

# School inspection handbook

Handbook for inspecting schools in the States of Guernsey, and Alderney under section 35 of the Education (Guernsey) Law, 1970

---

This handbook describes the main activities carried out during inspections of schools in the States of Guernsey, and Alderney under section 35 of Education (Guernsey) Law, 1970.

# Contents

---

<b>Introduction</b>	<b>3</b>
Conduct during inspections	3
Schools raising concerns	3
Gathering personal information on inspection	4
Clarification for schools	4
Involving leaders and the Education Office in inspections	6
Evaluating the quality of education	6
<b>Part 1. How schools will be inspected</b>	<b>13</b>
Basics of inspection	13
Before the inspection	14
The inspection	21
After the inspection	24
Quality assurance and complaints	25
<b>Part 2. Explanation of Ofsted's judgements</b>	<b>27</b>
Evaluating the quality of education	27
Evaluating behaviour and attitudes	40
Evaluating leadership and management	50
Evaluating early years and sixth-form provision	57
<b>Part 3. Grade descriptors for graded inspections</b>	<b>61</b>
How we judge key indicators	61
Ofsted judgements	61
Grade descriptors for the quality of education	62
Grade descriptors for behaviour and attitudes	65
Grade descriptors for personal development and welfare	67
Grade descriptors for leadership and management	69
Grade descriptors for early years provision	72
Grade descriptors for sixth form provision in schools	75

## Introduction

1. This handbook describes the main activities carried out during inspections of schools in the Bailiwick of Guernsey under section 35 of the Education (Guernsey) Law 1970.<sup>1</sup> 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. Explanation of Ofsted's judgements: this sets out the kinds of evidence that inspectors gather and the activities they carry out to make their judgements
  - Part 3. Grade descriptors: this contains the evaluation criteria that inspectors use to make the graded judgements about schools.
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.

## Conduct during inspections

4. Ofsted's code of conduct outlines our expectations of the conduct of our inspectors and our expectations of providers during inspection.
5. Inspectors will uphold the highest professional standards in their work. They will treat everyone they meet during inspections fairly and with respect and sensitivity.
6. Providers should approach their inspection with integrity and be open, transparent and honest. This includes providing evidence – or access to evidence – that will enable inspectors to report honestly, fairly and reliably. It means not withholding or concealing evidence or providing false, misleading, inaccurate or incomplete information.

## Schools raising concerns

7. If a school has any concerns about an inspection, including about inspectors' conduct or any potential or perceived conflicts of interest, those concerns

---

<sup>1</sup> Education (Guernsey) Law 1970;  
[www.guernseylegalresources.gg/article/94439/Education-Guernsey-Law-1970-Consolidated-text](http://www.guernseylegalresources.gg/article/94439/Education-Guernsey-Law-1970-Consolidated-text).

should be raised at the earliest opportunity with the lead inspector. Concerns can be raised at any point during the inspection, including (but not limited to):

- the inspection planning conversation
  - meetings between leaders and inspectors
  - the final feedback meeting.
8. Any concerns will be taken seriously, and the act of raising the concern will not impact on inspection findings or on how the school is considered by Ofsted.

## **Gathering personal information on inspection**

9. Inspectors will gather any personal information necessary to assist them in inspecting a school. Our privacy policy<sup>2</sup> sets out what personal information we collect, what we do with it, how long we keep it and individuals' rights under data protection legislation.
10. Section 35 of the Education (Guernsey) Law 1970 (paragraph 3) and the agreement between Ofsted and the States of Guernsey government give inspectors powers of entry to any premises on which a school provides education to pupils and a right to inspect documents, including information held electronically.
11. Inspectors gather evidence on inspection and record this on Ofsted's systems. They may also see evidence on site that contains personal information about staff and young people, such as registers and lesson plans. Inspectors may take notes from, or copies of, this type of evidence before handing it back to an appropriate staff member at the end of the inspection. Any notes or copies will be stored as evidence securely and not retained by inspectors personally. Inspectors may take photographs of pupils' work. These photographs will be stored securely as evidence but will not be retained by the inspector personally.
12. In most schools, inspectors will gather evidence electronically using a range of devices, including laptops, mobile phones and tablets. Inspectors should transfer evidence securely in line with our security policies.

## **Clarification for schools**

### **Terminology**

13. In this handbook:
- the term 'school' refers to any States-maintained school, and the term 'maintained school' will be used where applicable to that type of school only

---

<sup>2</sup> 'Schools: Ofsted privacy notice', Ofsted, March 2022; [www.gov.uk/government/publications/ofsted-privacy-notices/schools-ofsted-privacy-notice](https://www.gov.uk/government/publications/ofsted-privacy-notices/schools-ofsted-privacy-notice).

- the term 'leaders' refers to the staff in a school who are responsible for making key decisions about how the school operates, for example on matters such as the curriculum or behaviour. This will always include the executive principal/headteacher as senior delivery leads. It is likely to include senior staff, but will otherwise vary from school to school, especially depending on its size. In most schools, it will include middle or subject leaders who have responsibility for individual subjects and/or aspects of the curriculum
- the term 'Education Office' refers to the services provided by the States of Guernsey that offer support and training to schools within the States of Guernsey, and Alderney. Executive principals/headteachers report to the Education Office, which acts under the governance of the Committee for Education, Sport & Culture
- any reference to parents includes registered parents or carers
- references to 'off-site/alternative provision' refer to any form of provision that takes place off-site or that is designated by the school as an alternative educational offer during the school day and is accessed by pupils on the school's roll. All of this provision falls within the scope of the inspection. The quality of all provision will contribute to judgements made for any relevant key indicators
- the term 'core subjects' refers to English and mathematics in schools with a primary phase and English, mathematics and science for schools with a secondary phase
- the term 'disadvantaged pupils' is used to mean: pupils with special or additional educational needs and/or disabilities (SEND); pupils who meet the definition of children in need of help and protection; pupils receiving statutory support from a social worker; and pupils who meet the criteria for receiving a uniform allowance, looked-after children (children in the care of the States of Guernsey) and/or children who left care through adoption or another formal route)
- any reference to 'report' describes the formal written outcome of an inspection, which is usually published
- the term 'dispositions', in paragraph 251 of the early years 'good' grade criteria, refers to children's ability to be self-motivated and lifelong learners. Learning dispositions are characteristics or attitudes to learning that are life skills and closely aligned with the characteristics of effective learning. They include courage and curiosity, trust and playfulness, perseverance, confidence and responsibility, taking an interest, being involved, persisting with difficulty, challenge and uncertainty, and expressing a point of view.

## Common misconceptions about inspection

14. The information below confirms our requirements. This is to correct common misconceptions about inspection that can result in unnecessary workload for schools. It is intended to highlight specific practices that we do not require.

15. 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; responses to questionnaires; and work in pupils' books, folders and sketchbooks
- report on any failure to comply with statutory requirements of the States of Guernsey where it falls within the scope of our inspection to do so, and 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 at the school.

### **Evidence for inspection**

16. We do not require schools to do additional work or to ask pupils to do work specifically for the inspection, or create unnecessary workload for teachers through our recommendations.

17. We will not require schools to provide:

- evidence for inspection beyond that set out in this handbook
- evidence in any specific format, as long as it is easily accessible for inspectors
- written evidence of oral feedback to pupils
- 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.

### **Involving leaders and the Education Office in inspections**

18. We will invite the headteacher and executive principal (where this role applies) to observe the inspectors' final team meeting at the end of each day of the inspection, when one is required. For example, there will be no team meeting if the inspection is carried out by a single inspector.

19. Representatives from the Education Office will also meet inspectors during an inspection. School leaders will be invited to make arrangements for these meetings. These meetings may include a virtual option using video or telephone calls where this is pragmatic.

### **Evaluating the quality of education**

20. We will judge schools fairly that take radically different approaches to the curriculum; inspectors will assess any school's curriculum favourably when

leaders have built or adopted a curriculum with appropriate coverage, content, structure and sequencing and implemented it effectively.

21. We will not look unfavourably on schools that have adopted curriculum sequences created by others, for example commercial or local schemes. We will look at whatever curriculum the school is using. 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 referring to this handbook.
22. We will not:
  - grade individual lessons
  - advocate a particular method of planning (including lesson planning), teaching or assessment, or expect curriculum planning to be in any specific format
  - require schools to provide individual lesson plans or previous lesson plans
  - require schools to provide recordings of live lessons that are delivered remotely, unless they are normally stored for staff or pupils' future use
  - require schools to carry out a specified amount of lesson observation
  - take a random sample of exercise books/folders/sketchbooks/electronic files or evaluate individual workbooks or expect workbooks to be compiled solely to provide evidence for inspection
  - use work scrutiny to evaluate teachers' marking
  - specify the frequency, type or volume of marking and feedback
  - require schools to ensure a particular frequency or quantity of work in pupils' books or folders
  - require photographic evidence of pupils' work (although inspectors may ask to take photographs themselves of pupils' work and will take all reasonable steps to anonymise these).

### **Staff information and professional development**

23. We will not provide schools with any information from any lesson visit with the intention that it be used in capability or disciplinary proceedings or for the purposes of performance management.
24. We will not routinely check personnel files, although inspectors may look at a small sample.
25. We will not require schools to:
  - provide evidence of the monitoring of teaching, teachers' professional development or application of the Guernsey teachers' standards

- provide evidence about each teacher from each of the bulleted sub-headings in the Guernsey teachers' standards
- provide specific details of the pay grade of individual teachers who are observed during inspection
- provide anonymised lists of teachers who have met or not met performance thresholds for pay progression
- provide processes for the performance management arrangements for school leaders and staff
- use the framework and this handbook to grade teaching or individual lessons
- 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 data set, from which it would then hold teachers to account.

## **Safeguarding and security**

26. All schools should have an open and positive culture around safeguarding that puts pupils' interests first. This means they:
- protect pupils from serious harm, both online and offline
  - are vigilant, maintaining an attitude of 'it could happen here'
  - are open and transparent, sharing information with others and actively seeking expert advice when required and making sure all safeguarding decisions are accessible for appropriate scrutiny, being accepting of challenge to ensure that the right decisions are made, and accepting that there may be safeguarding issues in any provision at any time (see also paragraph 424 of 'Keeping children safe in education: statutory guidance for schools and colleges')
  - ensure that all those who work with pupils are trained well so that they understand their responsibilities and the systems and processes that the school operates and are empowered to 'speak out' where there may be concerns
  - actively seek and listen to the views and experiences of pupils, staff and parents, taking prompt but proportionate action to address any concerns, where needed
  - have appropriate child protection arrangements, which:
    - identify pupils 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, exploitation, sexual abuse and online harm



- secure the help that pupils need and, if required, refer in a timely way to those who have the expertise to help
  - manage safe recruitment and allegations about adults who may be a risk to pupils
  - are receptive to challenge and reflective of their own practices to ensure that safeguarding policies, systems and processes are kept under continuous review.
27. Inspectors will not use the four-point grading scale for this aspect of the school. However, they will always make a written judgement under 'leadership and management' in the report about whether the arrangements for safeguarding pupils are effective.
  28. Inspectors will be familiar with relevant guidance and statutory responsibilities for schools on safeguarding, including the Guernsey safeguarding and child protection policy in education.
  29. However, inspectors will go beyond ensuring that schools meet statutory requirements and beyond simply reviewing documents. They will triangulate evidence gathered during the inspection to evaluate the effectiveness of the safeguarding culture that has been established in the school.

### **Evaluating safeguarding culture**

30. Inspectors will evaluate the extent to which there is an effective whole-school approach to safeguarding. They will want to find out how well staff keep pupils safe.
31. Inspectors will not make judgements about safeguarding based solely on the evidence that the school presents during the inspection. To examine safeguarding culture, inspectors must probe further and take into account a range of evidence so that they are able to evaluate the effectiveness of safeguarding arrangements over time. Inspectors will focus on reviewing decisions made and incidents that have occurred since the last inspection. They will also give proportionate consideration to pupils' and parents' views using surveys, complaints or local intelligence.
32. Inspectors will look for evidence of effective safeguarding practice and at the impact of this practice on all pupils. Inspectors will examine how a school is implementing its safeguarding policies and processes effectively and how it keeps them under review.
33. Inspectors will ensure that the school has proper arrangements in place for sharing information appropriately with relevant parties, including forwarding information to schools and post-16 or post-18 providers (such as at the point of transition) and other agencies around teacher misconduct.

34. On all inspections, inspectors will determine whether there have been any safeguarding incidents or allegations since the last inspection, and whether the school has taken appropriate action to safeguard the pupils affected and/or to deal with allegations.
35. Inspectors will take a proportionate account of the comments made about safeguarding from staff, pupils and parents of pupils who attend the school, balancing these alongside the other evidence collected during the inspection.

### **Speaking to pupils**

36. The school must provide opportunities for inspectors to speak to pupils with no other adults present, unless there are exceptional circumstances, as it is important that pupils are able to express their views freely to inspectors. See our guidance 'inspectors talking to pupils on inspection'.
37. As outlined above, inspectors will triangulate evidence gathered during the inspection to evaluate the effectiveness of the safeguarding culture that has been established in the school. If inspectors cannot corroborate this evidence because they are prevented from talking to pupils during the inspection, then safeguarding is likely to be judged ineffective.

### **Arrangements for handling evidence or allegations of abuse**

38. Inspectors will also look at how schools handle allegations of sexual abuse, including sexual harassment and sexual violence. This includes the extent to which:
  - the school supports pupils to report concerns about harmful sexual behaviour and makes sure it identifies and addresses any barriers that could prevent pupils from making a disclosure
  - staff are confident and well trained in handling reports of sexual abuse in line with part 5 of the government's 'Keeping children safe in education' guidance, including incidents between children and those that happen off school premises
  - the school takes allegations seriously, records them comprehensively and deals with them swiftly and appropriately, and pupils are confident that this is the case.
39. If schools do not have adequate processes in place to manage evidence or allegations of abuse, it is likely that safeguarding will be considered ineffective.

### **Evidence or allegations of abuse identified on inspection**

40. On a very small number of occasions, inspectors may come across evidence or allegations of child abuse, including sexual abuse, during an inspection. Inspectors must not attempt to investigate any incident or allegations but will make sure that concerns about a child's safety are reported to the appropriate

authority. Any referrals will normally be made by the designated safeguarding lead for the school (see 'safeguarding concerns: guidance for inspectors'). Inspectors must be satisfied that the correct referral has taken place and record this in their evidence base.

41. If a child discloses to an inspector 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'.

### **Minor safeguarding improvements**

42. Inspectors may identify minor improvements that need to be made to the school's safeguarding practices during inspection, such as administrative errors in paperwork or out-of-date policies. Some of these improvements may be rectified easily before the end of the inspection. Where this is the case, inspectors will give the school the chance to make these minor improvements. Where minor improvements are required but these are not able to be resolved before the end of the inspection, if the school has taken steps to resolve the issue, the school can still be judged effective for safeguarding. Importantly, any minor improvements that need to be made, while strengthening safeguarding practice, will not have an immediate impact on the safety of pupils.

### **Ineffective safeguarding**

43. Safeguarding is ineffective when there are serious or widespread failures in the school's safeguarding arrangements. The school's arrangements for safeguarding pupils do not meet local requirements, or they give serious cause for concern, or the school has taken insufficient action to remedy weaknesses following a serious incident.
44. While it is not possible to produce an exhaustive list, the following are examples of what may constitute ineffective safeguarding:
  - insufficient action is being taken to remedy weaknesses following a failure of safeguarding arrangements that meant children may have not been safe
  - safeguarding allegations about staff members are not being handled appropriately
  - there is clear evidence of serious failures in safeguarding practice that lead to pupils or particular groups of pupils not being safe in school
  - statutory requirements, such as breaches of the requirements for Disclosure and Barring Service (DBS) checks, are not being met
  - pupils have little confidence that the school or setting will address concerns about their safety, including risk of abuse, because leaders have not taken their views seriously and/or addressed relevant concerns

- pupils, particularly vulnerable pupils, are not on the main school site (whether long term, temporarily or for part of the school day) and the school is either not clear where those pupils are or is not able to give reassurances as to the appropriate steps taken to safeguard them when off-site. This can include children absent from education and children attending inappropriate or unmonitored alternative provision.

## **Part 1. How schools will be inspected**

### **Basics of inspection**

#### **Timing of inspection**

45. This handbook sets out the statutory basis for school inspections carried out under the Education (Guernsey) Law 1970.
46. The handbook applies to all state schools in the Bailiwick of Guernsey that are to be inspected under section 35 of the Education (Guernsey) Law 1970.
47. This handbook does not apply to monitoring programmes or inspections. These visits are set out in the monitoring inspection handbook.
48. Ofsted is required to inspect all schools in the Bailiwick of Guernsey. While we have taken account of previous inspection history, the start of the inspection agreement 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. We aim to inspect all schools by the agreement end date (1 September 2025) or a later date agreed between Ofsted and States of Guernsey. A sudden deterioration in standards or major safeguarding concerns could result in the Education Office choosing to commission a graded inspection. The Education Office may choose to commission a graded inspection at any time.

#### **When can an inspection take place?**

49. 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.

#### **Schools with a religious character**

50. 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.

#### **Risk assessment**

51. We use risk assessment to ensure that our approach to inspection is proportionate and to focus our efforts on where we can have the greatest impact. We use risk assessment, for example, to determine which schools will be inspected and when. Risk assessment is a desk-based review of relevant information pertaining to the school.

## Before the inspection

### Notification and lead inspector's preparation

52. 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.
53. 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.
54. 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 special educational needs and/or disabilities (SEND) provision or additionally resourced provision. If the school provides education or care for children below Reception age, this will not form part of the inspection.
55. The inspection support administrator will then send the school a letter 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
  - 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 the school will need to make available to inspectors at the start of the inspection
  - the links to pupils and staff questionnaires, so they can be shared.

### Requests for deferral or cancellation

56. 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 made of Ofsted. We will decide on all requests in line with the agreed deferral policy for the States of Guernsey.
57. The 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.

### **Preparation carried out by the lead inspector**

58. 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
- curriculum information
- policies (for example, on safeguarding, behaviour, and relationships, sex and health education)
- information about SEND provision.

59. 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 or alternative provision unit. Inspectors will consider carefully the emerging judgements about the linked provision.

### **Preparatory telephone call(s) from the lead inspector to the headteacher**

60. 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 short inspection-planning conversation that focuses on practical and logistical arrangements
- a longer reflective, education-focused conversation about the school's progress since the previous inspection, including how COVID-19 has affected this.

61. It may be that both of 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.

### **Inspection planning conversation**

62. 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 & 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, for example support to schools subject to their designation as enhanced, focused or universal)
- establish support provided for newly and recently qualified teachers
- provide an opportunity for the school to ask any questions or to raise any concerns, such as perceived conflicts of interest
- where there are pupils or staff who are particularly at risk from COVID-19, agree safety protocols with the school; inspectors will always follow the latest guidance on testing
- agree where it may be pragmatic to do some elements of the inspection through video/telephone calls. This will usually only be to involve parents and those with leadership responsibility or staff from the Education Office who are unable to attend.

63. 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 and services. If the school uses off-site alternative provision, the lead inspector will request further details about this. In the States of Guernsey, off-site/alternative provision is any form of provision that takes place off site or away from the main school site during the school day and is accessed by pupils on the school's roll. All of this provision falls within the scope of the inspection. The quality of all provision will contribute to judgements made for any relevant key indicators.

64. The lead inspector will also ask the school to provide 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, because they are subject to capability procedures).

65. 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.

### The educationally focused conversation

66. 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 specific impact of COVID-19 on the school and how the school's leaders are responding to the ongoing impact. We recognise that responding to COVID-19 has placed great demands on school leaders and detailed discussions of these may be required to understand the school's context
- 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 pupils' personal development and welfare
- this discussion about the school's strengths and weaknesses is used to decide the specific areas or subjects of the school curriculum that should be focused on during inspection – during this call, inspectors will also agree with the head which subjects will receive a deep dive during the inspection.

67. This conversation will normally last around 90 minutes, but may be longer. It 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.

## **SEND resource bases**

68. If the school has a SEND resource base situated on site, the resource base must be inspected. Inspectors must consider evidence about the resource base when making judgements about the school overall.
69. During the lead inspector's educationally focused 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 additional resource bases, 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
  - the type(s) of language or communication systems used. If the specialist provision is for deaf pupils, it is important to establish, if British Sign Language is used, whether the school will provide a British Sign Language interpreter when inspectors are meeting with the pupils. The lead inspector will contact the inspection support administrator as soon as possible if this support is needed
  - staffing arrangements and details of any outreach services provided by the resourced provision.

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

70. The inspection support administrator will also send the school a letter requesting that the following information be made available to inspectors by 8am the next day, at the formal start of the inspection:
  - strategic documents about the school, including:
    - anything that sets out school improvement planning or the longer-term vision for the school, such as the school's strategy
    - a summary of any school self-evaluation and/or improvement plan or equivalent
    - reports from any external evaluation of the school
  - records and information about behaviour and attendance, including:
    - up-to-date attendance analysis for all groups of pupils
    - records and analysis of pupils taken off roll
    - records and analysis of exclusions, incidents of poor behaviour and any use of internal isolation
    - records and analysis of bullying, discriminatory and prejudiced behaviour, either directly or indirectly, including racist, sexist, disability and homophobic/biphobic/transphobic bullying, use of derogatory language and racist incidents
    - records and analysis of sexual harassment and/or sexual violence

- records and analysis of any restrictive physical intervention
- operational documents, including:
  - access to Wi-Fi, if it exists, so that inspectors can connect to the internet
  - maps and other practical information
  - the school timetable, current staff list (indicating newly qualified teachers (NQTs), mentors and induction tutors) and times for the school day, including any planned interruptions to normal school routines during the inspection.

## Safeguarding

71. 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,<sup>3</sup> the Guernsey and Alderney Children's Law 2008,<sup>4</sup> and relevant local policy guidance relating to safeguarding in schools.
72. Inspectors will be familiar with relevant guidance and statutory responsibilities for schools on safeguarding, including Ofsted's safeguarding policy.<sup>5</sup>
73. On arrival at the school, inspectors must have secure access to safeguarding information, including:
  - the single central record for the school
  - a list of any referrals made to the designated person for safeguarding 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 or social care and all pupils who have a multi-agency plan.
74. Schools and inspectors must ensure that all actions are compliant with any legal requirements on information-handling.

## Seeking the views of registered parents and other stakeholders

75. 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

---

<sup>3</sup> 'Care and support framework', Islands Safeguarding Children Partnership, June 2018; <http://iscp.gg/Care-and-Support-Framework>.

<sup>4</sup> The Children (Guernsey and Alderney) Law 2008, Guernsey Legal Resources; [www.guernseylegalresources.gg/article/94046/Children-Guernsey-and-Alderney-Law-2008](http://www.guernseylegalresources.gg/article/94046/Children-Guernsey-and-Alderney-Law-2008).

<sup>5</sup> Ofsted safeguarding policy, Ofsted, September 2021; [www.gov.uk/government/publications/ofsted-safeguarding-policy](http://www.gov.uk/government/publications/ofsted-safeguarding-policy).

the school, including pupils who have been excluded, attend alternative provision or are away from school. Schools should also notify relevant bodies, including providers of alternative provision.

76. 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.
77. 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.
78. 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.
79. 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 will 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**

80. The views of pupils and staff in schools are gathered through questionnaires. Ofsted 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.
81. Meetings with pupils or parents must take place without the presence of any leaders or staff, unless there are exceptional circumstances. When inspectors hold meetings with staff (including headteachers and other leaders), they should remind whoever they are meeting that they are able to have a colleague from the school or trust present too, if they wish. Every effort should be made to ensure that staff can speak freely, especially if they are accompanied by senior leaders.

## The inspection

### Timetable of inspection

82. 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.
83. 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 alternative provision or inclusion unit. Where this happens, inspectors in the individual inspection teams will make sure that they communicate with their colleagues in other teams 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.
84. On the first day of the inspection, inspectors will not arrive before 8am and will leave by 6pm except in special circumstances.

### Inspection methodology

85. Our framework puts a single, joined-up conversation about education at the heart of inspection, using a 3-part methodology to inspect schools on graded inspections. Through this methodology, inspectors build a view of the quality of education, behaviour and attitudes, personal development and leadership and management:
  - from their pre-inspection preparation and the educationally focused conversation with the headteacher, the lead inspector will form a top-level view – an initial understanding of the curriculum, the way teaching supports pupils to learn the curriculum, the standards pupils achieve, pupils' behaviour and attitudes, and pupils' personal development
  - inspectors will then collect and connect evidence for each of the judgement areas throughout the on-site part of the inspection
  - towards the end of each day, inspectors will bring all the evidence together to draw the conclusions that will inform their final judgements.
86. Although meetings with leaders are important, inspectors' first priority during inspections is to collect first-hand evidence.

### Keeping leaders informed

The lead inspector will meet the headteacher and executive principal (where this role applies) regularly throughout the inspection to:

- provide updates on emerging issues, including initial general findings about the quality of education, and ask for further evidence, if required

- 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.
87. If, by the end of day 1 or during day 2, there is evidence that a key indicator might be judged requires improvement or inadequate, the lead inspector will alert the headteacher to this possibility. The inspector must emphasise that they do not make final judgements until the final team meeting at the end of day 2.

### **Newly qualified teachers working in schools during inspections**

88. When the lead inspector requests a copy of the current staff list, they must ask whether this includes:
- any NQTs
  - any trainees on placement at the school.
89. 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 and teachers at the start of their career have less experience than other teachers, but must assess the effectiveness of the support and professional development put in place for them, particularly in dealing with pupils' behaviour. Inspectors should discuss how the school supports NQTs and teachers at the start of their career in managing pupils' behaviour.
90. 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.

### **Inspection of the school's approach to harmful sexual behaviour**

91. Inspectors will look at how leaders ensure that their school's culture addresses harmful sexual behaviour. They will expect schools to assume that sexual harassment, online sexual abuse and sexual violence are happening in the community, and potentially in the school, even when there are no specific reports, and to put in place a whole-school approach to address them.
92. Schools should have appropriate and well-communicated school-wide policies in place that make it clear that sexual harassment, online sexual abuse and sexual violence (including sexualised language) are unacceptable. Those policies should be consistently reflected throughout the school. The school's approach will not be inspected separately but will be considered when assessing the following:
- the curriculum in the quality of education judgement
  - behaviour policies in the behaviour and attitudes judgement

- pastoral support and relationships, sex and health education in the personal development judgement
- safeguarding in the leadership and management judgement.

### **Meeting those with wider responsibilities for schools in the Bailiwick**

93. 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.
94. 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.
95. 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**

96. 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 (including the executive principal where this role exists), agreed by the lead inspector and headteacher
  - agreed senior representative(s) from the Education Office
  - a representative of the Committee for Education, Sport & Culture.
97. 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 & 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 draft and restricted until final reports are agreed. We expect leaders to share the inspection outcome and findings with whoever they deem appropriate. They can be shared with the wider senior leadership

team from the school, those with oversight responsibilities for the school and those who provide school improvement support to the school, irrespective of whether they attended the feedback meeting. Leaders may also share inspection outcomes, in confidence, with others not involved in the school, provided that the provisional information is not at risk of being made public or shared with parents before it has been agreed as final.

- 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 work
- about the procedure for making a complaint about the inspection.

## After the inspection

### Arrangements for publishing the report

98. The lead inspector is responsible for writing the inspection report<sup>6</sup> 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.
99. 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.
100. 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.

---

<sup>6</sup> The term 'report' is used to describe the formal written outcome of the inspection.



101. 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.
102. 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 will be delayed.
103. 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.
104. 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.

## **Quality assurance and complaints**

### **Quality assurance**

105. 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.
106. We monitor the quality of inspections through a range of formal processes. His 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.
107. All schools are invited to take part in a post-inspection evaluation in order to contribute to inspection development.

### **Handling concerns and complaints**

108. 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.
109. 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. Explanation of Ofsted's judgements

### Evaluating the quality of education

#### The curriculum

110. 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'.
111. 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**').
112. All pupils in States of Guernsey schools are expected to study the Bailiwick 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 (using curriculum entitlement guidance provided by the Education Office where this is mandatory) with appropriate coverage, content, structure and sequencing, and that it has been implemented effectively, then inspectors will assess a school's curriculum favourably.
113. All schools that include early years provision must comply with Guernsey's framework for the early years foundation stage (EYFS) and the relevant care practices.<sup>7</sup>
114. In key stage 1, pupils should be able to read, write and use mathematical knowledge, ideas and operations, so that they are able to access a broad and balanced curriculum at key stage 2. Some schools are exempt from the learning and development requirements of the EYFS. Where this is the case, the expectation is that pupils are able to read and write fluently by Years 5 and 6.

---

<sup>7</sup> EYFS Bailiwick Framework 2016, 'Care and support framework', Islands Safeguarding Children Partnership, June 2018; <http://iscp.gg/Care-and-Support-Framework> and The Children (Guernsey and Alderney) Law 2008, Guernsey Legal Resources; [www.guernseylegalresources.gg/article/94046/Children-Guernsey-and-Alderney-Law-2008](http://www.guernseylegalresources.gg/article/94046/Children-Guernsey-and-Alderney-Law-2008).

115. In key stages 2 and 3, schools need to provide a broad, rich curriculum.<sup>8</sup> Our research into the curriculum shows that these stages are particularly susceptible to a narrow curriculum, and that this has a disproportionately negative effect on the most disadvantaged pupils. If a school has shortened key stage 3, inspectors will look for evidence that the school has made provision to ensure that pupils still have the opportunity to study a broad range of subjects, commensurate with the curriculum expectations of the Bailiwick and as outlined in relevant local guidance documents, in Years 7 to 9.

116. Inspectors will focus on what our inspection experience and research show are the most important factors to consider. These are:

- the extent to which the school's curriculum:
  - follows the Bailiwick curriculum (including any specific curriculum entitlement directives issued by the Education Office)
  - is ambitious and designed to give pupils, particularly disadvantaged pupils and pupils with SEND, the knowledge they need to take advantage of opportunities, responsibilities and experiences in later life
  - is planned and sequenced, so that the end points that it is building towards are clear and that pupils develop the knowledge and skills, building on what has been taught before, to be able to reach those end points
  - has rigour, where relevant, so that pupils learn the knowledge that they need to answer subject-specific questions and to gain disciplinary knowledge of how the subject works (this should not prevent a topic-based or thematic approach, however)
  - accounts for delays and gaps in learning and development that have arisen and continue to arise as a result of the pandemic
  - remains as broad as possible for as long as possible, including when delivered remotely. The school does not offer disadvantaged pupils or pupils with SEND a reduced curriculum.
- the extent to which teachers:
  - have expert knowledge of the subjects that they teach and are supported, where necessary, to address gaps in their knowledge, so that pupils are not disadvantaged by ineffective teaching
  - present information clearly, promote appropriate discussion, check pupils' understanding systematically, and identify misunderstandings and adapt teaching as necessary to correct these
  - deliver the subject curriculum in a way that allows pupils to transfer key knowledge to long-term memory, and sequence teaching so that new

---

<sup>8</sup> 'HMCI's commentary: recent primary and secondary curriculum research', Ofsted, 2017; <https://www.gov.uk/government/speeches/hmcis-commentary-october-2017>

knowledge and skills build on what has been taught before and pupils can work towards clearly defined end points

- use assessment to check pupils’ understanding to inform teaching, and to help pupils embed key concepts, use knowledge fluently and develop their understanding, and not simply memorise disconnected facts
  - consider the most important knowledge or concepts that pupils need to know, and focus on these, and prioritise feedback, retrieval practice and assessment
  - ensure that remote education, if needed, enables all pupils to access lessons and learn, and monitor pupils’ engagement and communicate with parents and colleagues effectively if there are concerns.
- the extent to which all pupils, particularly disadvantaged pupils and those with SEND:
- acquire the knowledge and cultural capital they need to succeed in life
  - make progress, in that they know more, remember more and are able to do more, and are learning what is intended in the curriculum
  - produce work of high quality
  - achieve well in national tests and examinations, where relevant
  - are being prepared for their next stage of education, training or employment at each stage of their learning and development, including whether pupils in sixth form are ready for the next stage and are going on to appropriate, high-quality destinations
  - are able to read to an age-appropriate level and fluency (if not, they will be incapable of accessing the rest of the curriculum, and they will fall rapidly behind their peers).

117. In evaluating the quality of education, inspectors will form a top-level view of the curriculum through conversations with senior leaders and through data. They will use data from the inspection summary report provided by the Education Office as a starting point, but will want to see the quality of education as experienced by pupils first hand and understand how well leaders know what it is like to be a pupil at the school. Inspectors’ understanding of the school’s curriculum is primarily formed through deep dives. We will look at the curriculum in all the key stages that the school has through our deep dives. With regard to historical data, which will have been affected by the pandemic, inspectors will use 2022/23 data cautiously and 2021/22 data will only be used to inform discussion with the schools about pupils’ outcomes. No schools will be marked down on the basis of the 2021/22 data alone.

118. The number of deep dives will vary depending on the size of the school and the inspection team:

- in primary schools, inspectors will always carry out a deep dive in reading and deep dives in one or more of the other subjects set out in eight

overarching areas of learning in the Bailiwick curriculum. In addition, inspectors will evaluate the extent to which pupils are able to apply their mathematical knowledge and understanding, concepts and procedures appropriately for their age

- in secondary schools, the deep dives will typically focus on a sample of four to six subjects, looking at a wide variety of pupils in different year groups across that sample.

119. Deep dives gather evidence of the curriculum within a certain subject, to build an understanding of the curriculum in the school as a whole. They encompass a range of activities, including:

- talking about the curriculum with leaders
- joint visits to lessons
- work scrutiny
- talking to and observing pupils in addition to joint visits to lessons
- discussions with teachers.

120. Inspectors may not always carry out all of these activities on a deep dive. More detail on these activities can be found in the sections below.

121. Inspectors will **not** grade intent, implementation and impact separately and will not grade individual lessons or teachers. Instead, they will reach a single graded judgement for the quality of education, drawing on all the evidence they have gathered and using their professional judgement.

122. Inspectors recognise that there may still be some limited circumstances in which a pupil needs to learn remotely. Where this is the case, this learning will not be evaluated separately but as part of the wider curriculum.

123. Inspectors will not look at non-statutory internal progress and attainment data during inspections of schools. That does not mean that schools cannot use data if they consider it appropriate. Inspectors will, however, focus more on the curriculum and less on schools' generation, analysis and interpretation of data. Teachers have told us that 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 performance data as a starting point on inspection, where it is available as part of the Education Office dashboard.

124. Inspectors will be alert to unnecessary or excessive attempts to simply prompt pupils to learn glossaries or long lists of disconnected facts. Learning can be defined as an alteration in long-term memory. If nothing has altered in long-term memory, nothing has been learned. However, pupils learn by connecting 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 disconnected facts. When inspectors evaluate the impact of the education provided by the school, they will focus primarily on what pupils have learned.

125. We will judge schools taking radically different approaches to the curriculum fairly. 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 built a curriculum with appropriate coverage, content, structure and sequencing, and that it has been implemented effectively, and that the curriculum does not leave some pupils behind, then inspectors will assess the school's curriculum favourably.
126. 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, performance data generated by the Education Office may lag behind the current quality of education in the school and so inspectors will view the central data in this context.
127. Inspectors will also 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 holistic quality of education judgement. They will recognise that the criteria for a judgement of good are the best fit. Where inspectors consider performance information generated by the Education Office, they will be mindful of the age of this data, especially around statutory assessment and qualifications, when making judgements. Teacher-assessed grades from 2020 and 2021 will not be used to assess curriculum impact.
128. As part of making the 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 States of Guernsey, and Alderney, the notion of 'knowledge and cultural capital' matches that found on page 8 of the Bailiwick curriculum, under 'The four core purposes':  
  
'The Bailiwick learner will be equipped to develop knowledge and understanding of the world and the Bailiwick's place in it, understand different beliefs and cultures, make informed choices and decisions, evaluate environmental, scientific and technological issues and be able to develop informed, ethical views of complex issues.'

129. Performance information generated by the Education Office is a useful indicator of pupils' outcomes, but only represents a sample of what pupils have learned. Inspectors will consider any centrally generated performance information, where this is available (this does not include teacher- or centre-assessed grades from 2020 and 2021), but it does not constitute a substitute for inspectors' first-hand inspection activities.

### **Talking about the curriculum with leaders**

130. Talking to relevant leaders is vital to understanding the curriculum in that subject. Inspectors understand that subject leadership works differently in different schools – especially smaller schools – and will work within that context in each school.
131. Inspectors will want leaders to set out the scope of what they intend pupils to learn. This will include:
- the extent to which there are clear end points
  - whether subject content is broken down into appropriately sized steps and sequenced to build towards those end points
  - the rigour of subject-specific planning, where appropriate.
132. We define rigour as ensuring that the curriculum keeps to subject-specific questions, methods, conventions, rules and practices and how the subject discipline builds new knowledge. This should not prevent a topic-based or thematic approach, however. Inspectors will also want to understand the approach to teaching and assessing whether pupils have understood the content they have been taught.

### **Joint visits to lessons**

133. Inspectors will not take a random sample of lessons to visit. Instead, they will connect lesson visits to other evidence, such as discussions with curriculum leaders, teachers and pupils, and work scrutiny.
134. Inspectors will discuss with leaders what lessons will be visited as part of the deep dive to see the curriculum in action. Where possible, inspectors will visit several lessons from the same curriculum area or subject, including from different year groups. They will invite the headteacher, subject leaders and/or other leaders to take part in joint visits to lessons.
135. Lesson visits are not about evaluating individual teachers or their teaching. Teaching will not be graded. Inspectors will connect evidence from lesson visits with what they learn from other deep dive activities, to form a rounded view of the quality of education.
136. Lesson visits are also useful for gathering evidence that contributes to the 'behaviour and attitudes' judgement by providing direct evidence about how



behaviour is managed in individual classrooms and how pupils respond. This evidence will complement the other evidence that inspectors gather about behaviour during inspection.

## **Work scrutiny**

137. Inspectors will look at pupils' work. 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.

## **Talking to and observing pupils in addition to joint visits to lessons**

138. Inspectors will ask to speak to groups of pupils, including about the subjects they have been looking at. They will want to understand what pupils have learned and how their teachers help them to learn new curriculum content. Inspectors will take advantage of opportunities to gather evidence from a wide range of pupils, both formally and informally.
139. Inspectors will also talk to and observe pupils in a range of situations outside of normal lessons to evaluate other aspects of personal development, 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 of the normal timetabled curriculum).
140. During informal conversations with pupils, inspectors will 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 they happen. Inspectors will ensure that all questions are appropriate.
141. 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 about 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 sexual

harassment, online sexual abuse and sexual violence. See 'Inspectors talking to pupils on inspection'.<sup>9</sup>

## Discussions with staff

142. Inspectors will discuss with staff:

- how the school's curriculum informs their choices about content and sequencing to support pupils' learning and development
- how the training and support that they receive help them to deliver the content effectively
- their workload, including whether assessment practices create any unnecessary burdens
- other matters, including those related to safeguarding and pupils' behaviour.

## Early stages of learning to read

143. During all inspections, inspectors will be interested in how the school supports pupils who are at the early stages of learning to read, including older pupils. This is especially the case because of the disruption to learning and development caused by the COVID-19 pandemic.

144. On inspections of schools with a primary phase, inspectors **will** carry out a deep dive to evaluate how well pupils are taught to read. 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.

145. Inspectors will listen to several low-attaining pupils in Years 1 to 3 read from unseen books that are appropriate to their stage of progress. They should also draw on information from the school's policy for teaching reading, phonics assessments, and lesson visits.

146. Wherever possible, inspectors will listen to children read to a familiar adult in a classroom or in an open area that the pupils are familiar with. They will take into consideration the length of time a pupil has attended the school.

147. 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 all pupils, including the weakest readers, make sufficient progress to meet or exceed age-related expectations

---

<sup>9</sup> 'Inspectors talking to pupils on inspection', Ofsted, September 2020;  
[www.gov.uk/government/publications/inspectors-talking-to-pupils-on-inspection](https://www.gov.uk/government/publications/inspectors-talking-to-pupils-on-inspection)

- stories, poems, rhymes and non-fiction are chosen for reading to develop pupils' vocabulary, language comprehension and love of reading, and 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 EYFS early learning goals, and the school has clear expectations of pupils' phonics progress term by term, particularly 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, and 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
- in Reception, staff teach children to read systematically by using synthetic phonics and books that match the children's phonic knowledge
- the ongoing assessment of pupils' phonics progress is sufficiently frequent and detailed to identify any pupil who is falling behind the programme's pace; if they do fall behind, targeted support is given immediately
- the school has developed sufficient expertise in the teaching of phonics and reading.

## Mathematics

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

149. 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, and that pupils are ready for the next stage, whether that is 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 school's curriculum identifies opportunities for pupils to use mathematical reasoning and solve problems that allow them 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, the mathematical knowledge, concepts and procedures necessary to succeed in the specific tasks set
- within the curriculum, there are sufficient opportunities planned for pupils to revisit knowledge, concepts and procedures that they have learned previously; 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, procedures and opportunities for problem-solving, 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, and pupils who are working below age-related expectations are given 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 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, have sufficient mathematical and teaching content knowledge to teach topics effectively
- pupils' mathematical knowledge is developed and used, where appropriate, across the curriculum.

### **Pupils with SEND in both mainstream and specialist settings**

150. All parts of the framework and handbook apply to special schools' provision, and mainstream schools' provision for pupils with SEND. However, as with all provision, SEND provision has some specific factors that should be taken into account.
151. Pupils with SEND have a range of different needs and starting points. Pupils will have unique, individual needs, even where their needs may fall under the same umbrella term, such as autistic spectrum disorder. Some pupils have severe, complex or profound needs that have a significant impact on their cognitive development, especially the way that they are able to make alterations to their

long-term memory. Other pupils have starting points at least as high as other pupils of their age, for instance some pupils with sensory impairments.

152. Inspectors will gather and evaluate evidence about:

- whether leaders are suitably 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 ensure that the curriculum is coherently sequenced to meet 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 leaders ensure that pupils' outcomes are improving as a result of any different or additional provision being made for them, including any reasonable adjustments in 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.

153. Because of the wide range 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 in the States of Guernsey.

154. Pupils with SEND often have significant and complex vulnerabilities and can face additional safeguarding challenges. This includes understanding and pre-empting increased risks that pupils may be drawn into harmful situations as a result of grooming, be more likely to experience abuse from other pupils or adults, and may experience additional barriers in reporting abuse and having abuse recognised by professionals. 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.

## Specialist settings

155. All parts of the framework and handbook apply to special schools. In special schools, the curriculum may be very specialised. For this reason, in special

schools, deep dive areas may not be traditional subject areas. The lead inspector will seek to understand the school's curriculum during the initial phone call with the headteacher. Once the lead inspector has understood the school's curriculum design, the areas for a deep dive will be agreed. These may include subjects from the Bailiwick curriculum, an understanding of the specific special educational needs of pupils (for example, communication and interaction or physical development), a curriculum area very specific to that school or a combination of these examples. Inspectors will work closely with leaders and staff to understand how the curriculum area they are looking at is designed and implemented to meet the needs of pupils in the school. Inspectors will evaluate whether pupils' outcomes are improving as a result of the curriculum.

### **Evaluating schools' use of off-site alternative provision**

156. If pupils attend off-site alternative provision, inspectors will evaluate the extent to which these placements are safe and effective in promoting pupils' progress. Inspectors will visit a sample of the alternative providers used. Inspectors will want to understand how providers ensure that pupils who attend multiple settings or attend part time are kept safe when they are not on their main school site for all or part of the whole school day.

### **Evaluating quality of education in off-site alternative provision**

157. Alternative providers differ from other schools in that they are intended to provide education that is additional to or different from the mainstream provision but which takes place off site or away from the main school site. In these settings, inspectors will gather and evaluate evidence about:
- how well leaders identify and assess the needs of pupils and subsequently match pupils to the right off-site and/or alternative provider, including pupils with SEND
  - how well leaders ensure that the curriculum delivered in the provision is coherently sequenced and meets all pupils' needs, starting points and aspirations for the future, including through remote education
  - how successfully leaders involve parents, carers and, as necessary, other professionals or specialist services in deciding how best to support pupils
  - whether leaders are ambitious for pupils attending off-site alternative provision
  - 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 and training, and adult lives
  - how well leaders ensure that pupils' outcomes are improving as a result of any different or additional provision being made for them, including outcomes for pupils with SEND.

158. Some pupils who access alternative provision have significant, complex vulnerabilities. Inspectors will evaluate the ways in which leaders have made appropriate and effective safeguarding arrangements for pupils who attend off-site alternative provision in the light of any higher vulnerability to safeguarding risks, including during the COVID-19 pandemic. Inspectors will expect leaders to ensure that providers fully understand pupils' unique contextual safeguarding factors and outline how all staff work proactively, including with other agencies, to mitigate the specific factors that affect their pupils and the community that they serve.
159. Alternative providers may have different objectives in their work. These may be related to the reasons why a pupil is placed in off-site and/or alternative provision, the needs of the pupil, the duration of placements and the proportion of time that pupils stay with the provider each week. For instance, in a provider that offers 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.
160. Transitions into off-site and/or alternative provision are often complex and may in rare cases involve 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 off-site and/or alternative provision.
161. For pupils who have left the off-site alternative provision, inspectors will consider how well the progress they made there enabled them to move on to suitable destinations or to take courses at an appropriately demanding level. They will also look closely at how effectively leaders liaise with other schools and the leaders of off-site and/or alternative provision to ensure that there are appropriately high expectations and, as far as reasonably possible, continuity in pupils' education programmes. Inspectors will also look at whether the leaders have ensured 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 it sets expectations that reintegration back into mainstream education is a key component of a placement, where applicable. Inspectors will look at whether leaders have ensured that the provider has adapted the approach to securing a good transition for every pupil in the light of the COVID-19 pandemic.

## Evaluating behaviour and attitudes

162. 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.
163. The indicator focuses on the factors that research and inspection evidence indicate contribute most strongly to pupils' positive behaviour and attitudes, thereby giving them the greatest possible opportunity to achieve positive outcomes. These factors are:
- having a calm and orderly environment in the school and the classroom, as this is essential for pupils to be able to learn
  - setting clear routines and expectations for the behaviour of pupils across all aspects of school life, not just in the classroom
  - having a strong focus on attendance and punctuality, so that disruption is minimised
  - having 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
  - developing pupils' motivation and positive attitudes to learning, as these are important predictors of attainment; developing positive attitudes can also have a longer-term impact on how pupils approach learning tasks in later stages of education
  - fostering a positive and respectful school culture in which staff know and care about pupils
  - creating an environment in which pupils feel safe, and in which bullying, discrimination, sexual harassment, sexual abuse and sexual violence – online or offline – are not accepted and are dealt with quickly, consistently and effectively whenever they occur.
164. Inspectors' evidence for the importance of each of these factors comes from their 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 overview of research.
165. Additionally, inspectors will expect schools to have effective behaviour policies in place regarding harmful sexual behaviour. The policies should include details of appropriate sanctions that should be consistently applied and that reflect and are consistent with the messages that are taught across the curriculum.



## **Attendance**

166. Inspectors will expect schools to do all they reasonably can to achieve the highest possible attendance, while recognising that the context in which schools operate has changed. (Attendance between March 2020 and March 2021 will not impact on the judgement of the school.)
167. Inspectors will expect schools to have analysed absence and persistent absence rates for all pupils, and for different groups, and compared them with the published local and national averages for all pupils. This includes the extent to which pupils with persistent and severe absence are improving their attendance over time or whether attendance is consistently low. Inspectors will want to see this analysis and how it has fed in to the school's approach.
168. Where attendance is not consistently at or above what could reasonably be expected, inspectors will expect attendance to be a high priority for leaders and for it to be improving towards and beyond national pre-pandemic levels. There should be a strong understanding of the causes of absence (particularly for persistent and severe absence) and a clear strategy in place that takes account of those causes to improve attendance for all pupils. In some cases of persistent and all cases of severe absence, schools should make efforts to engage in multi-agency work with the Education Inclusion Services and other appropriate support services.
169. Where leaders are aware of the issues affecting attendance and have a clear, strategic plan of action in place but attendance for all pupils is not yet consistently very high, inspectors should judge this favourably, as long as there is a track record of improvement that demonstrates leaders' capacity to continue to improve attendance.

## **Pupils who have specific needs, including pupils with SEND**

170. The school may be working with pupils with particular needs in order to improve their behaviour or their attendance. When this is the case, attendance, behaviour and conduct that reflects the school's high expectations and their consistent, fair implementation are likely to include demonstrable improvement in the attendance and behaviour of these pupils, taking account of the individual circumstances of the school.

## **Pupils who are not in the school during the inspection**

171. 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 to be inadequate.

## Exclusions

172. If a school uses external exclusion, inspectors will evaluate its effectiveness, including the rates, patterns and reasons for exclusion and whether any pupils are repeatedly excluded. Schools should have a strategy for reintegrating a pupil who returns to school following an exclusion and for managing their future behaviour. Inspectors will consider how well the school is recognising and acting to address any patterns that exist. This is 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.
173. Headteachers have the right to temporarily exclude pupils when there are legitimate reasons for them to do so. Used correctly, exclusion is a vital measure for headteachers to use. Exclusions must be legal and justified. In the States of Guernsey and Alderney, permanent exclusions from education are not permitted.
174. 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.

## Evaluating behaviour and attitudes in off-site alternative provision

175. 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 the turnover of pupils in the provision when considering evidence for attitudes and behaviour. Inspectors will evaluate the impact of strategies that leaders use to improve pupils' attendance.
176. Often, pupils attending alternative provision may 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' poor 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 to their school, inspectors will evaluate the extent to which schools monitor these situations and are aspirational and effective in getting pupils into full-time education quickly. Part-time timetables should not be open-ended and should result in swift full-time education for the pupils.

## Ofsted's approach to evaluating behaviour and attitudes

177. Inspectors will hold discussions with pupils and staff to gather evidence about school 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, as research suggests that staff are most affected by pupils' challenging behaviour. These discussions will include trainees, supply staff, NQTs and teachers at the start of their careers, 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 will hold 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.
178. 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 others' behaviour and attitudes towards them, and their understanding of the importance of positive behaviour in school and beyond school.
179. 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, looked after children, 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 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.
180. 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 discuss the results of the interviews and surveys of pupils and staff.
181. Over the course of inspection, inspectors will carry out evidence-gathering activities. In some cases, inspectors will be able to gather this 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, between lessons and, if they are led and managed by the school, before- and after-school clubs

- observing pupils' punctuality in arriving at school and at 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 already has
- analysing absence and persistent absence rates for all pupils, and for different groups compared with 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 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 suspended pupils
- 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 suspensions 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 runs (on its own or in partnership with other schools) for pupils whose behaviour is poor or who have low attendance. Inspectors will assess safeguarding procedures, the quality of education and how effectively the unit helps to improve pupils' behaviour, learning and attendance. However, this does not mean that the alternative provision will receive a separate judgement. Findings will be considered alongside other inspection evidence for the school.

182. Inspectors will recognise that the context in which schools operate has changed as a result of the pandemic. Therefore, they will consider the specific context and the steps school leaders have taken to ensure the best possible rates of attendance since the school re-opened to all pupils. Attendance between March 2020 and March 2021 will not impact on inspectors' judgement of the school.

### **Evaluating personal development and welfare**

183. The curriculum provided by schools should extend beyond the academic, technical or vocational. Schools support pupils to develop in many diverse aspects of life. Inspectors use the personal development judgement to evaluate the school's intent to provide for the personal development of all pupils, and how well the school implements this work. Inspectors will recognise that the impact of the school's provision for personal development will often not be assessable during pupils' time at school.

184. 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 judgement, 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 or Army Cadet Force), but will not attempt to measure the impact of the school's work on the lives of individual pupils.
185. This judgement 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.<sup>10</sup> These include how the school:
- ensures that curriculum subjects such as citizenship, RE and other areas, such as personal, social, health and economic education, and relationships and sex education, contribute to pupils' personal development – including by inspectors considering the provision, quality and take-up of extra-curricular activities offered by the school
  - develops pupils to become 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
  - promotes 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. This includes, but is not limited to, pupils' understanding of how equality and diversity are promoted
  - ensures an inclusive environment that meets the needs of all pupils, irrespective of age, disability, gender reassignment, race, religion or belief, sex or sexual orientation, and where no discrimination exists, for example in respect of wider opportunities for pupils
  - develops pupils' characters, which we define as a set of positive personal traits, dispositions and virtues that inform pupils' motivation and guide 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
  - develops pupils' confidence, resilience and knowledge, so that they can keep themselves mentally healthy

---

<sup>10</sup> 'United Nations Convention on the Rights of the Child', Unicef, September 1990; [www.unicef.org.uk/what-we-do/un-convention-child-rights](http://www.unicef.org.uk/what-we-do/un-convention-child-rights).

- enables pupils to recognise online and offline risks to their well-being – for example, risks from criminal and sexual exploitation, domestic abuse, female genital mutilation, forced marriage, substance misuse, gang activity, radicalisation and extremism – and makes them aware of the support available to them
  - enables pupils to recognise the dangers of inappropriate use of mobile technology and social media
  - develops pupils' understanding of how to keep physically healthy, eat healthily and maintain an active lifestyle, including giving ample opportunities for pupils to be active during the school day and through extra-curricular activities
  - develops pupils' age-appropriate understanding of healthy relationships through appropriate relationships and sex education
  - provides an effective careers or world-of-work programme that offers advice, experience and contact with employers to encourage pupils to aspire to a career, make good choices and understand what they need to do to reach and succeed in the career to which they aspire
  - supports readiness for the next phase of education, training or employment, so that pupils are equipped to make the transition successfully.
186. We will expect the school's relationships, sex and health education (RSHE) curriculum (and wider curriculum) to specifically address sexual harassment, online abuse and sexual violence. The curriculum should also address safeguarding risks (including online risks), issues of consent, and what constitutes a healthy relationship both online and offline. We will also expect schools to provide effective pastoral support. This includes being alert to factors that increase a child's vulnerability, or potential vulnerability, such as mental ill health, domestic abuse, having additional needs, and being at greater risk of exploitation and/or of feeling unable to report abuse (for example, girls and lesbian, gay, bisexual and transgender children).

### **Specific considerations for evaluating personal development**

187. 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 since the school reopened to all pupils.

### **Relationships, sex and health education**

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

## **Spiritual, moral, social and cultural development**

189. Inspectors will evaluate the effectiveness of the school's provision for pupils' spiritual, moral, social and cultural development. 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 indicator.
190. 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.
191. 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
  - knowledge of, 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 and development
  - willingness to reflect on their experiences.
192. 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 ability to understand and appreciate the viewpoints of others on these issues.

193. 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.

194. 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 in 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 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, respect and celebrate diversity. This is shown by their respect and attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities.

### **Ofsted's approach to evaluating personal development and welfare**

195. Inspectors will focus on:

- 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 promoted
- the quality of careers information, education, advice and guidance (CIEAG), and how well CIEAG benefits pupils in choosing and deciding on their next steps.

196. Much of the evidence that inspectors will consider in making the personal development judgement will be drawn from across the deep dives carried out, and conversations with leaders, staff, pupils and governors. Inspectors will also draw on any other evidence they consider as part of the inspection.

## Careers provision

197. 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.

198. 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, including 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 Guidance<sup>11</sup>
- the school's published information about its CIEAG provision.

---

<sup>11</sup> Gatsby, 'Good career guidance'; [www.gatsby.org.uk/education/focus-areas/good-career-guidance](http://www.gatsby.org.uk/education/focus-areas/good-career-guidance).

## Evaluating leadership and management

199. The leadership and management judgement 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:

- the extent to which leaders ensure that the priorities and, where applicable, the commitments of the islands' education strategy are understood and actively used to improve the school
- 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 content knowledge over time, so that the quality of their teaching improves
- 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, and 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 leaders understand their respective roles and perform these in a way that enhances the effectiveness of the school.

200. 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. There is a full note of how the criteria relate to the evidence available in our research.<sup>12</sup>

---

<sup>12</sup> 'Education inspection framework: overview of research', Ofsted, January 2019; [www.gov.uk/government/publications/education-inspection-framework-overview-of-research](https://www.gov.uk/government/publications/education-inspection-framework-overview-of-research)

201. The safeguarding section sets out the importance of safeguarding and its place in inspections.
202. Inspectors will look at the work of headteachers, senior leaders, subject leaders and others with leadership and management roles when reaching this judgement.

### External support

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

### Workload

204. 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.
205. Assessment should 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.
206. Collecting data can also create an additional workload for leaders and staff. Inspectors will look at whether schools' collections of data on attainment or progress are proportionate, represent an efficient use of school resources, and are sustainable for staff. The Teacher Workload Advisory Group's report, 'Making data work',<sup>13</sup> 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.
207. 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
  - the time taken to set assessments, collate, analyse and interpret the data
  - the time taken to then act on the findings.
208. We understand that assessment arrangements may have been altered as a result of the COVID-19 pandemic. Inspectors will seek to understand how staff

---

<sup>13</sup> 'Making data work: report of the Teacher Workload Advisory Group', Department for Education, November 2018; [www.gov.uk/government/publications/teacher-workload-advisory-group-report-and-government-response](https://www.gov.uk/government/publications/teacher-workload-advisory-group-report-and-government-response)

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 the inspection report.

## Safeguarding

209. 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 education
- 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, refer in a timely way to those who have the expertise to help
- manage safe recruitment and allegations about adults who may be a risk to children, pupils, students and vulnerable adults.

210. 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.

211. Inspectors will go beyond ensuring that schools meet statutory requirements, and beyond simply reviewing documents, to evaluate the safeguarding culture that has been established in the school.

212. Inspectors will also ensure that proper arrangements are in place to share information appropriately with relevant parties, including forwarding information to schools and post-16 or post-18 providers.

213. As well as understanding Ofsted's safeguarding policy, inspectors will be familiar with relevant guidance on safeguarding, including statutory guidance:

- 'Keeping children safe in education: guidance for schools and colleges'<sup>14</sup>
- 'Islands Safeguarding Children Partnership'<sup>15</sup>
- 'Positive environments where children can flourish'.<sup>16</sup>

<sup>14</sup> 'Keeping children safe in education', Department for Education, 2015;

[www.gov.uk/government/publications/keeping-children-safe-in-education--2](http://www.gov.uk/government/publications/keeping-children-safe-in-education--2)

<sup>15</sup> Islands Safeguarding Children Partnership; If you are concerned about a child in Guernsey or Alderney - Child Protection Guidelines; <http://iscp.gg/article/117806/If-you-are-concerned-about-a-child-in-Guernsey-or-Alderney>

<sup>16</sup> 'Positive environments where children can flourish', Ofsted, March 2018;

[www.gov.uk/government/publications/positive-environments-where-children-can-flourish](http://www.gov.uk/government/publications/positive-environments-where-children-can-flourish)

214. On all inspections, inspectors will determine whether there have been any safeguarding incidents or allegations since the last inspection, and whether the school has taken appropriate action to safeguard the children affected and/or to deal with allegations.
215. On a very small number of occasions, inspectors come across evidence or allegations of child abuse during an inspection. 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 children's services department. The referral will normally be made by the designated safeguarding lead/child protection officer (DSL/CPO) for the school (see 'Safeguarding concerns: guidance for inspectors').<sup>17</sup> Inspectors must be satisfied that the correct referral has taken place and record this in their evidence base.
216. If a child discloses to an inspector 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'.
217. Safeguarding is ineffective when there are serious or widespread failures in the school's or setting's safeguarding arrangements that give cause for concern (because children are not protected and legal and policy requirements of the States of Guernsey are not being met, or because insufficient action is being taken to remedy weaknesses following a serious failure of safeguarding arrangements).
218. 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 school or the setting
  - children, pupils and students have little confidence that the school or 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.
219. The school must provide opportunities for inspectors to speak to pupils with no other adults present, as it is important that pupils are able to express their

---

<sup>17</sup> 'Safeguarding concerns: guidance for inspectors', Ofsted, September 2021;  
[www.gov.uk/government/publications/safeguarding-concerns-guidance-for-inspectors](http://www.gov.uk/government/publications/safeguarding-concerns-guidance-for-inspectors)

views freely to inspectors. This is set out in our guidance 'Inspectors talking to pupils on inspection'.<sup>18</sup>

220. 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.

### **Allegations of sexual harassment, abuse or violence**

221. Inspectors will not investigate allegations of sexual harassment, abuse or violence, but will ensure that allegations are reported to the appropriate authority.
222. Inspectors will consider how schools handle allegations of sexual harassment, abuse and violence, including that:
- staff have appropriate knowledge of part 5 of the 'Keeping children safe in education' guidance
  - staff also have a good awareness of the signs that a child is being neglected or abused, as described in 'What to do if you're worried a child is being abused'<sup>19</sup>
  - all pupils are supported to report concerns about harmful sexual behaviour, and barriers that could prevent a pupil from making a disclosure, for example communication needs, are identified and addressed
  - staff are confident and well trained in handling reports of sexual harassment, abuse or violence in line with local guidance, including incidents between children, and those that happen off school premises
  - all allegations are taken seriously, recorded comprehensively and dealt with swiftly and appropriately, and pupils are confident that this is the case.
223. If schools do not have adequate processes in place, it is likely that safeguarding will be considered ineffective.

### **Ofsted's approach to evaluating leadership and management**

224. 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

<sup>18</sup> 'Inspectors talking to pupils on inspection', Ofsted, September 2020;

[www.gov.uk/government/publications/inspectors-talking-to-pupils-on-inspection](http://www.gov.uk/government/publications/inspectors-talking-to-pupils-on-inspection)

<sup>19</sup> 'What to do if you're worried a child is being abused', Department for Education, 2015;

<http://www.gov.uk/government/publications/what-to-do-if-youre-worried-a-child-is-being-abused--2>

- 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 evaluating 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
- if there are unusual patterns of pupil movement, discussions with school leaders about those movements.

225. Inspectors will always report on the school's activity to gather the views of staff, whether through its internal procedures or through using the Ofsted questionnaire. They will do this in the 'Information about this inspection' section.

### **Evaluating schools' use of off-site alternative provision**

226. Inspectors will evaluate how well a school continues to take responsibility for its pupils who attend off-site provision and/or alternative provision. Inspectors need to be assured that leaders have ensured that the off-site provision and/or 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 and/or alternative provision, where possible, including potentially through video or telephone calls.

227. 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.

228. Inspectors will consider:

- the reasons why leaders considered off-site provision and/or alternative provision to be the best option for the pupils concerned, and whether leaders have kept that under review
- 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 pupils' personal development.

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

- it is making ineffective or inappropriate use of off-site provision and/or alternative provision, either full time or part time.
- it is using inappropriate off-site provision and/or alternative provision
- leaders have not taken the necessary steps to assure themselves of the suitability of a provision
- leaders are not aware of how many of their pupils attend off-site provision and/or alternative provision
- leaders are not taking responsibility for their pupils who attend off-site provision and/or alternative provision.

### **Evaluating gaming**

230. 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 gaming is taking place, the evaluation of leadership and management is likely to be inadequate.

231. 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.

### **Evaluating a school's approach to inclusion and off-rolling**

232. 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 and development
- meet the needs of those pupils, drawing on more specialist support when necessary, and help those pupils to engage positively with the curriculum
- ensure that pupils have a positive experience of learning and achieve positive outcomes.

233. There is no legal definition of 'off-rolling'. However, we define 'off-rolling' as:

The practice of removing a pupil from the school roll by encouraging a parent to remove their child from the school roll, when the removal is primarily in the interests of the school rather than in the best interests of the pupil. Off-rolling in these circumstances is a form of gaming.



234. When inspectors find evidence of off-rolling taking place by Ofsted's definition, they will always address this in the inspection report. They may, depending on the scale and impact, need to consider it when reaching the judgement. Where a decision is lawful, but still meets Ofsted's definition of off-rolling, inspectors will be careful to consider the context of the decision and the integrity of leaders' actions. They should be clear about what impact the off-rolling has had on pupils involved, and on the school. There are many different activities that can constitute off-rolling, so there can be no hard and fast rules as to how it should be addressed. However, if inspectors determine the school to be off-rolling according to Ofsted's definition, then the leadership and management of the school are likely to be judged inadequate.
235. There are reasons why a school might remove a pupil from the school roll, such as when a pupil moves house or a parent decides, without encouragement or coercion by the school, to home educate their child. This is not off-rolling. If the pupil transfers to the roll of a different provider, including a school, and this is genuinely in the best interest of the pupil, this is not off-rolling. There is no means for a school to permanently exclude a pupil within the States of Guernsey, and Alderney.
236. Using off-site alternative provision while a pupil remains registered at the school is not off-rolling, because the pupil has not left the roll of their school. However, this may still be a form of gaming if it is not in the best interests of the pupil. Managed moves can be an effective tool in breaking a cycle of poor behaviour, but they can also be a form of off-rolling. Managed moves are not off-rolling only when they are genuinely used in a pupil's best interests. If a school uses managed moves, inspectors may ask to see evidence of the ways in which these have been carried out.
237. Inspectors will be interested if there are high numbers of pupils moving on and off roll, but this may not in itself mean that off-rolling is taking place.

### **The impact of safeguarding on the leadership and management judgement**

238. When safeguarding is ineffective, this is likely to lead to a judgement of inadequate for leadership and management. However, there may be circumstances when it is appropriate to judge leadership and management 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.

## **Evaluating early years and sixth-form provision**

### **Early years provision in schools**

239. Inspectors are required to grade the standards of education and care in the Reception Year in schools and to write about its effectiveness in the inspection report.

240. We recognise that the disruption to learning and development 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 knowledge, learning and development. Inspectors will pay close attention to how schools identify and address any of these delays and gaps and what the school is doing to address disruption to learning to ensure that children are well prepared for their next stage of education. Inspectors will 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.
241. The effectiveness of the arrangements for safeguarding children is reflected in the main judgement for the leadership and management of the school.
242. Inspectors will 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 early years curriculum
  - the extent to which the curriculum and care practices meet the needs of the range of children who attend, particularly any children with SEND
  - the progress 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.
243. 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 and those with SEND.
244. 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.<sup>20</sup> 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.
245. Inspectors will consider, taking into account any exemptions from the learning and development requirements of the EYFS, how well:

---

<sup>20</sup> This must not be reduced to, or confused with, simply memorising long lists of disconnected facts. Instead, it requires children to develop understanding by connecting new knowledge with existing knowledge, which they can then use in the purposeful application of skills.

- leaders assure themselves that the aims of the EYFS are met and that it 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 progression, systematically 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
- staff develop children's communication and language through singing songs, nursery rhymes and playing games
- staff develop children's love of reading through reading aloud and telling stories and rhymes
- children demonstrate their attitudes and behaviours through the key characteristics of effective learning:
  - playing and exploring
  - active learning
  - creative thinking and thinking critically.

246. 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, demonstrating, exploring ideas, encouraging, questioning, recalling, providing a narrative for what they are doing, facilitating and setting challenges. It takes account of the equipment that adults provide and the attention given 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.

### **Sixth-form provision in schools**

247. Inspectors are required to grade the quality of education in any sixth-form provision in schools and to write about the sixth form in the inspection report. Inspectors will use all their evidence to evaluate what it is like to be a student in the sixth form.

248. The effectiveness of the arrangements for safeguarding students is reflected in the main judgement for the school.

249. Inspectors will 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 attainment 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 and those with high needs
- how leaders and teachers develop a curriculum that provides progression, stretch, mathematics and English for young people without GCSE grades 9 to 4 (or legacy grades A\* to C), as well as work experience or industry placements and non-qualification activities (which may include tutorials, work to develop study, leadership teamwork, self-management skills and volunteering)
- 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.

250. 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.

## Part 3. Grade descriptors for graded inspections

251. This part sets out the grade descriptors that inspectors will use in coming to judgements.

### How we judge key indicators

252. 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.

253. 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.

### Ofsted judgements

254. 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

255. 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

256. 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.

## Grade descriptors for the quality of education

### 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 enables pupils, over time and across the school, to consistently achieve the aims of the curriculum, which 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.

257. 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 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 curriculum may undergo necessary changes (for example, following a review by senior leaders or to take account of COVID-19) and certain aspects

may be more developed than others. Where this is the case, these changes do not prevent all pupils having access to an appropriately broad and ambitious curriculum. Where adaptations to curriculum breadth are made for particular pupils, there is a clear rationale for why this is in those pupils' interests, and, where appropriate, there is a clear plan for returning all pupils to studying the full curriculum.

The school's curriculum is coherently planned and sequenced towards cumulatively sufficient knowledge and skills for future learning and employment.

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.

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.

## **Implementation**

The work given enables pupils to achieve the aims and ambition of the curriculum, which is coherently planned and sequenced towards cumulatively sufficient knowledge.

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 as a result of the COVID-19 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.

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 at the early stages of 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 and development.

Teachers ensure that their own speaking, listening, writing and reading of English supports pupils in developing their language and vocabulary well. This includes access to a range of high-quality literature.

## **Impact**

Pupils develop detailed knowledge and skills across the curriculum and, as a result, achieve well. This is reflected in the work that pupils produce.

Where available, impact 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 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 limited ambition and little or no structure or coherence, and leaders have not appropriately considered content and 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 in 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.
- Pupils with SEND do not receive a good-quality education. Expectations of them 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.

## **Grade descriptors for behaviour and attitudes**

258. In order for behaviour and attitudes to be evaluated as excellent, the school 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 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 help them to succeed in their education.

259. 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 aftermath 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.

External 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.

## 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 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.
- Poor behaviour means that pupils, or particular groups of pupils, are not safe or do not feel safe at school and/or at alternative placements.

## Grade descriptors for personal development and welfare

260. In order for personal development 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 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.

- 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.

261. 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' spiritual, moral, social and cultural development is of a high quality.

The school plays a key role in implementing local policy directives regarding physical health and well-being.<sup>21</sup>

The curriculum and the school's effective wider work help 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.

---

<sup>21</sup> 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.

### Inadequate (4)

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

- 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.
- Leaders are not protecting pupils from radicalisation and extremist views. Policy and practice are poor, which means that pupils are at risk.
- 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.

## Grade descriptors for leadership and management

262. In order for the leadership and management of a school to be judged 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.
- Leaders ensure that the priorities and, where applicable, commitments of the island's Education Strategy are actively reflected in, and supported by, the work of the school.

263. 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, including their use of the island's Education Strategy.

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 NQTs and teachers at the early stages of their careers, 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.

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 **manage** 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 making ineffective or inappropriate use of alternative provision or is using inappropriate alternative provision (including, for example, failing to ensure the suitability of a provision or not taking responsibility for their pupils who attend alternative provision).
- There is evidence that pupils have been removed from the school roll without a formal permanent exclusion, or removed from the school roll by the school encouraging a parent to remove their child from the school roll, or are regularly, repeatedly or systematically taken out of school without a formal exclusion (e.g. being put on a reduced, part-time or 'building' timetable for an inappropriate length of time). Leaders have taken insufficient action to address this.
- The school is deliberately and systematically gaming its results, including by entering pupils for courses that are not in their educational best interest.
- There is evidence that pupils have been removed from the school roll by the school encouraging a parent to remove their child from the school roll and leaders have taken insufficient action to address this.
- 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.

## Grade descriptors for early years provision

264. In order for the early years provision of a school to be judged 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 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 as they learn and 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 try hard, particularly if they encounter difficulties.

265. 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 skills, knowledge, and dispositions that they need to succeed in life.

The curriculum is coherently planned and sequenced and is developmentally appropriate. It is constructed to promote positive attitudes to 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 and development.

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 and development, 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.

## **Implementation**

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 their learning and development. In so doing, 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 and books 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, helping them to appropriately develop their emotional literacy. Leaders and staff are particularly attentive to the youngest children's needs.

The curriculum and care practices promote and support a child's emotional development and the wider development of their character. Staff teach children the language of feelings, helping them to appropriately develop their personal, social and emotional development. 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 details 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. Most children achieve the early learning goals, particularly in mathematics, literacy and the prime areas.<sup>22</sup>

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

---

<sup>22</sup> The prime areas of the EYFS are personal, social and emotional development (PSED), communication and language (CL) and physical development (PD).

positively to adults and each other. Children are developing their resilience to setbacks and take pride in their achievements.

Children are beginning to manage their own feelings and behaviour. Children are beginning to understand how these feelings and behaviours 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.
- Children are not well prepared for the next stage of their learning and development, particularly those with 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.

## **Grade descriptors for sixth-form provision in schools**

### **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 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.
- 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.

266. 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, and 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.

### **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 and beyond.
- 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 do not have access to relevant information about potential next steps, high-quality careers guidance, or opportunities for encounters with the world of work.
- Students' attendance is consistently low and shows little sign of sustained improvement.

- Students lack of engagement, motivation or enthusiasm inhibits their progress and development.



The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for children looked after, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit [www.nationalarchives.gov.uk/doc/open-government-licence](http://www.nationalarchives.gov.uk/doc/open-government-licence), write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: [psi@nationalarchives.gsi.gov.uk](mailto:psi@nationalarchives.gsi.gov.uk).

This publication is available at [www.gov.uk/government/organisations/ofsted](http://www.gov.uk/government/organisations/ofsted).

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate  
Store Street  
Manchester  
M1 2WD

T: 0300 123 1231  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/ofsted](http://www.gov.uk/ofsted)

© Crown copyright 2023