary amendments in response to the pandemic.]
- The curriculum is successfully adapted, designed or developed to be ambitious and meet the needs of pupils with SEND, developing their knowledge, skills and abilities to apply what they know and can do with increasing fluency and independence. [If this is not yet fully the case, it is clear from leaders' actions that they are in the process of bringing this about, and are making any necessary amendments in response to the pandemic.]
- Pupils study the full curriculum: it is not narrowed. In primary schools, a broad range of subjects (exemplified by The Bailiwick Curriculum) is taught across all phases and key stages. In secondary schools, the school teaches a broad range of subjects (exemplified by The Bailiwick Curriculum) throughout Years 7 to 9. [If this is not yet fully the case, it is clear from leaders' actions that they are in the process of bringing this about, and are making any necessary amendments in response to the pandemic.]

Implementation

- Teachers have good knowledge of the subject(s) and courses they teach. Leaders provide effective support for those teaching outside their main areas of expertise.

- Teachers present subject matter clearly, promoting appropriate discussion about the subject matter being taught. They check pupils' understanding systematically, identify misconceptions accurately and provide clear, direct feedback. In doing so, they respond and adapt their teaching as necessary without unnecessarily elaborate or individualised approaches.
- Over the course of study, teaching is designed to help pupils to remember long term the content they have been taught and to integrate new knowledge into larger ideas.
- Any remote learning is well integrated within course(s) of study, and is well designed to support the wider implementation of the school's curriculum.
- Teachers and leaders use assessment well, for example to help pupils embed and use knowledge fluently, to check understanding and inform teaching, or to understand different starting points and gaps that have occurred as a result of the pandemic.
- Leaders understand the limitations of assessment and do not use it in a way that creates unnecessary burdens on staff or pupils.
- Teachers create an environment that focuses on pupils. The textbooks and other teaching materials that teachers select – in a way that does not create unnecessary workload for staff – reflect the school's ambitious intentions for the course of study. These materials clearly support the intent of a coherently planned curriculum, sequenced towards cumulatively sufficient knowledge and skills for future learning and employment.
- The work given to pupils is demanding and matches the aims of the curriculum in being coherently planned and sequenced towards cumulatively sufficient knowledge.
- Reading is prioritised to allow pupils to access the full curriculum offer.
- A rigorous and sequential approach to the reading curriculum develops pupils' fluency, confidence and enjoyment in reading. At all stages, reading attainment is assessed and gaps are addressed quickly and effectively for all pupils. Reading books connect closely with the phonics knowledge pupils are taught when they are learning to read.
- The sharp focus on ensuring that younger children gain the phonics knowledge and language comprehension necessary to read, and the skills to communicate, gives them the foundations for future learning.
- Teachers ensure that their own speaking, listening, writing and reading of English supports pupils in developing their language and vocabulary well.

Impact

- Pupils develop detailed knowledge and skills across the curriculum and, as a result, achieve well. This is reflected in results from standardised tests and examinations, or in the qualifications obtained. Teacher-assessed grades from 2020 and 2021 will not be used to assess impact.
- Pupils are ready for the next stage of education, employment or training. They have the knowledge and skills they need and, where relevant, they gain qualifications that allow them to go on to destinations that meet their interests and aspirations and the intention of their course of study. Pupils with SEND achieve the best possible outcomes.
- Pupils' work across the curriculum is of good quality.
- Pupils read widely and often, with fluency and comprehension appropriate to their age. They are able to apply mathematical knowledge, concepts and procedures appropriately for their age.

Requires improvement (3)

- The quality of education provided by the school is not good.

Inadequate (4)

The quality of education is likely to be inadequate if any one of the following applies:

- The school's curriculum has little or no structure or coherence, and leaders have not appropriately considered sequencing. Pupils experience a jumbled, disconnected series of lessons that do not build their knowledge, skills or understanding.
- The pupils' experiences in lessons contribute weakly to their learning of the intended curriculum.
- The range of subjects is narrow and does not prepare pupils for the opportunities, responsibilities and experiences of life within and beyond the Bailiwick of Guernsey.
- Pupils cannot communicate, read, write or apply mathematics sufficiently well for their age and are therefore unable to succeed in the next year or stage of education, or in training or employment. (This does not apply for some pupils with SEND.)
- The progress that disadvantaged pupils make is consistently well below that of other pupils and shows little or no improvement.
- Expectations of pupils with SEND are low, and their needs are not accurately identified, assessed or met.
- Pupils have not attained the qualifications appropriate for them to progress to their next stages of education, training or employment.

Behaviour and attitudes

163. The behaviour and attitudes indicator considers how leaders and staff create a safe, calm, orderly and positive environment in the school and the impact this has on the behaviour and attitudes of pupils.
164. The indicator focuses on the factors that research and inspection evidence suggest contribute most strongly to pupils' positive behaviour and attitudes, thereby giving them the greatest possible opportunity to achieve positive outcomes.¹⁵ These factors are:
- a calm and orderly environment in the school and the classroom, as this is essential for pupils to be able to learn
 - the setting of clear routines and expectations for the behaviour of pupils across all aspects of school life, not just in the classroom
 - a strong focus on attendance and punctuality, so that disruption is minimised
 - clear and effective behaviour and attendance policies with clearly defined consequences that are applied consistently and fairly by all staff; children, and particularly adolescents, often have particularly strong concepts of fairness that may be challenged by different treatment by different teachers or of different pupils
 - pupils' motivation and positive attitudes to learning are important predictors of attainment; the development of positive attitudes can also have a longer-term impact on how pupils approach learning tasks in later stages of education
 - a positive and respectful school culture in which staff know and care about pupils
 - an environment in which pupils feel safe, and in which bullying, discrimination and peer-on-peer abuse – online or offline – are not accepted and are dealt with quickly, consistently and effectively whenever they occur.
165. Our evidence for the importance of each of these factors comes from our inspection experience, areas of agreement in academic research and our own research. A full note of how the criteria relate to the available research can be found in our research commentary.¹⁶

¹⁵ 'HMCI commentary: curriculum and the new education inspection framework', Ofsted and Amanda Spielman, September 2018; www.gov.uk/government/speeches/hmci-commentary-curriculum-and-the-new-education-inspection-framework.

¹⁶ 'Education inspection framework: overview of research', Ofsted, July 2019; www.gov.uk/government/publications/education-inspection-framework-overview-of-research.

Pupils with particular needs

166. The school may be working with pupils with particular needs in order to improve their behaviour or their attendance. When this is the case, staff should be able to demonstrate that actions taken are leading towards demonstrable improvements in behaviour and attendance for these pupils, taking into account individual needs and circumstances.

Pupils who are not in the school during the inspection

167. Inspectors will gather evidence about the typical behaviour of all the pupils who attend the school, including those who are not present on the day of inspection. If there is evidence that a school has deliberately removed pupils from the school site on the day of inspection or has arranged for them to be absent, and inspectors reasonably believe that this was done in order to have an impact on the inspection, then inspectors are likely to judge both behaviour and attitudes and leadership and management as 'inadequate'.

Exclusions

168. Headteachers have the right to use fixed-term exclusions when there are legitimate reasons for them to do so. Used correctly, exclusion can be an effective measure for headteachers to use. Fixed-term exclusions must be legal and justified. In the Bailiwick of Guernsey, permanent exclusions from education are not permitted.

169. If a school uses fixed-term and/or internal exclusions, inspectors will evaluate their effectiveness, including the rates, patterns and reasons for exclusion and whether any pupils are repeatedly excluded. Following a pupil's fixed-term exclusion, schools should have a strategy for reintegrating the pupil who returns to school and for managing their future behaviour. Inspectors will consider how well the school is recognising, and acting to address, any patterns that exist, because disruptive behaviour or sudden changes in behaviour can be an indication of unmet needs or a change in another aspect of a young person's life.

170. Inspectors will consider whether the school is developing the use of alternative strategies to exclusion and taking account of any safeguarding risks to pupils who may be excluded. Inspectors will recognise when schools are doing all that they can to support pupils at risk of exclusion, including through tenacious attempts to engage local support services.

Sources of evidence specific to behaviour and attitudes

171. Inspectors will hold discussions with pupils and staff to gather evidence about a school's culture and practice in relation to pupils' behaviour, support for staff and other systems. In setting up discussions, inspectors will select a sample of staff whom research suggests are most affected by pupils' challenging behaviour. These are trainees, supply staff, NQTs, administrative support staff

and catering staff, as well as other members of staff. The discussions will provide inspectors with valuable information that includes the views of those who most urgently require the school's support in managing pupils' behaviour. Where practically possible, inspectors should carry out discussions with individuals, not groups, to allow members of staff to give clear evidence without being influenced by the views or expectations of others in the group when talking about a sensitive issue.

172. Inspectors will speak to pupils from a range of different backgrounds and who have different experiences of the school's approach to behaviour. This should include pupils who have experienced sanctions under the school's behaviour policy. Inspectors will take into account the views of these pupils, their experiences of the behaviour and attitudes of others towards them, and their understanding of the importance of positive behaviour in school and beyond school.
173. Inspectors will evaluate the experience of particular individuals and groups, such as pupils for whom referrals have been made to the MASH (and check, for a small sample of these pupils, how the referral was made and the thoroughness of the follow-up), pupils with SEND, children looked after, those with medical needs and those with mental health needs. In order to do this, inspectors will look at the experience of a small sample of these pupils and consider the way in which the school is working with the other agencies to ensure that the child receives the support they need. For pupils with SEND, this will include ensuring that appropriate reasonable adjustments are made.
174. The pupil and staff surveys used in inspection contain questions about safeguarding, behaviour and discipline, bullying, how respondents feel about the school, and how well supported and respected they feel they are in the school. Inspectors will meet school leaders to account for the results of the pupil and staff interviews and surveys.
175. Over the course of inspection, inspectors will carry out evidence-gathering activities. In some cases, inspectors will be able to gather evidence as part of other activities they are carrying out. The activities are:
 - observing pupils' behaviour in a range of different classes at different times of the day
 - observing pupils at breaktimes, lunchtimes and between lessons
 - observing pupils' punctuality in arriving at school and to lessons
 - observing pupils' respect for, and courtesy and good manners towards, each other and adults, and their pride in themselves and their school
 - evaluating the school's analysis of, and response to, pupils' behaviour over time, in whatever format the school uses currently

- analysing absence and persistent absence rates for all pupils, and for different groups compared with local and national averages for all pupils; this includes the extent to which low attenders are improving their attendance over time and whether attendance is consistently low
- evaluating the prevalence of external fixed-term exclusion, the procedures surrounding this and the reasons for it, and the support given to make sure that it is used as a last resort
- evaluating the effectiveness of internal exclusions, including the rates and reasons for exclusion
- assessing the school's work to follow up and support pupils who are subject to fixed-term exclusion
- gathering the views of parents, staff and other stakeholders
- gathering evidence about the typical behaviour of pupils who are not in school during the inspection, for example whether they have had fixed-term or internal exclusions in the two years before inspection
- balancing evidence seen during the inspection and evidence of trends over time
- visiting any off-site learning provision that the school has arranged (on its own or in partnership with other schools or providers) for pupils whose behaviour is poor or who have low attendance. Inspectors will assess safeguarding procedures, the quality of education, and how effectively the off-site provision helps to improve pupils' behaviour, learning and attendance.

Grade descriptors for behaviour and attitudes

176. In order for behaviour and attitudes to be evaluated as excellent, the school must meet all of the 'good' criteria securely and consistently, and it must also meet the additional 'excellent' criteria.

Excellent (1)

- The school meets **all** the criteria for good in behaviour and attitudes **securely** and **consistently**.
- Behaviour and attitudes are **exceptional**.

In addition, the following apply:

- Pupils behave with consistently high levels of respect for others. They play a highly positive role in creating a school environment in which commonalities are identified and celebrated, difference is valued and nurtured, and bullying, harassment and violence are never tolerated.

- Pupils consistently have highly positive attitudes and commitment to their education. They are highly motivated, and persistent in the face of difficulties. Pupils make a highly positive, tangible contribution to the life of the school and/or the wider community. Pupils actively support the well-being of other pupils.
- Pupils behave consistently well, demonstrating high levels of self-control and consistently positive attitudes to their education. If pupils struggle with this, the school takes intelligent, fair and highly effective action to support them to succeed in their education.

177. In order to judge whether a school is graded 'good' or 'requires improvement', inspectors will use a best-fit approach, relying on the professional judgement of the inspection team.

Good (2)

- The school has high expectations for pupils' behaviour and conduct. These expectations are commonly understood and applied consistently and fairly. This is reflected in pupils' positive behaviour and conduct. Low-level disruption is not tolerated and pupils' behaviour does not disrupt lessons or the day-to-day life of the school. Leaders support all staff well in managing pupils' behaviour. Staff make sure that pupils follow appropriate routines.
- Leaders, staff and pupils create a positive environment in which bullying is not tolerated. If bullying, aggression, discrimination and derogatory language occur, they are dealt with quickly and effectively and are not allowed to spread.
- There is demonstrable improvement in the behaviour and attendance of pupils with particular needs.
- Pupils' attitudes to their education are positive. They are committed to their learning, know how to study effectively and do so, are resilient to setbacks and take pride in their achievements.
- Pupils have high attendance, within the context of the pandemic. They come to school on time and are punctual to lessons. When this is not the case, the school takes appropriate, swift and effective action.
- Fixed-term and internal exclusions are used appropriately. The school reintegrates excluded pupils on their return and manages their behaviour effectively.
- Relationships among pupils and staff reflect a positive and respectful culture; pupils are safe and they feel safe.

Requires improvement (3)

- Behaviour and attitudes in the school are not good.

- Pupils are safe and they feel safe.

Inadequate (4)

Behaviour and attitudes are likely to be inadequate if any one of the following applies.

- Leaders are not taking effective steps to secure good behaviour from pupils and a consistent approach to discipline. They do not support staff adequately in managing pupils' behaviour.
- Pupils' lack of engagement and persistent low-level and/or high-level wilful disruption contribute to reduced learning and/or disorderly classrooms.
- A significant minority of pupils show a lack of respect for each other and/or staff and a lack of self-discipline. Pupils frequently ignore or rebut requests from teachers to moderate their conduct. This results in poor behaviour around the school.
- Pupils show negative attitudes towards the value of good manners and behaviour as important factors in school life, adult life and work.
- Attendance is consistently low for all pupils or groups of pupils and shows little sign of sustained improvement.
- Incidents of bullying or prejudiced and discriminatory behaviour, both direct and indirect, are frequent.
- Pupils have little confidence in the school's ability to tackle harassment, bullying, violence and/or discriminatory behaviour successfully.
- Pupils or particular groups of pupils are not safe or do not feel safe at school and/or at alternative placements.

Personal development and welfare

178. The curriculum provided by schools should extend beyond the academic, technical or vocational. Schools support pupils to develop in many diverse aspects of life. The personal development key indicator evaluates the school's intent to provide for the personal development of all pupils, and the quality with which the school implements this work. It recognises that the impact of the school's provision for personal development will often not be assessable during pupils' time at school.
179. At the same time as the school is working with pupils, those pupils are also being influenced by other factors in their home environment, their community and elsewhere. Schools can teach pupils how to build their confidence and resilience, for example, but they cannot always determine how well young people draw on this. Schools are crucial in preparing pupils for their adult lives, teaching them to understand how to engage with society and providing them

with plentiful opportunities to do so. In this indicator, therefore, inspectors will seek to evaluate the quality and intent of what a school provides (either directly or by drawing on high-quality agencies and providers, such as the Duke of Edinburgh's Award and the Army Cadet Force), but will not attempt to measure the impact of the school's work on the lives of individual pupils. Where usual opportunities have been disrupted by the pandemic, inspectors will look at whether the school has found alternative approaches to providing a rich range of personal development opportunities.

180. This indicator focuses on the dimensions of the personal development of pupils that are most significant, many of which align with the United Nations Convention on the Rights of the Child.¹⁷ The dimensions considered by inspectors are:

- developing responsible, respectful and active citizens who are able to play their part and become actively involved in public life as adults
- developing and deepening pupils' understanding of the values of democracy, individual liberty, the rule of law, and mutual respect and tolerance
- promoting equality of opportunity so that all pupils can thrive together, understanding that difference is a positive, not a negative, and that individual characteristics make people unique
- promoting an inclusive environment that meets the needs of all pupils, irrespective of age, disability, gender reassignment, race, religion or belief, sex or sexual orientation
- developing pupils' character, which we define as a set of positive personal traits, dispositions and virtues that informs their motivation and guides their conduct so that they reflect wisely, learn eagerly, behave with integrity and cooperate consistently well with others. This gives pupils the qualities they need to flourish in our society
- developing pupils' confidence, resilience and knowledge, so that they can keep themselves mentally healthy
- enabling pupils to recognise online and offline risks to their well-being and making them aware of the support available to them
- enabling pupils to recognise the dangers of inappropriate use of mobile technology and social media
- developing pupils' understanding of how to keep physically healthy, eat healthily and maintain an active lifestyle, including giving ample

¹⁷ 'United Nations Convention on the Rights of the Child', Unicef, September 1990; www.unicef.org.uk/what-we-do/un-convention-child-rights.

opportunities for pupils to be active during the school day and through extra-curricular activities

- developing pupils' age-appropriate understanding of healthy relationships through appropriate relationships and sex education
- providing an effective careers or world-of-work programme that offers advice, experience and contact with employers to encourage pupils to aspire, make good choices and understand what they need to do to reach and succeed in the career to which they aspire
- supporting readiness for the next phase of education, training or employment, so that pupils are equipped to make the transition successfully.

Spiritual, moral, social and cultural development

181. Inspectors will evaluate the effectiveness of the school's provision for pupils' health, and their spiritual, moral, social and cultural (SMSC) education. This is a broad concept that can be seen across the school's activities, but draws together many of the areas covered by the personal development judgement.

182. Provision for the healthy development of pupils includes providing meaningful opportunities for pupils to develop their:

- competence and confidence in being active through a range of physical activities, spanning informal activity to specific sports skills, including opportunities to participate in a competitive programme of inter- and intra-school sport
- enjoyment of physical activity and sport
- understanding and appreciation of the importance of keeping and being active
- knowledge and understanding of the impact of their surroundings and the environment on their healthy physical development
- competence and confidence and opportunity to nourish themselves well, spanning knowledge of a healthy diet to skills in preparing nutritious meals
- understanding of healthy lifestyles, including nutrition, physical activity, sleep and hydration.

182. Provision for the spiritual development of pupils includes developing their:

- ability to be reflective about their own beliefs (religious or otherwise) and perspective on life
- interest in, and respect for, different people's faiths, feelings and values

- sense of enjoyment and fascination in learning about themselves, others and the world around them
- use of imagination and creativity in their learning
- willingness to reflect on their experiences.

183. Provision for the moral development of pupils includes developing their:

- ability to recognise the difference between right and wrong and to readily apply this understanding in their own lives, and to recognise legal boundaries and, in doing so, respect the civil and criminal law within and beyond the Bailiwick of Guernsey
- understanding of the consequences of their behaviour and actions
- interest in investigating and offering reasoned views about moral and ethical issues and their ability to understand and appreciate the viewpoints of others on these issues.

184. Provision for the social development of pupils includes developing their:

- use of a range of social skills in different contexts, for example working and socialising with other pupils, including those from different religious, ethnic and socio-economic backgrounds
- willingness to participate in a variety of communities and social settings, including by volunteering, cooperating well with others and being able to resolve conflicts effectively
- understanding of the values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.

185. Provision for the cultural development of pupils includes developing their:

- understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and that of others
- understanding and appreciation of the range of different cultures in the school and further afield as an essential element of their preparation for life within and beyond the Bailiwick of Guernsey
- ability to recognise, and value, the things we share in common across cultural, religious, ethnic and socio-economic communities
- knowledge of the Bailiwick of Guernsey and Britain's democratic parliamentary system and its central role in shaping our history and values, and in continuing to develop the Bailiwick of Guernsey and the British Isles
- willingness to participate in, and respond positively to, artistic, musical, sporting and cultural opportunities

- interest in exploring, improving understanding of, and showing respect for, different faiths and cultural diversity and the extent to which they understand, accept and respect diversity and things we share in common. This is shown by their respect and attitudes towards different religious, ethnic and socio-economic groups in local, national and global communities.

Relationships and sex education

186. Relationships and sex education (RSE) is not compulsory in schools but is included as part of the personal, social and health education (PSHE) programme within The Bailiwick Curriculum. Inspectors will consider how schools use guidance in The Bailiwick Curriculum, and support from relevant teams, to promote the personal development of pupils.

Sources of evidence specific to personal development and welfare

187. Inspectors will use a range of evidence to evaluate personal development and welfare, including:

- the range, quality and take-up of extra-curricular activities offered by the school¹⁸
- how curriculum subjects such as PSHE and RSE contribute to pupils' personal development and welfare
- how well leaders have provided opportunities for pupils to be physically active, to enjoy physical activity and sport, and to understand the importance of being active
- how well leaders promote positive values such as mutual respect, tolerance, responsibility and kindness through assemblies, wider opportunities, visits, discussions and literature
- how well leaders develop pupils' character through the education that they provide
- where appropriate, the quality of debate and discussions that pupils have
- pupils' understanding of the importance of inclusivity and how equality and diversity are promoted¹⁹
- the quality of careers information, education, advice and guidance (CIEAG), and how well CIEAG benefits pupils in choosing and deciding on their next steps.

¹⁸ Inspectors will consider how successfully the curriculum is enriched and extended for pupils in special schools, taking into account specific factors such as the local area's arrangements for providing home-school transport for children and young people with SEND.

¹⁹ Under the Equality Act 2010; www.legislation.gov.uk/ukpga/2010/15/section/4.

Careers information, education, advice and guidance

188. All secondary schools are expected to provide effective CIEAG, in line with the Bailiwick Curriculum's area of learning 'Understanding the world of work and careers', to encourage pupils to make good choices and understand what they need to do to succeed in the careers to which they aspire.
189. In assessing a secondary school's personal development offer, inspectors will assess the quality of CIEAG and how well it benefits pupils in choosing and deciding on their next steps. This will include looking at:
- the quality of, and access to, unbiased careers advice and guidance provided to pupils
 - the school's implementation of the provider access arrangements to enable a range of education and training providers to speak to pupils to include information about technical education qualifications and apprenticeships throughout secondary education
 - how the school provides good-quality, meaningful opportunities for pupils to encounter the world of work
 - the school's use of the Gatsby Benchmarks of Good Career Guidance²⁰
 - the school's published information about its CIEAG provision.

Grade descriptors for personal development and welfare

190. In order for personal development to be evaluated as 'excellent', it must meet all of the 'good' criteria securely and consistently, and it must also meet the additional 'excellent' criteria.

Excellent (1)

- The school meets **all** the criteria for good in personal development and welfare **securely** and **consistently**.
- Personal development is **exceptional**.

In addition, the following apply:

- The school consistently promotes the extensive personal development and welfare of pupils. The school goes beyond the expected, so that pupils have access to a wide, rich set of experiences. Opportunities for pupils to develop their talents and interests are of exceptional quality.

²⁰ www.gatsby.org.uk/education/focus-areas/good-career-guidance.

- There is strong take-up by pupils of the opportunities provided by the school. The most disadvantaged pupils consistently benefit from this excellent work.
- The school provides these rich experiences in a coherently planned way, in the curriculum and through extra-curricular activities, and these considerably strengthen the school's offer.
- The way the school goes about developing pupils' character is exemplary and is worthy of being shared with others.

191. In order to judge whether a school is graded 'good' or 'requires improvement', inspectors will use a best-fit approach, relying on the professional judgement of the inspection team.

Good (2)

- The curriculum extends beyond the academic, vocational or technical and provides for pupils' broader development. The school's work to enhance pupils' SMSC development is of a high quality.
- The school plays a key role in implementing local policy directives regarding physical health and well-being.²¹
- The curriculum and the school's effective wider work support pupils to be confident, resilient and independent, and to develop strength of character.
- The school provides high-quality pastoral support. Pupils know how to eat healthily, maintain an active lifestyle and keep physically and mentally healthy. They have an age-appropriate understanding of healthy relationships and how to keep themselves safe when using technology.
- The school provides a wide range of opportunities to nurture, develop and stretch pupils' talents and interests. Pupils appreciate these and make good use of them.
- The school prepares pupils for life in the Bailiwick of Guernsey and beyond by developing their understanding of the values of democracy, the rule of law, individual liberty and respect.
- The school promotes equality of opportunity and diversity effectively. As a result, pupils understand, appreciate and respect difference in the world and its people, including the things we share in common across cultural, religious, ethnic and socio-economic communities.

²¹ This includes policies and initiatives such as the Food in Guernsey Schools Policy Directive, The Children and Young People's Plan and the Healthy Schools Award.

- The school provides pupils with meaningful opportunities to understand how to be responsible, respectful, active citizens who contribute positively to society. Pupils know how to discuss and debate issues and ideas in a considered way.
- Secondary schools prepare pupils for future success in education, employment or training. They do this by providing unbiased information to all about potential next steps and high-quality careers guidance, and good-quality, meaningful opportunities for pupils to encounter the world of work.

Requires improvement (3)

- Personal development and welfare in the school are not good.
- Pupils are safe and they feel safe.

Inadequate (4)

Personal development is likely to be graded 'inadequate' if any one of the following applies:

- A significant minority of pupils do not understand how to and why they should live healthy, active, positive lives, either physically or emotionally. Pupils are not aware of the risks of the misuse of technology.
- A significant minority of pupils do not receive a wide, rich set of experiences.
- Leaders, through their words, actions or influence, directly and/or indirectly, undermine or fail to promote equality of opportunity in the school.
- Pupils or groups of pupils are discriminated against, and the school is not taking effective action to address this.
- Pupils are unprepared for life in the modern Bailiwick of Guernsey and beyond.
- Pupils or particular groups of pupils are not safe or do not feel safe at school and/or at alternative placements.

Leadership and management

192. The leadership and management indicator is about how leaders and managers ensure that the education that the school provides has a positive impact on all its pupils. It focuses on the areas where inspection and research indicate that leaders and managers can have the strongest effect on the quality of the education provided by the school. Important factors include:

- leaders' high expectations of all pupils in the school, and the extent to which these are embodied in leaders' and staff's day-to-day interactions with pupils

- the extent to which leaders focus their attention on the education provided by the school. There are many demands on leaders, but a greater focus on this area is associated with better outcomes for pupils
- whether continuing professional development for teachers and staff is aligned with the curriculum, and the extent to which this develops teachers' content knowledge and teaching of content knowledge over time, so that they are able to deliver better teaching for pupils
- the extent to which leaders create coherence and consistency across the school so that pupils benefit from effective teaching and consistent expectations, wherever they are in the school
- whether leaders seek to engage parents and their community thoughtfully and positively in a way that supports pupils' education. Also, whether leaders are thoughtful in drawing boundaries and resisting inappropriate attempts to influence what is taught and the day-to-day life of the school
- the extent to which leaders take into account the workload and well-being of their staff, while also developing and strengthening the quality of the workforce
- the extent to which leaders' and managers' high ambitions are for all pupils, including those who are harder to reach. This includes ensuring that practices such as 'off-rolling' do not take place
- whether all leaders understand their respective roles and perform these in a way that enhances the effectiveness of the school.

193. Our evidence for the importance of each of these factors comes from our inspection experience, areas of consensus in academic research and our own research. A full note of how the criteria relate to the available research can be found in our research commentary.²²

194. The importance and place of safeguarding are set out in paragraph 204 and follow.

Leadership and management in school

195. Research suggests that leadership and management can be highly effective when they are shared by different individuals and distributed across different levels in a school. Inspectors will look at the work of headteachers, senior leaders, subject leaders and others with leadership and management roles when reaching this evaluation.

²² 'Education inspection framework: overview of research', Ofsted, July 2019; www.gov.uk/government/publications/education-inspection-framework-overview-of-research.

Evaluating the impact of external support

196. If the school has received support, inspectors will not evaluate and report on the quality and the impact of the support and challenge on improvement in the school. Instead, they will comment on the action that the school has taken and the impact that this has had on the quality of the school's work.

Inspecting off-site provision

197. Inspectors must evaluate how well a school continues to take responsibility for its pupils who attend alternative or off-site provision. Inspectors need to be assured that leaders have ensured that the alternative provision is a suitable and safe placement that will meet pupils' academic/vocational/technical needs, pastoral needs and, if appropriate, SEND needs. Inspectors will speak to a selection of pupils who attend off-site provision, where possible, including potentially through video/telephone calls.

198. Inspectors will normally visit a sample of any part-time provision during the inspection, as directed by the regional director or their representative. This may be completed remotely. This is to assess the adequacy of the school's quality assurance process.

199. Inspectors will consider:

- the reasons why leaders considered off-site provision to be the best option for the pupils concerned
- whether leaders have made the appropriate checks on the registration status of the provision
- what safeguarding checks leaders have made and continue to make to ensure that the provision is a safe place for their pupils to attend
- the extent to which leaders ensure that pupils benefit from a well-planned and sequenced, well-taught, broad and balanced curriculum
- the attendance and behaviour of the pupils who attend the provision
- how well the provision promotes the pupils' personal development.

200. A school is likely to be judged inadequate for leadership and management if:

- it is making ineffective or inappropriate use of alternative provision
- it is using inappropriate alternative provision
- leaders have not taken the necessary steps to assure themselves of the suitability of a provision, including its COVID-19 safety arrangements

- leaders are not aware of how many of their pupils attend alternative provision
- leaders are not taking responsibility for their pupils who attend alternative provision.

Gaming

201. Inspectors will challenge leaders and managers about unusual patterns of examination entry that appear to 'game the system', for example if they are entering pupils for courses that are not in their educational best interest. If inspectors uncover evidence that deliberate and substantial gaming is taking place, the evaluation of leadership and management is likely to be 'inadequate'.
202. Inspectors will also challenge leaders and managers about unusual patterns in the way that the school records attendance, including the use of inaccurate register codes or changes to when the register is taken. For example, if inspectors reasonably believe that a school is inaccurately recording attendance, has changed the timing of session registration to game attendance rates or is using part-time timetables inappropriately, then inspectors are likely to judge leadership and management to be 'inadequate'.

Inclusive culture

203. Schools should have an inclusive culture that supports arrangements to:
- identify early those pupils who may be disadvantaged or have additional needs or barriers to learning
 - meet the needs of those pupils, drawing when necessary on more specialist support, and to help those pupils to engage positively with the curriculum
 - support those pupils to attend school when it is closed to other pupils due to COVID-19 restrictions, and prioritise those pupils during any wider reopening
 - ensure that pupils have a positive experience of learning and achieve positive outcomes
 - ensure, during the pandemic, that pupils are returned to school as soon as is appropriate.

Safeguarding

204. All schools should have a culture of safeguarding. This means they should have effective arrangements to:
- always act in the best interests of children, pupils and students to protect them online and offline, including when they are receiving remote learning or are self-isolating due to COVID-19

- **identify** children, pupils and students who may need early help, and who are at risk of harm or have been harmed. This can include, but is not limited to, neglect, abuse (including by their peers), grooming or exploitation
- secure the **help** that children, pupils and students need, and if required, referring in a timely way to those who have the expertise to help
- **ensure** that safe recruitment approaches are followed and that any allegations about adults who may be a risk to children, pupils, students and vulnerable adults are handled correctly.

205. Inspectors will not grade this aspect of a school’s work. However, inspectors will always make a written evaluation under ‘leadership and management’ in the report about whether the arrangements for safeguarding children and pupils are effective.
206. Inspectors must go beyond ensuring that schools meet basic requirements, and beyond simply reviewing documents to evaluate the safeguarding culture that has been established in the school.
207. On all inspections, inspectors need to determine whether there have been any safeguarding incidents or allegations since the previous inspection, and whether the school has taken appropriate action to safeguard the children affected and/or to deal with allegations.²³
208. On a very small number of occasions, inspectors may come across, during an inspection, evidence or allegations of child abuse. Inspectors must not attempt to investigate any incident of child abuse, but will satisfy themselves that concerns about a child’s safety are referred, as appropriate, to the relevant authority. The referral will normally be made by the DSL/CPO for the school.²⁴
209. If a child discloses to an inspector on site that they are suffering or at risk of abuse, the inspector will stop all other activity and focus on ensuring that the child receives the help they need. Specific guidance on what to do in this situation can be found in ‘Safeguarding concerns: guidance for inspectors’.²⁵
210. The guidance ‘Inspecting safeguarding in early years, education and skills settings’ explains how incidents will be covered in the inspection report.²⁶

²³ ‘Inspecting safeguarding in early years, education and skills settings’, Ofsted, September 2019; www.gov.uk/government/publications/inspecting-safeguarding-in-early-years-education-and-skills.

²⁴ ‘Safeguarding concerns: guidance for inspectors’, Ofsted, March 2018; www.gov.uk/government/publications/safeguarding-concerns-guidance-for-inspectors.

²⁵ ‘Safeguarding concerns: guidance for inspectors’, Ofsted, March 2018; www.gov.uk/government/publications/safeguarding-concerns-guidance-for-inspectors.

²⁶ ‘Inspecting safeguarding in early years, education and skills settings’, Ofsted, September 2019; www.gov.uk/government/publications/inspecting-safeguarding-in-early-years-education-and-skills.

211. Safeguarding is ineffective when there are serious or widespread failures in the school's/setting's safeguarding arrangements that give cause for concern because children are not protected and requirements are not being met, or because insufficient action is being taken to remedy weaknesses following a serious failure of safeguarding arrangements.
212. The following are examples of what ineffective safeguarding might include:
- Safeguarding allegations about staff members are not being handled appropriately.
 - Children, pupils and students or particular groups of children, pupils and students do not feel safe in the school/setting.
 - Children, pupils and students have little confidence that the school/setting will address concerns about their safety, including risk of abuse.
 - Pupils are frequently missing from school (including for part of the school day), but this is not addressed appropriately by staff.
 - Incidents of bullying or prejudiced and discriminatory behaviour are common.
213. If inspectors cannot corroborate the evidence that they gather about the effectiveness of the school's arrangements to safeguard pupils by talking to pupils on inspection, then safeguarding will likely be judged ineffective.

Sexual harassment, online sexual abuse and sexual violence

214. As part of assessing safeguarding, inspectors will consider how the school handles allegations and instances of sexual harassment, online sexual abuse and sexual violence. This includes checking that:
- the school has appropriate school-wide policies in place that make it clear that sexual harassment, online sexual abuse and sexual violence (including sexualised language) are unacceptable, with appropriate sanctions in place
 - the school's policies are reflected in its curriculum (see also 'Relationships and sex education' at paragraph 186), which specifically addresses RSE
 - the school's staff have a good understanding of, and apply, the school's safeguarding and child protection policy, which includes references to 'Keeping children safe in education' and the Islands Safeguarding Children Partnership (ISCP)^{27,28}

²⁷ 'Keeping children safe in education,' Department for Education, September 2021; www.gov.uk/government/publications/keeping-children-safe-in-education.

²⁸ www.iscp.gg

- all pupils are supported to report freely concerns about harmful sexual behaviour
- concerns are taken seriously and dealt with swiftly and appropriately, and pupils are confident that this is case
- comprehensive records of all allegations are kept.

215. Inspectors will also look at how schools work to prevent sexual harassment, online sexual abuse and sexual violence through a whole-school approach that includes an effective behaviour policy, pastoral support and a carefully planned relationships, sex and health education (RSHE) curriculum. Inspectors will expect schools to be alert to factors that increase vulnerability or potential vulnerability, such as mental ill-health, domestic abuse, children with additional needs, and children from groups at greater risk of exploitation and/or of feeling unable to report abuse (for example, girls, and children who are lesbian, gay, bisexual or trans (LGBT)). Inspectors will also seek to understand how any barriers that could prevent a pupil from making a disclosure, for example communication needs, are identified and addressed.

216. As set out in 'Inspecting safeguarding in early years, education and skills settings',²⁹ inspectors will expect schools, among other things, to:

- where incidents are reported, understand how to handle reports of sexual violence and harassment between children, both on and outside school premises, in line with the Bailiwick guidance, and train their staff accordingly (including teachers delivering RSHE)
- have good awareness of the signs that a child is being neglected or abused, as described in the school's child protection and safeguarding policy
- be confident about what to do if a child reports that they have been sexually abused by another child
- ensure that children are taught about safeguarding risks, including online risks
- support pupils to understand what constitutes a healthy relationship, both online and offline.

217. Inspectors will not investigate allegations of harmful sexual behaviour themselves, but will ensure that allegations are reported to the appropriate authority, where that has not already happened.

²⁹ 'Inspecting safeguarding in early years, education and skills settings', Ofsted, September 2019; www.gov.uk/government/publications/inspecting-safeguarding-in-early-years-education-and-skills.

218. Where schools do have not adequate processes in place, it is likely that safeguarding will be considered ineffective. This will influence the judgement of leadership and management, as explained below (paragraph 223). Inspectors may also, depending on the circumstances, take this evidence into account when considering personal development and behaviour and attitude indicators, particularly in respect of pastoral support and pupils feeling safe.

The impact of safeguarding on the evaluation of leadership and management

219. When safeguarding is ineffective, this is likely to lead to leadership and management being graded 'inadequate'. However, there may be circumstances when it is appropriate to judge a setting as 'requires improvement', rather than 'inadequate', if there are minor weaknesses in safeguarding arrangements that are easy to put right and do not leave children either being harmed or at risk of harm.

Sources of evidence specific to leadership and management

220. Evidence used to evaluate the impact of leaders' work, both currently and over time, includes, but is not limited to:

- meetings with leaders to discuss how well they know the school and the quality of education that it provides for pupils
- documentary evidence provided by the school that demonstrates the effectiveness of the school's provision
- interviews with staff and pupils to evidence how well leaders have created a positive culture
- first-hand evidence gathered during the course of inspection
- responses to the staff and pupil questionnaires and the Guernsey Parent Survey; these will be particularly useful for judging the culture that has been established in the school by leaders and managers
- any evidence the school has from regularly surveying its staff and the way in which leaders and managers have responded to concerns raised by staff or parents, for example about how senior leaders support teachers to tackle low-level disruptive behaviour
- whether there are unusual patterns of pupil movement, and discussions with school leaders about these movements.

221. Inspectors will always report on what the school does to gather the views of staff, whether that is through the school's internal procedures or using the Ofsted questionnaire. Inspectors will report on this in the 'Information about this inspection' section of the inspection report.

Grade descriptors for leadership and management

222. In order for the leadership and management of a school to be evaluated as 'excellent', it must meet all of the criteria for 'good' securely and consistently, and it must also meet the additional criteria for 'excellent'.

Excellent (1)

- The school meets **all** the criteria for good in leadership and management **securely** and **consistently**.
- Leadership and management are **exceptional**.

In addition, the following apply:

- Leaders ensure that teachers receive focused and highly effective professional development. Teachers' subject, pedagogical and pedagogical content knowledge consistently builds and develops over time. This consistently translates into improvements in the teaching of the curriculum.
- Leaders ensure that highly effective and meaningful engagement takes place with staff at all levels and that issues are identified. When issues are identified, in particular about workload, they are consistently dealt with appropriately and quickly.
- Staff consistently report high levels of support for well-being issues.

223. In order to judge whether a school is graded 'good' or 'requires improvement', inspectors will use a best-fit approach, relying on the professional judgement of the inspection team.

Good (2)

- Leaders have a clear and ambitious vision for providing high-quality education to all pupils. This is realised through strong, shared values, policies and practice. This vision has been maintained throughout the pandemic and beyond, and/or during the transitional period.
- Leaders focus on improving teachers' subject, pedagogical and pedagogical content knowledge in order to enhance the teaching of the curriculum and the appropriate use of assessment. The practice and subject knowledge of staff, including newly qualified teachers, build and improve over time. This includes building teachers' expertise in the provision of remote learning.
- Leaders aim to ensure that all pupils successfully complete their programmes of study. They provide the support for staff to make this possible. They create an inclusive culture and do not allow gaming of qualifications or the curriculum offer.

- Leaders engage effectively with pupils and others in their community, including, when relevant, parents, employers and local services. Engagement opportunities are focused and have purpose.
- Leaders engage with their staff and are aware and take account of the main pressures on them. They are realistic and constructive in the way they manage staff, including their workload. This includes managing staff workloads proactively in response to COVID-19.
- Leaders protect staff from bullying and harassment.
- The school has a culture of safeguarding that supports effective arrangements to: **identify** pupils who may need early help or who are at risk of neglect, abuse, grooming or exploitation; **help** pupils reduce their risk of harm by securing the support they need, or referring them in a timely way to those who have the expertise to help; and **ensure** safe recruitment and handling of allegations about adults who may be a risk to pupils.

Requires improvement (3)

- Leadership and management are not good.
- Safeguarding is effective, or there are minor weaknesses in safeguarding arrangements that are easy to put right and do not leave children either being harmed or at risk of harm.

Inadequate (4)

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

- The capacity for improving the quality of education provided by the school, or for improving the personal development and behaviour and attitudes of pupils, is poor, or leaders are overly dependent on external support.
- Leaders are not doing enough to tackle weaknesses in the school.
- The improvements that leaders have made are unsustainable or have been implemented too slowly.
- The school is deliberately and systematically gaming its results, including by entering pupils for courses that are not in their educational best interest.
- Leaders are not aware of, or are not taking effective action to stem, the decline in the attainment or progress of disadvantaged pupils.
- There is a clear breach of safeguarding responsibilities and that breach is serious because of the extent of its actual or potential negative impact on pupils. Leaders are unaware of the breach, or have taken insufficient action to correct it and/or to remedy the negative or potential negative impact on

pupils and/or to ensure that a suitable system is in place to prevent a similar breach in the future.

- Safeguarding is ineffective. The school's arrangements for safeguarding pupils do not meet statutory requirements, or they give serious cause for concern, or the school has taken insufficient action to remedy weaknesses following a serious incident.

Evaluating the quality of early years education in schools

224. Inspectors are required to grade the standard of education in any early years provision in schools and to write about its effectiveness in the inspection report.

225. Inspectors must use all their evidence to evaluate what it is like to be a child in the early years provision, taking account of the ages of the children and whether they attend part time or full time.

226. The effectiveness of the arrangements for safeguarding children is reflected in the main judgement for the school.

227. Inspectors should take account of all the judgements made across the evaluation schedule. In particular, they should consider:

- the extent to which leaders and staff plan, design and implement the curriculum. The contribution that learning environments both inside and outside make to this is of particular importance within an early years setting
- the extent to which the curriculum meet the needs of the range of children who attend, particularly any children with SEND
- the progress that all children make in their learning and development relative to their starting points and their readiness for the next stage of their education
- children's personal, social and emotional development, including whether they feel safe and are secure, stimulated and happy.

228. Inspectors will particularly consider the intent, implementation and impact of the school's early years curriculum. They will evaluate the impact that the quality of education has on children, particularly the most disadvantaged children and those with SEND.

229. Inspectors will get beyond any available data as quickly as possible to ascertain how well the curriculum is meeting children's needs. This will be evident in how well children know, understand and are able to do more throughout their time in early years, and how well they are able to remember what they have learned weeks and months later, and how well they are able to apply knowledge and

skills in new contexts.³⁰ Inspectors need to make careful inferences about children’s current progress by drawing together evidence from a range of sources, covering all seven areas of the EYFS curriculum.

230. Inspectors will consider how well:³¹

- children demonstrate their attitudes and behaviours through the key characteristics of effective learning:
 - playing and exploring
 - active learning
 - creative thinking and thinking critically
- leaders assure themselves that the aims of the EYFS are met and that the curriculum is sufficiently challenging for the children it serves. Staff ensure that the content, sequencing and progression in the seven areas of learning are secured as appropriate
- the content of the EYFS curriculum is taught in a logical, systematic and developmentally appropriate progression, and in a way that is explained effectively, so that it gives children the necessary foundations for the rest of their education
- children develop, consolidate and deepen their knowledge, understanding and skills across all the areas of learning in the EYFS
- in Reception, staff teach children to read systematically by using synthetic phonics and books that match the children’s phonic knowledge³²
- staff develop children’s communication and language through singing songs and nursery rhymes, and playing games
- staff develop children’s love of reading through reading aloud and sharing stories, rhymes, books and other media.

Grade descriptors

Excellent (1)

³⁰ This must not be reduced to, or confused with, simply memorising long lists of disconnected facts. Instead, this requires the development of understanding through the connection of new knowledge with existing knowledge, which can then be used in the purposeful application of skills.

³¹ Taking into account any exemptions from the learning and development requirements of the EYFS.

³² Synthetic phonics is a method that teaches children to recognise the sounds that individual letters and combinations of letters represent. Children learn to blend these sounds together to read words. They go on to use this knowledge when writing. A systematic approach starts with the easiest sounds, progressing to the most complex.

- The school meets **all** the criteria for good in the effectiveness of early years education **securely** and **consistently**.
- The quality of early years education provided is **exceptional**.

In addition, the following apply:

- The EYFS curriculum provides no limits or barriers to the children's achievements, regardless of their backgrounds, circumstances or needs. The high ambition it embodies is shared by all staff.
- The impact of the curriculum on what children know, can remember and do is strong. Children demonstrate this through being deeply engaged and sustaining high levels of concentration, including in their play. Children, including those from disadvantaged backgrounds, do well. Children with SEND achieve the best possible outcomes.
- Children are highly motivated and are eager to join in. They share and cooperate well, demonstrating independence, high levels of self-control and respect for others. Children consistently keep on trying hard, particularly if they encounter difficulties.

231. In order to judge whether a school is graded 'good' or 'requires improvement', inspectors will use a best-fit approach, relying on the professional judgement of the inspection team.

Good (2)

Intent

- Leaders adopt or construct a curriculum that is ambitious and designed to give children, particularly the most disadvantaged children, the knowledge, self-belief and cultural capital they need to succeed in life.
- The curriculum is coherently planned and sequenced and is developmentally appropriate. It is constructed to promote positive attitudes towards learning, providing plentiful opportunities for playing, exploring and learning creatively and actively. It builds on what children know and can do, towards cumulatively sufficient knowledge and skills for their future learning.
- There is a sharp focus on ensuring that children acquire a wide vocabulary, communicate effectively and, in Reception, secure a knowledge of phonics, which gives them the foundations for future learning, especially in preparation for them to become confident and fluent readers.
- The school's approach to teaching early reading and synthetic phonics is systematic and ensures that all children learn to read words and simple sentences accurately by the end of Reception.

- The school has the same academic ambitions for almost all children. For children with particular needs, such as those with SEND, their curriculum is designed to be ambitious and to meet their needs.

Implementation³³

- Children benefit from meaningful learning across the curriculum.
- Staff are knowledgeable about the areas of learning they teach. They manage the EYFS curriculum and pedagogy in relation to the learning needs of the children. Staff are expert in teaching systematic, synthetic phonics and ensure that children practise their reading from books that match their phonics knowledge.
- Staff present information clearly to children, promoting appropriate discussion about the subject matter being taught. They communicate well to check children's understanding, identify misconceptions and provide clear explanations to improve children's learning. In doing so, they respond and adapt their teaching as necessary.
- Staff read to children in a way that excites and engages them, introducing new ideas, concepts and vocabulary.
- Staff are knowledgeable about the teaching of early mathematics. They ensure that children have sufficient practice to be confident in using and understanding numbers. The mathematics curriculum provides a strong basis for more complex learning later on. Over the EYFS, teaching is designed to help children remember long term what they have been taught and to integrate new knowledge into larger concepts. This is checked well by staff and leaders. Leaders understand the limitations of assessment and avoid unnecessary burdens on staff or children.
- Staff create an environment that supports the intent of an ambitious, coherently planned and sequenced curriculum. The resources are chosen to meet children's needs and promote learning.
- The curriculum promotes and supports children's emotional security and the development of character. Staff teach children the language of feelings,

³³ Teaching should not be taken to imply a 'top-down' or formal way of working. It is a broad term that covers the many different ways in which adults help young children learn. It includes: their interactions with children during planned and child-initiated play and activities; communicating and modelling language; showing, explaining and demonstrating; exploring ideas; encouraging, questioning; recalling; providing a narrative for what they are doing; and facilitating and setting challenges. It takes account of the equipment that adults provide and the attention paid to the physical environment, as well as the structure and routines of the day that establish expectations. Integral to teaching is how practitioners assess what children know, understand and can do, as well as taking account of their interests and dispositions to learn (characteristics of effective learning), and how practitioners use this information to plan children's next steps in learning and to monitor their progress.

helping them to appropriately develop their emotional literacy. Leaders and staff are particularly attentive to the youngest children's needs.

- Staff give clear messages to children about why it is important to eat, drink, rest, exercise and be kind to each other. They teach children to take managed risks and challenges as they play and learn, supporting them to be active and develop physically.
- Staff provide information for parents about their children's progress, in line with the requirements of the EYFS. They provide information to parents about supporting their child's learning at home, including detail about the school's method of teaching reading and how to help their children learn to read.

Impact

- Children develop detailed knowledge and skills across the seven areas of learning in an age-appropriate way. Children develop their vocabulary and use it across the EYFS curriculum. By the end of Reception, children use their knowledge of phonics to read accurately and with increasing speed and fluency.
- Children are ready for the next stage of education, especially Year 1 in school, if applicable. They have the knowledge and skills they need to benefit from what school has to offer when it is time to move on. By the end of Reception, children achieve well, particularly those children with lower starting points.
- By the end of Reception, children have the personal, physical and social skills they need to succeed in the next stage of their education. Where historical data is available, it indicates that most children achieve the early learning goals, particularly in mathematics, literacy and the prime areas.³⁴
- Children enjoy, listen attentively and respond with comprehension to familiar stories, rhymes and songs that are appropriate to their age and stage of development. Children develop their vocabulary and understanding of language across the seven areas of learning.
- Children demonstrate their positive attitudes to learning through high levels of curiosity, concentration and enjoyment. They listen intently and respond positively to adults and each other. Children are developing their resilience to setbacks and take pride in their achievements.

³⁴ The prime areas of the EYFS are personal, social and emotional development (PSED), communication and language (CL) and physical development (PD).

- Children are beginning to manage their own feelings and behaviour, understanding how these have an effect on others. They are developing a sense of right and wrong.

Requires improvement (3)

- The effectiveness of early years is not yet good.

Inadequate (4)

The effectiveness of early years is likely to be inadequate if one or more of the following applies:

- A poorly designed and implemented curriculum does not meet children's developmental needs or provide the necessary foundations for the rest of their schooling.
- Leaders and/or staff have a poor understanding of the areas of learning they teach and the way in which young children learn.
- Assessment is overly burdensome. It is unhelpful in determining what children know, understand and can do.
- By the end of Reception, children cannot communicate, read or spell phonically decodable words as well as they should. They do not have basic fluency in number and shape, space and measure.
- The proportion of children reaching expected levels in the prime areas is low.
- Children are not well prepared for the next stage of their learning, particularly those who receive additional funding or have SEND. Strategies for engaging parents are weak and parents do not know what their child is learning or how to help them improve.
- The attainment and progress of children, particularly those who are disadvantaged, are consistently low and show little or no improvement, indicating that children are underachieving considerably.

Evaluating sixth-form provision in schools

232. Inspectors are required to evaluate the quality of education in any sixth-form provision in schools and to write about the sixth form in the inspection report. Inspectors must use all their evidence to evaluate what it is like to be a student in the sixth form.
233. The effectiveness of the arrangements for safeguarding students is reflected in the main judgement for the school.
234. Inspectors should take account of the key indicator areas in the evaluation schedule. They should consider:

- the extent to which leaders and teachers have high expectations for achievement and progress and the effectiveness of the systems they use to monitor and develop the quality of sixth-form programmes for all students, including the most disadvantaged students and those with high needs
- how leaders and teachers develop a curriculum that provides progression, stretch, mathematics and English for those young people without GCSE grades A* to C (or equivalent 9 to 4 GCSE measures), as well as work experience or industry placements and non-qualification activities³⁵
- the effectiveness of high-quality, impartial careers guidance in enabling all students to make progress and move on to a higher level of qualification, employment or further training when they are ready to do so.

235. Through observing teaching and training activities and by holding discussions with students, teachers and support staff, inspectors will consider how well:

- students develop personal, social and independent learning skills
- students achieve high levels of punctuality and attendance
- students' conduct and attitudes, including in non-qualification or enrichment activities and/or work experience, prepare them for employment or progress to higher levels of study.

236. Inspection of apprenticeship training is **not** in the scope of inspections of schools.

Grade descriptors

Excellent (1)

- The school meets **all** the criteria for good in the effectiveness of sixth-form provision **securely** and **consistently**.
- The quality of sixth-form provision provided is **exceptional**.

In addition, the following apply:

- The work that sixth-form students do over time embodies consistently demanding curriculum goals. It matches the aims of the curriculum in being coherently planned and sequenced towards building sufficient knowledge and skills for future learning and destinations.
- The impact of the taught curriculum is strong. Students acquire and develop high-quality skills and produce work of a consistently high standard.

³⁵ Non-qualification activities may include tutorials, work to develop study, leadership teamwork, self-management skills and volunteering.

- Sixth-form students demonstrate consistently highly positive attitudes and commitment to their education. They have consistently high levels of respect for others.
- The sixth form consistently and extensively promotes learners' personal development. The sixth form goes beyond the expected, so that learners have access to a wide, rich set of experiences that teach learners why it is important to contribute actively to society. This is achieved through activities that strengthen considerably the sixth form's offer.

237. In order to judge whether a school is graded 'good' or 'requires improvement', inspectors will use a best-fit approach, relying on the professional judgement of the inspection team.

Good (2)

- Leaders adopt or construct study programmes that are ambitious, appropriately relevant to local and regional employment and training priorities, and designed to give sixth-form students, particularly those with high needs and the most disadvantaged, the knowledge and skills they need to succeed in life. [If this is not yet fully the case, it is clear from leaders' actions that they are in the process of bringing this about, and are making any necessary amendments in response to the pandemic.]
- The curriculum is coherently planned and sequenced towards cumulatively sufficient knowledge and skills for future learning and employment. [If this is not yet fully the case, it is clear from leaders' actions that they are in the process of bringing this about, and are making any necessary amendments in response to the pandemic.]
- The school is ambitious for all its sixth-form students, including those with SEND and those with high needs. This is reflected in the curriculum. The curriculum remains ambitious, and is tailored, where necessary, to meet individual needs. [If this is not yet fully the case, it is clear from leaders' actions that they are in the process of bringing this about, and are making any necessary amendments in response to the pandemic.]
- Sixth-form students study the intended curriculum. The school ensures this by teaching all components of the full programmes of study. Any remote learning is integrated into course(s) of study, and is well designed to support the wider implementation of the school's curriculum.
- Teachers have expert knowledge of the subject(s) and courses they teach. Leaders provide effective support for those teaching outside their main areas of expertise. When relevant, teachers have extensive and up-to-date vocational expertise.
- Teachers present information and/or demonstrate skills clearly, promoting appropriate consideration of the subject matter being taught. They check

students' understanding systematically, identify misconceptions and provide clear, direct feedback. In doing so, they respond and adapt their teaching as necessary without recourse to unnecessary, time-consuming, individualised approaches to subject matter.

- The work that teachers give to sixth-form students is demanding. It ensures that students build knowledge and acquire skills, improving and extending what they already know and can do.
- Teachers encourage students to use subject-specific, professional and technical vocabulary well.
- Over the course of study, teachers design and use activities to help students to remember long term the content they have been taught, to integrate new knowledge into larger concepts, and to apply skills fluently and independently.
- Teachers and leaders use assessment well. For example, they use it to help students embed and use knowledge fluently and flexibly, to evaluate the application of skills, or to check understanding and inform teaching. Leaders understand the limitations of assessment and do not use it in a way that creates unnecessary burdens on staff or students.
- Teachers create an environment that allows sixth-form students to focus on learning. The resources and materials that teachers select and produce – in a way that does not create unnecessary workload for staff – reflect the school's ambitious intentions for the course of study. These materials clearly support the intent of a coherently planned curriculum, sequenced towards cumulatively sufficient knowledge and skills for future learning, independent living and employment.
- Students develop detailed knowledge across the curriculum and, as a result, achieve well in their study programmes. Students make substantial and sustained progress from their identified and recorded starting points in their study programmes. Where appropriate, this is reflected in results in national examinations that meet government expectations, or in the qualifications obtained.
- Students are ready for the next stage of education, employment or training. They have gained qualifications or met the standards that allow them to go on to destinations that meet their interests, aspirations and intended course of study. Students with high needs have greater independence in making decisions about their lives.
- Students have high levels of attendance and are punctual. Their attitudes to their education are positive. Where relevant, attitudes improve over time.
- The sixth form prepares its students for future success in education, employment or training. It does this through providing: unbiased

information to all about potential next steps; high-quality, up-to-date and locally relevant careers guidance; and opportunities for good-quality, meaningful encounters with the world of work.

- Leaders and staff create an environment in which students feel safe because staff and learners do not accept bullying, harassment or discrimination or peer-on-peer abuse, online or offline. Staff deal with any issues quickly, consistently and effectively.
- Students develop an age-appropriate understanding of healthy relationships through appropriate RSE.

Requires improvement (3)

- The quality of education in the sixth form is not yet good.

Inadequate (4)

The quality of education is likely to be inadequate if any one of the following applies:

- The design, coverage or teaching of the curriculum does not provide adequately for all students.
- The curriculum does not prepare students for the opportunities, responsibilities and experiences of life in the modern Bailiwick of Guernsey.
- Weak assessment practice means that teaching fails to meet students' needs.
- The attainment and progress of students are consistently low and show little or no improvement over time, indicating that students are underachieving considerably.
- Students do not develop or improve the English and mathematical skills they need to succeed in the next year or stage of education, or in training or employment.
- Students have not attained the qualifications, skills or behaviours appropriate for them to progress to their next stage of education, training or employment.
- Students' attendance is consistently low and shows little sign of sustained improvement. Their lack of engagement, motivation or enthusiasm inhibits their progress and development.

Part 3. Applying the inspection handbook in different contexts

Provision for pupils with SEND in special and mainstream schools

238. Pupils with SEND have a range of different needs and starting points. Some pupils have severe, complex or profound needs that have a significant impact on their cognitive development, especially in the way in which they are able to make alterations to their long-term memory. Other pupils have starting points at least as high as those of other pupils of their age, for instance among pupils with sensory impairments.

239. All parts of this handbook apply to provision for pupils with SEND both in special schools and in mainstream schools. However, as with all provision, SEND provision has some specific factors that should be taken into account. Inspectors will gather and evaluate evidence about:

- whether leaders are ambitious for all pupils with SEND
- how well leaders identify, assess and meet the needs of pupils with SEND, including when pupils with SEND are self-isolating and/or receiving remote learning
- how well leaders develop and adapt the curriculum so that it is coherently sequenced to all pupils' needs, starting points and aspirations for the future
- how successfully leaders involve parents, carers and, as necessary, other professionals/specialist services in deciding how best to support pupils with SEND, including agreeing the approach to remote learning
- how well leaders include pupils with SEND in all aspects of school life
- how well the school assesses the learning and development of pupils with SEND, and whether pupils' outcomes are improving as a result of the different or additional provision being made for them, including any reasonable adjustments in the provision of remote learning. This covers outcomes in:
 - communication and interaction
 - cognition and learning
 - physical health and development
 - social, emotional and mental health
- how well pupils with SEND are prepared for their next steps in education, employment and training, and their adult lives, including: further/higher education and employment; independent living; participating in society; and being as healthy as possible in adult life.

240. Because of the often vastly different types of pupils' needs, inspectors will not compare the outcomes achieved by pupils with SEND with those achieved by other pupils with SEND in the school, or locally or nationally.
241. Pupils with SEND often have significant and complex vulnerabilities and can face additional safeguarding challenges. Inspectors will evaluate the ways in which leaders have made appropriate and effective safeguarding arrangements that reflect these additional vulnerabilities, including during the COVID-19 pandemic.

Applying the handbook in alternative provision

242. All parts of the inspection handbook apply to alternative provision. However, just as all school contexts are different, so are those of alternative providers. Inspectors will gather and evaluate evidence about:
- how well leaders identify, assess and meet the needs of pupils when they first begin to attend the alternative provision, including pupils with SEND
 - how well leaders develop and adapt the curriculum so it is coherently sequenced and meets all pupils' needs, starting points and aspirations for the future, including through remote learning
 - how successfully leaders involve parents, carers and, as necessary, other professionals/specialist services in deciding how best to support pupils
 - whether leaders are ambitious for all pupils
 - how well leaders include pupils in all aspects of school life, giving particular emphasis to how well they are prepared for their next steps in education, employment or training, and their adult lives
 - how well schools assess pupils' learning and development, and whether pupils' outcomes are improving as a result of the different or additional provision being made for them, including outcomes for pupils with SEND.
243. Pupils who receive all or part of their education from alternative providers often have significant, complex vulnerabilities. As with other schools, inspectors will evaluate the ways in which leaders have made appropriate and effective safeguarding arrangements for pupils in the light of their greater vulnerability to safeguarding risks, including during the COVID-19 pandemic.
244. If pupils access alternative provision, inspectors will evaluate the extent to which these placements are safe and effective in promoting pupils' progress. Inspectors must visit a sample of the alternative providers used.
245. Alternative providers may have different objectives in their work that relate to the reasons why a pupil is placed in alternative provision, the needs of the pupil, the duration of placements and the proportion of time that pupils spend

with the provider each week. For instance, in a provision that provides short-term placements for excluded pupils or those at risk of exclusion, the core work may emphasise specific improvements in pupils' attitudes, behaviour and/or attendance alongside their academic/vocational/technical achievement, or be aiming to reintegrate pupils into mainstream schools. Alternative providers may also offer services to schools and other educational settings to help them support children with additional needs in their settings. An alternative provision setting may be the permanent destination for some pupils. Inspectors will evaluate schools' success in these areas, while bearing in mind that we expect high academic/vocational/technical aspirations for all pupils.

246. Inspectors will take the school's official records as a starting point for discussions about attendance. They must evaluate pupils' attendance as a percentage of a full-time timetable, even when temporary part-time arrangements are in place. Leaders may have a range of ways of evaluating pupils' attendance, given that pupils often join and leave the school roll at various times of the year. Inspectors will take into account pupil turnover in the provision when considering evidence for attitudes and behaviour.
247. Often, pupils attending alternative providers have had poor attendance in the past. Inspectors will evaluate the improvement in pupils' attendance from their starting points when this is relevant. Inspectors will also evaluate the ways in which leaders take account of pupils' weak attendance in their safeguarding systems and the clarity of their attendance recording. If schools use part-time timetables, and pupils are not attending other provision or placements in addition, inspectors will evaluate the extent to which pupils are well monitored, and the provision is aspirational and effective in getting pupils into full-time education quickly. These timetables should not be open-ended and should result in a swift return to full-time education for pupils.
248. Transitions into alternative provision are often complex, involving dual registration, periods of non-attendance and meetings with a range of services and families. When evaluating pupils' attainment and progress, inspectors will consider the ways in which leaders have identified, assessed and met the needs of pupils. They will evaluate the progress that pupils have made since they began to attend the alternative provision. For pupils who have left the alternative provision, inspectors will consider how well the progress they have made there has enabled them to move on to suitable destinations and, post-16, to take courses at an appropriately demanding level. They will also look closely at how effective liaison is with other schools to ensure that there are appropriately high expectations, and, as far as is reasonably possible, continuity in pupils' education programmes. Inspectors will also look at whether the provider works closely with families, schools and other agencies to ensure a smooth transition to and from alternative provision. They will look at whether the provider sets expectations that reintegration back into mainstream education is a key component of a placement.

Applying the handbook to the teaching of early reading in primary schools

249. During all inspections of primary schools, inspectors must focus on how well pupils are taught to read as a main inspection activity. They will pay particular attention to pupils who are reading below age-related expectations (the lowest 20%) to assess how well the school is teaching phonics and supporting all children to become confident, fluent readers. This will include understanding how reading is taught remotely, where applicable.
250. Inspectors will listen to several low-attaining pupils in Years 1 to 3 reading from unseen books that are appropriate to their stage of progress.³⁶ Inspectors should also draw on information from the school's policy for teaching reading, and on phonics assessments, phonics screening check results and lesson visits.
251. In reaching an evaluation against the 'quality of education' judgement, inspectors will consider whether:
- the school is determined that every pupil will learn to read, regardless of their background, needs or abilities; and whether all pupils, including the weakest readers, make sufficient progress to meet or exceed age-related expectations
 - stories, poems, rhymes and non-fiction are chosen for reading to develop pupils' vocabulary, language comprehension and love of reading; and whether pupils are familiar with, and enjoy listening to, a wide range of stories, poems, rhymes and non-fiction
 - the school's phonics programme matches or exceeds the expectations of the Bailiwick Curriculum and the early learning goals in the EYFS.
 - the school has clear expectations of pupils' phonics progress, term by term, from Reception to Year 2
 - the sequence of reading books shows a cumulative progression in phonics knowledge that is matched closely to the school's phonics programme
 - teachers give pupils sufficient practice in reading and re-reading books that match the grapheme–phoneme correspondences they know, both at school and at home
 - reading, including the teaching of systematic, synthetic phonics, is taught from the beginning of Reception

³⁶ Wherever possible, inspectors should listen to pupils read in a classroom or in an open area with which pupils are familiar. The length of time a child has attended the school should be taken into consideration.

- the ongoing assessment of pupils' phonics progress is sufficiently frequent and detailed to identify any pupil who is falling behind the programme's pace, and whether, if they do fall behind, targeted support is given immediately
- the school has developed sufficient expertise in the teaching of phonics and reading.

Applying the handbook to the teaching of mathematics

252. When inspectors look at mathematics provision, they will evaluate the quality of a school's mathematics education through lesson visits, discussions with pupils and scrutiny of their work, reviews of curriculum plans, discussions with curriculum leaders, and examination of any published data. This will include understanding how mathematics is taught remotely, where applicable.

253. Inspectors will consider what steps the school has taken to ensure that:

- pupils understand and remember the mathematical knowledge, concepts and procedures appropriate for their starting points, including knowledge of efficient algorithms. This should also ensure that pupils are ready for the next stage, whether that be the next lesson, unit of work, year or key stage, including post-16 mathematics
- the school's curriculum planning for mathematics carefully sequences knowledge, concepts and procedures to build mathematical knowledge and skills systematically and, over time, the curriculum draws connections across different ways of looking at mathematical ideas
- the curriculum divides new material into manageable steps, lesson by lesson
- the curriculum identifies opportunities when mathematical reasoning and solving problems will allow pupils to make useful connections between identified mathematical ideas or to anticipate practical problems they are likely to encounter in adult life. Pupils have sufficient understanding of, and unconscious competence in, prerequisite mathematical knowledge, concepts and procedures that are necessary to succeed in the specific tasks set
- within the curriculum, there are sufficient opportunities planned to revisit previously learned knowledge, concepts and procedures; this is to ensure that, once learned, mathematical knowledge becomes deeply embedded in pupils' memories. This then allows rapid and accurate recall and frees pupils' attention so they can work with increasing independence, apply their mathematical knowledge to more complex concepts and procedures, and gain enjoyment through a growing self-confidence in their ability
- there is flexibility in curriculum planning so that the school can address identified gaps in pupils' mathematical knowledge that hinder their capacity to learn and apply new content. Those pupils behind age-related

expectations are provided with opportunities to learn the mathematical knowledge and skills necessary to catch up with their peers

- there are objective assessments that can identify when all pupils have gained the intended understanding and unconscious competence in the knowledge, concepts and procedures necessary before they move on to new or more complex content
- teaching models new procedures and uses resources and approaches that enable pupils to understand the mathematics they are learning
- all teachers of mathematics, including non-specialist teachers of mathematics, have sufficient mathematical and teaching content knowledge to deliver topics effectively
- pupils' mathematical knowledge is developed and used, where appropriate, across the curriculum.

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